

# iscte

INSTITUTO  
UNIVERSITÁRIO  
DE LISBOA

---

**The effect of Internal Ethical Context on Subjective Well-Being: The sequential mediation role of Socially Responsible Human Resources Management and Ethical Leadership.**

Raquel de Ataíde Claudino Roque Dias

Master's in Human Resources Management and Organizational Consultancy

Supervisor:

Eduardo Simões, Ph.D.

DINAMIA'CET -IUL - Innovation and Labour Team

Co-Supervisor:

Ana Patrícia Duarte, Ph.D.

ISCTE Business School

Business Research Unit

September 2022





**BUSINESS  
SCHOOL**

---

Department of Human Resources and Organizational Behavior

**The effect of Internal Ethical Context on Subjective Well-Being: The sequential mediation role of Socially Responsible Human Resources Management and Ethical Leadership.**

Raquel de Ataíde Claudino Roque Dias

Master's in Human Resources Management and Organizational Consultancy

Supervisor:

Eduardo Simões, Ph.D.

DINAMIA'CET -IUL - Innovation and Labour Team

Co-Supervisor

Ana Patrícia Duarte, Ph.D.

ISCTE Business School

Business Research Unit

September 2022



*How can rationality of action be discussed without a word about the relationship between virtue and happiness? Is not happiness humanity's good?*

(Foot, 2003)



## **Abstract**

This research aimed to examine whether organizations' internal ethical context contributes to fostering employees' subjective well-being (SWB). Socially responsible human resources management (SRHRM) and ethical leadership were also evaluated and were expected to explain the previous relationship through a sequential mediation effect. For this purpose, data were collected through an anonymous questionnaire to a sample of 315 participants from organizations operating in different business sectors.

The internal ethical context was assessed using three elements: the existence of an ethics code, the scope, and relevance of the ethics program. Findings revealed that, while the mere existence of an ethics code did not predict SWB, the scope of the ethics program and employees' perception of its relevance positively influenced SWB. SRHRM, measured by practices regarding training and development, work-life balance, professional career, communication, and diversity attention, has revealed to be a significant mediator between internal ethical context and SWB. Ethical leadership, on its hand, did not show significance mediating the relationship between organizations' ethical context and SWB, but contributed to the chain of effects of the proposed model. The results indicate that organizations' internal ethical context increases the adoption of SRHRM practices, that support stronger ethical leadership behavior, and, thereby, promotes higher SWB.

**Keywords:** Internal Ethical Context, Ethical Infrastructure, Socially Responsible Human Resource Management, Ethical Leadership, Subjective Well-Being

**JEL Classification System:** M540 – Labor Management; I310 – General Welfare; Well-Being





## **Resumo**

Este estudo procurou perceber em que medida o contexto ético interno das organizações contribui para o bem-estar subjetivo (BES) dos seus colaboradores. A gestão de recursos humanos socialmente responsável (GRHSR) e a liderança ética foram também avaliadas na expectativa de que explicassem a relação anterior através de uma mediação sequencial. Para tal, foram recolhidos dados através de um questionário anónimo do qual se recolheu uma amostra de 315 participantes de organizações de diferentes setores de negócio.

O contexto ético interno foi avaliado a partir de três elementos: a existência de um código de ética, o âmbito e a perceção de relevância do programa de ética. Os resultados revelam que, embora a mera existência do código de ética não preveja o BES, o âmbito do programa de ética e a perceção da sua relevância por parte dos colaboradores, influencia positivamente o BES. A GRHSR, avaliada por práticas relativas a formação, equilíbrio entre o trabalho e a família, carreira profissional, comunicação e atenção à diversidade, revelou-se como uma mediadora significativa entre o contexto ético interno e o BES. A liderança ética, por sua vez, não revelou significância estatística na mediação da relação entre o contexto ético interno e o BES, mas contribuiu para a cadeia de efeitos do modelo proposto. Os resultados indicam que o contexto ético interno das organizações aumenta a adoção de práticas de GRHSR, que por sua vez apoiam um comportamento de liderança ética mais forte, promovendo um maior BES dos colaboradores.

**Palavras-Chave:** Contexto Ético Interno, Infraestrutura Ética, Gestão de Recursos Humanos Socialmente Responsáveis, Liderança Ética, Bem-Estar Subjetivo

**JEL Classification System:** M540 – Gestão Laboral; I310 – Bem-Estar Geral



## Index

Introduction .....	1
Chapter I – Internal Ethical Context and Subjective Well-Being .....	3
Internal Ethical Context of the Organization .....	5
The impact of the Internal Ethical Context on Individual Behavior .....	5
The impact of the Ethical Context on Subjective Well-Being .....	9
Socially Responsible Human Resources Management .....	11
Ethical Leadership .....	15
Chapter II – The effect of Internal Ethical Context on Subjective Well-Being .....	19
Method .....	21
Sample and Procedure .....	21
Variables and Measures .....	22
Results .....	25
The effect of the Code of Ethics on SWB .....	27
The effect of Scope of the Ethics Program on SWB .....	29
The effect of Perceived Relevance of the Ethics Program on SWB .....	31
The impact of Ethical Context on SWB and the effect between the mediator variables .	33
Discussion and Conclusions .....	35
Practical and Theoretical Implications .....	37
Limitations and Suggestions for Future Research .....	38
References .....	39
Annexes .....	53
Annex A - Questionnaire .....	55
Annex B – Questionnaire in Portuguese .....	63

## **Index of Figures**

Figure 1.1 - Conceptual Model .....	17
-------------------------------------	----

## **Index of Tables**

Table 2.1 - Means, Standard Deviations, Pearson Correlations, and Internal Consistencies (Cronbach's alphas) (N=315).....	25
Table 2.2 - The effect of the Existence of an Ethics Code on SWB. ....	28
Table 2.3 - The effect of the Scope of Ethics Program on SWB. ....	30
Table 2.4 - The effect of Perceived Relevance of the Ethics Program on SWB.....	32

## **Introduction**

Ethics has become one of the most important factors organizations need to consider. The effects of rising unethical behavior are extremely costly, with an estimation of millions of dollars lost (ACFE, 2018), besides considering the indirect effects, such as the decrease in employee motivation, and organizational reputation (Mitchell et al., 2020). The understanding of these consequences for organizations, employees, stakeholders, and society in general, called not only scholars' attention to understand the environmental and psychological factors behind unethical behavior (Mitchell et al., 2020), but also the managers' attention, as they seek competitive advantages, legitimacy, and a good reputation for their organizations (Chaudhary, 2017; Lee, 2008).

There is evidence that ethical behavior promotes trust within an organization and reduces conflicts, which results in lower turnover, as employees increase their level of job satisfaction and work engagement (Mulki et al., 2006; Koh & Boo, 2001). In turn, unethical behaviors within the workplace, like bullying and discrimination, have a negative impact on employees' levels of physical and psychological well-being (Promislo et al., 2013). Organizations that look forward to improving their performance by investing in ethical practices and policies, will also improve their employees' subjective well-being (SWB), since the attempt to become ethical and socially responsible is revealed through an effort to impact employees' SWB (Zhang et al., 2021), and the promotion of success within the workplace (Chida & Steptoe, 2008).

Like practices regarding ethics have a positive impact on employees' satisfaction, so do practices regarding corporate social responsibility (CSR), which provide safe work environments and good salaries, reducing employees' perceived uncertainty and consequently improving their well-being (Shen & Zhu, 2011; Shen & Benson, 2016; Zhang et al., 2021). The investment in ethics goes beyond having an ethical infrastructure supported by ethics codes and programs. To foster employees' SWB, organizations need to assure ethical leaders and human resources (HR) with the right structure to communicate ethical policies and practices.

If the main goal of CSR is to achieve harmony between social, environmental, and economical aspects (Duarte et al., 2010), so is the goal of HR, that try, through a strategic or operational execution (Sarvaiya et al., 2018), to assure the sustainability of the internal systems. Having, apparently, the same goals, the question emerges of what policies should socially responsible human resources management (SRHRM) - HRM practices related to CSR themes

-, put in practice to improve both the promotion of employees and society's satisfaction. The challenge remains to understand what can support it i.e., what within an organization makes it succeed.

Not only is SRHRM expected to affect employees' SWB, but also ethical leaders since the application of internal ethical policies, is strictly related to the way employees will understand and accept them, consequently, how they will also put them into practice. Employees receive guidelines for ethical behavior through their leaders, that help them internalize their organization's principles and values (Cohen, 1993; Treviño et al., 2000; Tenbrunsel et al., 2003).

A few studies on the relationship between ethics and employees' SWB have been conducted, but literature is still scarce in this regard. This relationship has been researched especially at a negative level, attempting to understand, for example, the negative consequences of unethical behavior on employees' work satisfaction (Bowling & Beehr, 2006). Similarly, there is still not much literature on the impact of SRHRM practices on employees, but recently, the first association between SRHRM practices and well-being was tested considering the mediating role of perspective-taking (Zhang et al., 2021). The mediation of SRHRM and ethical leadership between an ethical context and SWB remains, however, unexplored.

The present research proposes to understand if organizations' internal ethical context marked by the existence of an ethics code, the scope of the ethics program, and its perceived relevance, has a positive impact on employees' SWB, revealed by their frequency of positive feelings in comparison with negative feelings and satisfaction with life. After this, will be considered two potential mediators, expected to be drivers of the previous relationship: SRHRM (measured by HRM practices regarding training and development, work-life balance, communication, professional career, and diversity attention), and ethical leadership.

To this end, the present thesis starts with a theoretical framework on all the mentioned constructs that supports the development of the research hypotheses. This will be followed by the presentation of the empirical investigation, namely its methodological approach and results. Finally, conclusions and implications will be presented, relating all the findings to the existing literature.

## **Chapter I – Internal Ethical Context and Subjective Well-Being**





## **Internal Ethical Context of the Organization**

The investment in ethics, besides de reputation it brings for the organization, is also a demand that was placed by the consumers, that expect answers and attitudes from organizations, given the scandals that have taken place in recent years (Duarte et al., 2010). An organization can assume to be ethical, in the sense that it has ethical external relationships with clients and partners (Foote, 2001; Simões et al., 2019), but still operate internally with the only goal of achieving economic results that do not seem to bring any social value to its workers. Organizational ethics, besides considering external relations, is expected to have an internal impact that benefits all the people involved (Koonmee et al., 2010) by influencing employees' behavior and moral development (Vitell & Singhapakdi, 2007).

The investment in internal communication on ethical issues, training, and codes of conduct, offers employees the possibility to develop their moral reasoning in the same way a skill is developed. Individual ethical behavior is multidetermined, which means that is strongly influenced, besides individual characteristics, by the context where the individuals are inserted (Treviño, 1986; Simões, 2015). The contextual factors, in this case, the organization environment, revealed by its culture, practices, and norms have an inevitable direct influence on employees' decision-making processes (Tenbrunsel & Messick, 1999; Treviño et al., 2014; Treviño & Weaver, 2001; Kish-Gephart et al., 2010; Simões et al., 2019).

Activities that aim to promote ethics, such as activities around social responsibility themes, affect employees' quality of life at work (Kim et al., 2007). Similarly, ethics codes, training, and perception of social responsibility are positively related to employee satisfaction with work (Valentine & Fleischman, 2007). The relationship between ethics and happiness or satisfaction with life has been discussed in philosophy where the disposition to do the good and right thing is in accordance with the disposition of having pleasure doing it. Not only is this linkage considered in the philosophic field, but it also moved to the business field as well, where managers gained consciousness of the relevance of organizational ethics (Nunes, 2017).

### **The impact of the Internal Ethical Context on Individual Behavior**

The ethical context is potentiated by what Tenbrunsel et al. (2003) call "ethical infrastructure", which includes formal and informal ethical systems, each strongly maximized if associated with formal norms (Kish-Gephart et al., 2010; Treviño & Weaver, 2001; Simões et al., 2019), that support the entire organization and are expected to positively influence employees' ethical

behaviors. The formal elements of the ethical infrastructure are the elements that are documented and susceptible to be verified. These are divided between surveillance and sanctioning formal systems, that aim to monitor, detect and report ethical or unethical behavior, either as a reward or a sanction, and formal communication systems that officially communicate values and ethical principles through codes of conduct, educational programs and expected standards of performance that work as guideline norms to ethical behavior (Tenbrunsel et al., 2003). Organizations with ethical infrastructures use mainly codes and programs of ethics as their communication formal systems that look forward to establishing an ethical culture by promoting ethical behavior (Kaptein, 2009; Voegtlin & Greenwood, 2016).

Ethics programs have nine major components (Kaptein, 2009), from which are highlighted, firstly, the code of ethics, that is, an established document that includes norms and regulations on the expected behavior concerning multiple circumstances (Kaptein & Schwartz, 2008; Voegtlin & Greenwood, 2016). Secondly, communication and ethical training, and most importantly, the way these are done, as the ethics report line, which as the name indicates, is a line of ethical communications where workers can report identified issues (Weaver et al., 1999; Voegtlin & Greenwood, 2016). Thirdly, sanctioning policies for non-ethical actions and the way these should be managed as well as rewarding policies, that are especially efficient on workers' perceptions of justice that in the understanding of consequences their action can have, there is an understanding of the program of ethics as more than merely symbolic (Weaver et al., 1999; Voegtlin & Greenwood, 2016).

Ethics programs tend to influence and promote workers' ethical behavior, as they present the expected conduct by leaders and managers, promote the necessary resources for workers not to act against the code. Also, they promote organizational commitment since lack of satisfaction can generate unethical acts (Greenberg, 1997; Salamon & Robinson, 2008; Kaptein, 2009), elevate transparency on how ethical issues are addressed, and in this sense, create openness to discussion (Treviño & Weaver, 2001).

Nevertheless, the existence of the code of ethics is not sufficient on its own, as one could imagine, to assure an organizational culture that is efficient in employees' behavior (Kaptein & Schwartz, 2008; O'Fallon & Butterfield, 2005; Kish-Gephart et al., 2010; Simões et al., 2019). The relevance of the ethics code and program is dependent on its scope in a sense that the more adequate the dimension of the program, its components, and composition, the more significantly it reduces the number of unethical behaviors registered (e.g., discrimination practices) (Kaptein, 2015; Simões et al., 2019). Not only is the number of the components in the ethics program relevant, but also the role of scope, sequence, and order in which those

components are integrated (Kaptein, 2015) to be efficient in the reduction of unethical behaviors.

If the ethics program aims to provide workers with tools that guide their behavior (Weaver et al., 1999), it is expected that the more components the program has, the more guidelines workers have and the fewer unethical behaviors they will practice. Again, the wider the program, the widest is the expected commitment by employees (Weaver et al., 1999; Voegtlin & Greenwood, 2016). But this relationship is not completely linear or proportional since the opposite perception can happen. If the ethics program is too wide and extensive, the probability of employees not reading it and feeling saturated, restricted, and controlled is also wider (Katz-Navon et al., 2005; Kaptein, 2015), which means the scope of the program should be adjusted and coherent with the context it is relative to.

Ethics programs' nature and dynamics are extremely important in impacting individual ethical awareness and consequently their ethical behavior (Kaptein, 2015; Kaptein & Schwartz, 2008; O'Fallon & Butterfield, 2005; Simões et al., 2019). The perceived relevance of the ethical context is dependent on the awareness and importance employees' give to the ethics program, its rewarding and sanctioning systems and the role played by the heads of the different departments in monitoring employees' compliance (Treviño & Nelson, 2007). The perception of the ethics program, in turn, has its relevance dependent on managers and organization members' behaviors, which are expected to be in line with the defined policies (Kaptein & Schwartz, 2008). The higher the perception of the ethical context of the organization, the higher is it expected to affect employees' well-being as has been suggested by research (Schwepker et al., 2021)



## **The impact of the Ethical Context on Subjective Well-Being**

The relationship between ethics and SWB has been researched especially at a negative level, revealing the negative effect of unethical behaviors (e.g., bullying, discrimination, and injustice) on a work context, not only for the victim but also for the ones who practice and witness it (Giacalone & Thompson, 2006; Giacalone et al., 2016). The highlighted consequences of these unethical behaviors are stress, trauma, and bad health behaviors. In the present research, the main goal is to understand whether internal ethical context positively influences employees' SWB. Once again, the question for this relationship had already been raised by philosophy, where the idea of a happy life, is already a consequence of a good and worthy life, and well-being is not only related to a high presence of pleasure and low presence of negative aspects but with the ethical behavior of the individual (Yang et al., 2021).

SWB as defined by Diener and Ryan (2009), encompasses a cognitive dimension and an affective dimension. The cognitive dimension is satisfaction with life, including physical and mental health, family, friends, and life circumstances of the individual (Gill & Feinstein, 1994; Albuquerque & Tróccoli, 2004). The affective dimension is measured by two indicators. Firstly, positive feelings related to the feeling of happiness (Sagiv & Schwartz, 2000) and to the emotional positive states of pleasure and contentment (Albuquerque & Tróccoli, 2004). Secondly, negative feelings related to psychological negative symptoms, for example, anxiety and pessimism (Lucas et al., 1996; Galinha & Ribeiro, 2005; Diener et al., 1995; Busseri, 2018). What essentially is accounted for is not the intensity of the feelings, but the frequency of occurrence of each dimension (Diener et al., 1991; Busseri, 2018), since they are independent, and should be measured separately (Andrews & Withey, 1976; Lucas et al. 1996; Diener et al., 2003).

Well-being is subjective exactly because it is relative to the evaluation each person does of his/her own life, as it is influenced by personal experiences and characteristics (Diener & Ryan, 2009; Campbell, 1976; Albuquerque & Tróccoli, 2004), such as self-esteem and optimism (Lucas et al., 1996), extroversion and neuroticism (Diener et al., 2003; DeNeve & Cooper, 1998). SWB corresponds to and results from a cognitive process where the individual evaluates and balances his/her situation (Emmons, 1986), whereby, it should be accounted for long term and not only relative to a specific moment, otherwise it would raise limitations (Diener et al., 1997). It is subjective also because it is influenced by contextual and cultural factors (Diener et al., 2003). Many studies show differences in SWB mean values between nations (Inglehart & Klingemann, 2000; Veenhoven, 1993), and several factors contribute to

that difference, such as remuneration and if the culture where the individual is inserted is more individualistic or collectivistic (Diener & Lucas, 2000; Diener et al., 2003).

At a social and interpersonal level, people with high levels of SWB tend to have superior levels of sociability and create their system of social support (Cunningham, 1988; Isen, 1987), which suggest that high levels of SWB are beneficial not only individually, but it also has effects on the social environment around. Happier employees tend to have more positive work-related behaviors which have repercussions at a remuneration level, where higher salaries create higher levels of SWB (Diener et al., 2002; Diener & Ryan, 2009). Satisfaction with work is a determinant factor in citizenship organizational behaviors (Wu et al., 2015), that favors success within the workplace (Diener et al., 2002). The benefits of SWB are also noted at a health level since SWB directly affects positivity and longevity, because of all previous reasons, but also because it makes individuals more prone to participate in pro-social activities, like charity and voluntary work (Tov & Diener, 2008; Thoits & Hewitt, 2001; Krueger et al, 2001; Diener & Ryan, 2009).

Organizations with ethical contexts strive to treat all employees with justice at a remuneration and performance evaluation and invest in social responsibility training and development (Vitell & Singhapakdi, 2007). Ethical practices have empirical evidence of impacting employees' satisfaction with work (Valentine & Fleischman, 2007) and quality of life (Kim et al., 2017), especially if these employees value ethical issues (Koh & Boo, 2001; Vitell & Davis, 1990; Vitell & Singhapakdi, 2007). Satisfaction with work is an important consequent of the ethical context, and at the same time, an important predictor of employees' happiness with life in general (Lee et al., 2015). Thus, the first hypothesis of this research, considering the internal ethical context measured by the existence of the ethics code, the scope of the ethics program, and the perception of the ethics program' relevance, read as follows:

**Hypothesis 1:** *Employees' perception of Internal Ethical Context is positively related to their SWB.*

Employees' perception of the organization's ethical context and the effect it has on their SWB, is not only dependent on the ethical context itself, but also on other key factors such as CSR practices and ethical leadership (Jones 1991; Schwartz 2016; Schwepker et al., 2021). These relationships will be considered in the next sections.

## **Socially Responsible Human Resources Management**

Human resources management (HRM) has suffered a shift where more attention started to be given to an essentially strategic strand whose goal is to achieve economic and financial results which contributed to ethical issues becoming secondary (Greenwood, 2002; Simões et al., 2019). To correct this, it became expected from companies to have an active role oriented to social and environmental well-being, business mechanisms that are efficient as well as ethical, and a set of HR practices that defend and respect its employees (Duarte et al., 2010). The necessity of assuring social responsibility (SR) practices that focus on promoting employees' well-being, resulted in the construct of SRHRM: HRM guidelines that involve the concern for CSR practices (Sancho et al., 2018).

Voegtlin and Greenwood (2016), in reference to Watson (2010) and Mueller and Carter (2005), define HRM as “institutions, discourses and practices focused on the management of people within an employment relationship enacted through networks comprising multiple public and private actors” (Voegtlin & Greenwood, 2016, p.182). On the same hand, CSR defined as the “actions on the part of the firm that appear to advance, or acquiesce in the promotion of some social good, beyond the immediate interests of the firm and its shareholders and beyond that which is required by law” (Waldman et al., 2006, p. 1703) is expected to integrate into business, activities that focus on three main pillars: economic, social, and environmental (Neves & Bento, 2005; Barrena-Martínez et al., 2017), corresponding to the triple bottom line (Elkington, 1998) that encompasses activities related to people, profit, and the planet (Duarte et al., 2010).

CSR is not only a set of practices that try to answer to stakeholders' needs but is also expected that these stakeholders contribute to the definition of the policies that should be implemented, and so, to the definition of CSR itself (Becker-Olsen et al., 2006; Brown & Dacin, 1997; Creyer & Ross, 1997; Maignan, 2001; Sen & Bhattacharya, 2001; Duarte et al., 2010). For this reason, CSR is extremely linked to the stakeholder theory, which puts organizations in the place of finding a balance between the different stakeholders' demands and expectations, considering their economic, legal, ethical, and discretionary responsibilities (Carroll, 1991; Branco & Rodrigues, 2006; Duarte et al., 2010).

HRM practices that aim at implementing CSR, SRHRM (Shao et al., 2019) have been associated with different dimensions and practices. Voegtlin and Greenwood (2016) reflect on the importance of the way HRM defines SR policies, which assumes three main theoretical

theories: a political, an instrumental, or an integrative perspective (Parson, 1961; Barriga & Melé, 2004; Voegtlin & Greenwood, 2016).

Firstly, the vision of SRHRM as political, as the name indicates, centers social responsibility on political and bureaucratic topics, as if social responsibility is ensured, when regulations are also ensured. SRHRM is conceptualized as having a political part in society (Voegtlin & Greenwood, 2016). Secondly, the instrumental SRHRM perspective has its fundamental thesis that employees' involvement in social responsibility policies have financial advantages as it is the main goal, where employees' behavior is never an end, but a means to the economic success of the organizations (Voegtlin & Greenwood, 2016). Thirdly, to think of SRHRM as integrative is to think of social responsibility as integrating business needs with society needs (Preuss et al., 2009; Martínez Lucio & Stuart, 2011; Voegtlin & Greenwood, 2016), which is, the integration of different stakeholders' needs, from employees to the local community. CSR policies only directed to economic factors are not enough to create social conditions, it is needed to create and apply policies that are exclusively directed to specific social issues (Jones & Felps, 2013; Voegtlin & Greenwood, 2016).

Concerning the implementation of SRHRM policies, Sarvaiya et al. (2018), recognize in the literature the need for separate HRM action between operational and strategic, passive or active since the lack of information on this distinction turns challenging the understanding of the SRHRM role (Sarvaiya et al., 2018; Voegtlin & Greenwood, 2016; Podgorodnichenko et al., 2021).

Strategical SRHRM considers a people management approach that has the goal of reaching a sustainable and competitive advantage through specific policies and practices (Bratton & Jeffery, 2003; Sarvaiya et al., 2018). But this strategical perspective is never inseparable from an operational perspective since it always includes internal issues, such as the promotion of employees' well-being (Ulrich, 1997; Sarvaiya et al., 2018) since HR' involvement is always marked by contextual factors relative to the organization's structure. Operational HRM in the implementation of CSR policies seems, on the contrary, to be more direct since they are already assumed to be the promoters and drivers of employees' participation in, for example, environmental initiatives, communitarian development, and social causes. The role of HR in CSR is especially an internal role that considers the promotion of well-being and other variables directly related to the organization's internal systems (Sarvaiya et al., 2018). The productive relationship between HR and CSR suggested by the authors is the one where HR are assumed as the operational drivers of CSR policies, but not necessarily



drawing and thinking of those policies – a one-way link (Golden & Ramanujam, 1985; Sarvaiya et al., 2018).

Sarvaiya et al. (2018) advocate that organizations should promote SRHRM according to three pre-conditions. First, that the structure of social responsibility should be somehow linked to the HRM department (Gond et al., 2011; Sarvaiya et al., 2018). Second, organizations should develop CSR strategies that include HRM internal aspects, since not giving attention to internal issues can create employees a negative perception of HRM support (Newman et al. 2015; Rodrigo & Arenas 2008, Sarvaiya et al., 2018). And third, the promotion of HRM involvement on CSR initiatives (Sarvaiya et al., 2018).

The impact this integration has on an HRM level is given, mainly, in four categories. Firstly, attraction, in the sense that the promotion of social responsibility attracts talent and resources (Duarte et al., 2014; Greening & Turban, 2000; Turban & Greening, 1997; Podgorodnichenko et al., 2021). Secondly, training in CSR practices enables employees to develop specific skills, such as teamwork, acquired, for example, through voluntary action (Frances, 2008; Syedain, 2010; Podgorodnichenko et al., 2021). Thirdly, well-being (Duarte & Neves, 2010; Koh & Boo, 2001; Valentine & Fleishman, 2007) which is clear to be a consequence to workers when there is a good perception of social responsibility and ethics (Crichton & Shrivastava, 2017; Stankevičiūtė & Savanevičienė, 2019; Su & Swanson, 2019), and that will be explored in the next section of this dissertation. And fourthly, retention, since is also noticed a decrease in turnover (Podgorodnichenko et al., 2021).

At an organizational level, SRHRM has consequences in terms of performance, which is measured by reputation, productivity, innovation and economic impacts, and sustainable performance (Shen, 2011). Duarte et al. (2010) highlights also the competitive advantages to organizations insofar as the implementation of CSR practices is an important indicator to consumers (Tenbrunsel et al., 2003). On an individual level, when there is communication between HRM and CSR, there are improvements in employees' attitudes, satisfaction, organizational identity, and decreasing of cynicism (Dhanesh, 2014; Farooq et al., 2019; Farooq et al., 2014; Sheel & Vohra, 2016). There is also empirical evidence for improvements related to employees' behaviors because of the increase in SR perception and adherence to CSR policies through ethical practices (Podgorodnichenko et al., 2021). Socially responsible recruitment processes are proven to be drivers of attention to others' needs (Kraus et al., 2012; Babalola et al., 2020), social responsibility training makes employees more receptive to getting involved and communicating with stakeholders (Zhang et al., 2021). It is also proposed that HR practices that have a focus on social issues have also a major impact on CSR, which is in turn

significant on attitudes, behaviors and the way employees execute their everyday tasks (Shen, 2011).

The rising interest in ethics in the HRM field is suggested through practices such as ethical training and ethical leadership (Nie et al., 2018) which reveals the importance of SRHRM practices on employees' perception of their organization as ethical (Duane Hansen et al., 2016). The ethics program has as its main functions the promotion of the necessary resources for employees not to commit actions against the established code and elevate the transparency relative to the way ethical issues are dealt with (Kaptein, 2009; Voegtlin & Greenwood, 2016). Having settled that an ethical context has an extreme influence on employees' ethical behavior, is similarly expected that it also influences the way HRM operate, especially on CSR matters, that should be transversal to external and internal processes. Ethical context supported the existence of an ethics code, the scope of the ethics program and perceived relevance by employees, is expected to have a positive impact on SRHRM practices.

Regarding the relationship between SRHRM and employees' well-being, Zhang et al. (2021) introduce the hypothesis of SRHRM practices being drivers of well-being and favorable situations, not only for employees but for society in general. To understand this influence, the authors adopted the social information processing theory (Salancik & Pfeffer, 1978), which supports individuals adapting their behavior to the context surrounding them, where the social information collected and individual attitudes are mediated by cognitive processes (Salancik & Pfeffer, 1978; Zalesny & Ford, 1990; Zhang et al., 2021). If low levels of employees' SWB reveal themselves as a concern to companies because of its consequences on performance (Goh et al., 2015; Pfeffer, 2016, 2018), to revert this situation, companies try to invest in policies and practices that advocate for an ethical context and socially responsible HRM practices (Shen & Benson, 2016). This investment supposes that the concern with employees' health reduces the sensation of uncertainty and so, increases their SWB (Zhang et al., 2021). This leads to the following hypothesis:

**Hypothesis 2:** *The relationship between Internal Ethical Context and SWB is mediated by SRHRM.*

## **Ethical Leadership**

Besides the importance of the existence of an ethics program that stipulates the expected behavior in an organization, the success of ethics is strongly related to the way leaders communicate and practice these behaviors which, in turn, reflect on the perception employees have of their organization's values and levels of support (Treviño, 1986). The effectiveness of informal ethical systems occurs primarily through leaders since it is by them that the code and program of ethics are communicated and are they who choose in which sequence are policies applied also, the behavior of managers must also be discriminated in the code (Voegtlin & Greenwood, 2016). Leaders' failure to adopt their organizational code of ethics, prejudice internal and external performance, having as a result, an increase in employees' unethical behavior (Mayer et al. 2009; Voegtlin & Greenwood, 2016).

Ethical leadership is defined by Brown et al. (2005) as "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making" (Brown et al. 2005, p. 120). Ethical leadership is thus, drawn from the evaluation of ethical behavior relative to interpersonal relationships, actions, characteristics, and personality traits of the leader (Brown & Treviño, 2006; Brown et al., 2005), such as honesty, integrity, reliability, and cognitive trust (Mostafa & Shen, 2019; Den Hartog et al., 1999; Kirkpatrick & Locke, 1991; Kouzes & Posner, 1993; Posner & Schmidt, 1992; McAllister, 1995; Brown & Treviño, 2006). More importantly is the way these traits, behaviors, and attitudes are promoted to employees through ethical communication and decision making, where rewards and sanctions are attributed moral and rationally (Brown et al., 2005; Den Hartog & Belschak, 2012; Piccolo et al., 2010; Mostafa & Shen, 2019).

Bandura's (1986) social learning theory shows that all individuals, in the process of establishing their values and moral principles, pay attention to the values, principles, and moral attitudes of other persons that can be role models for them. Brown and Treviño (2006) supported by Bandura's (1986) theory, consider leaders as having an important role within an organization because of their capacity on influencing their followers' ethical behavior (Brown & Treviño, 2006; Sarwar et al., 2020). To analyze the concept of ethical leadership are used notions such as, firstly, morally consciousness and intensity linked to ethical decision-making processes (Jones, 1991; Rest, 1986) in the sense that ethical leaders tend to have major consideration for their decisions' consequences (Bass & Avolio, 2000; Burns, 1978; Howell & Avolio, 1992; Brown et al., 2005). Secondly, motivation that is often merged with self-control, discipline, and

care for others (McClelland, 1975, 1985; Brown & Treviño, 2006). Thirdly, the level of moral judgment allied to the way the individual interprets situations, as it is expected that leaders with a strong moral judgment read and solve dubious situations in a more sophisticated way (Turner et al., 2002; Brown & Treviño, 2006). Ethical leaders, for all these reasons, also reveal a better capacity for doing ethical stakeholder management (Brown & Treviño, 2006), as they are also more apt to understand the different needs and make decisions.

Ethical leadership predicts a better perception of internal social responsibility (Brammer et al., 2007), an improvement in justice perception, and consequently, the perception of organizational support (Brown & Treviño, 2006). Also, positively affects employees' self-esteem (Hillenbrand & Money, 2007; Hogg & Abrams, 1988), and therefore, increase organizational engagement (Lin, 2010; Besieux et al., 2018), satisfaction and dedication (Brown et al., 2005; Brown & Treviño, 2006). All these consequences are revealed in the diminishing of deviant behaviors' frequency (interpersonal and organizational) (Mostafa & Shen, 2019), and in the increase of prosocial behavior (Bryan & Test, 1967; Rosenhan & White, 1967; Brown et al., 2005; Brown & Treviño, 2006).

The more ethical leaders are, the more they are expected to contribute to employees' SWB, since the perception of support favor employees' motivation to achieve important goals, stimulating favorable energy to SWB (Ryan & Deci, 2000; Diener & Biswas-Diener, 2002). Ethical leadership, besides influencing employees' job performance, contributes to higher satisfaction (Neubert et al., 2013; Sarwar et al., 2020). If one of the roots of satisfaction with life is social environments characterized by good interpersonal relationships (Diener, 2012), an ethical leader influenced by the ethical context of his/her organization, is more likely to improve the SWB of their employees, which leads us to the following hypothesis:

**Hypothesis 3:** *The relationship between Internal Ethical Context and SWB is mediated by Ethical Leadership.*

There are several studies supporting ethical leaders as drivers of a socially responsible context. For instance, Wu et al. (2015) supported CEO's ethical leadership as a driver of employees' CSR. De Roek and Farooq (2018) showed the impact of ethical leadership on social responsibility behaviors. Duane Hansen et al. (2016) supported ethical leadership as a significant mediator between CSR and ethical climate perceptions. But the literature on the relationship between SRHRM and ethical leadership and its impact on employees is still scarce (Christensen et al., 2014; De Roeck & Farooq, 2018).

Organizational ethics' perceptions, considering CSR and ethical leadership as part of that context, positively influence employees' well-being (Schwepker et al., 2021). If SRHRM improves employees' behaviors and adherence to ethical practices (Podgorodnichenko et al., 2021), it is also expected to improve leaders' behaviors. It is not only expected that ethical leaders impact employees' SWB by having an important role in communication and promoting the ethical context and SR practices, but that also they are prone to be affected by that internal context lived in the organization (Treviño et al., 1999; Brown & Treviño, 2006). Therefore, we expect that:

**Hypothesis 4:** *SRHRM and Ethical Leadership are sequential mediators in the relationship between Internal Ethical Context and SWB.*

Based on the previous hypotheses, the present study's research model is illustrated in Figure 1.1.

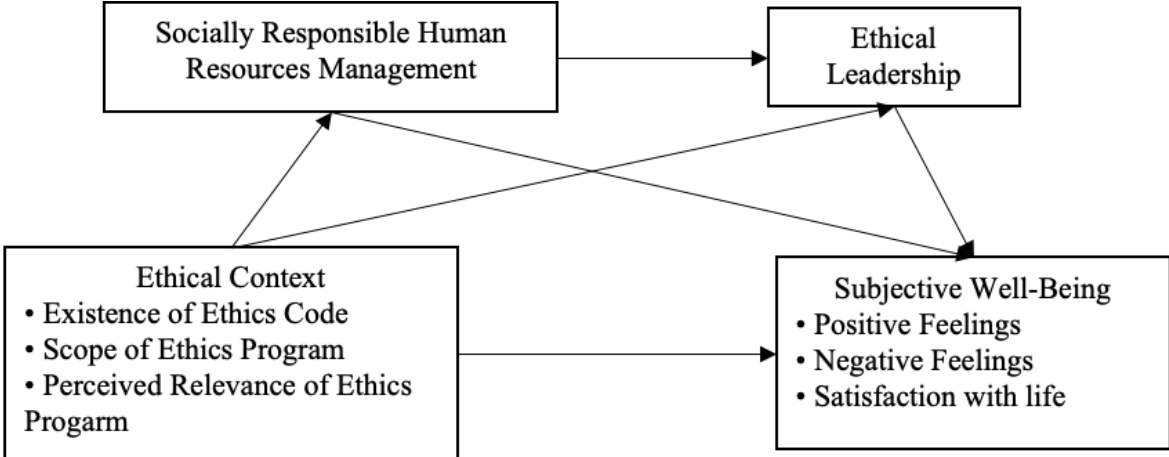


Figure 1.1 - Conceptual Model

In the following chapter, attention is turned to the methodological approach and its empirical analysis.



## **Chapter II – The effect of Internal Ethical Context on Subjective Well-Being**





## Method

### Sample and Procedure

For the present research, it has been chosen a quantitative, correlational approach, supported by the application of a questionnaire to employees. This is a relatively easy and quick way to collect data from a large number of people. It is also a data gathering technique from which we can expect more spontaneous data since participants cannot be influenced by an interviewer (Bryman, 2012). The questionnaire (Annex A) was constructed in the software “Qualtrics” and included informed consent and demographic and professional questions. It was available online between February and March 2022. Social media (LinkedIn, Facebook) and the researcher’s network were used to disseminate the questionnaire and thus maximize the number of participations. The only requirement for participation in the study was being working in the same company for at least 3 months. A total of 471 responses were obtained. After deleting incomplete responses and checking for the inclusion criteria, a final convenience sample of 315 participants was obtained.

From these 315 participants, 79% were female, with a mean age of 43 years, where the youngest had 20 years old and the oldest 68 years old ( $SD=9.84$ ). Regarding scholarly levels, more than half have a bachelor’s degree (50.8%), 24.8% has a master’s degree and 17.8% have a high school degree. The respondents work for different companies with different characteristics: concerning the type of entity, 73.3% work for public entities while 26.7% for private entities; concerning its ends, 70.5% work for companies with profits. The mean tenure in current organization was 13 years ( $SD = 10.97$ );  $min = 0.5$ ;  $max = 60$ ). Regarding the dimension of the organization, 9.2% of the respondents work at an organization with a maximum of 9 employees, for companies with a number of employees between 10 and 49, 19%, between 50 and 249, 22.9% and between 250 and 500, 10.2%. Finally, most of the respondents (38.7%) work for organizations with a dimension of more than 500 employees. With respect to holding a management position, only 32.4% of respondents exert a leadership role. Concerning the relationship with their direct supervisors, respondents referred that their interaction is mostly daily (73%) and 19% weekly. When asked how long they worked with their actual leader, respondents gave a mean of 7 years ( $SD = 7.69$ ), where the minimum is 0,5 and the maximum is 45 years. By the time respondents filled the questionnaire, 56.5% were working face-to-face, 21.3% were working from home and 22.2% were on a hybrid model.

## Variables and Measures

### Predictor Variables

Ethical Context was measured through the following three variables:

*Existence of Ethics Code.* This variable was evaluated through the question “The organization where I work has a Code of Ethics, which means, a formal document articulating the organization’s values and standards of conduct or something similar”, measured with a simple dichotomous response scale (“Yes” (1) or “No” (0)) (Kaptein & Schwartz, 2008; Kaptein, 2015; Simões et al., 2019) (Annex A – Part 1).

*Scope of Ethics Program.* The respondents were questioned about five items, each focusing on different components of an ethics program, being, ethics training, communication of the rules on sanctions, the existence of an anonymous support line and a responsible for the management of the code, employees monitorization regarding following the code, and if there is a manager responsible for the code. Responses were measured with a simple dichotomous response scale (“No” (0) or “Yes” (1)) (Kaptein & Schwartz, 2008; Kaptein, 2015; Simões et al., 2019) (Annex A – Part 1). It was created a composite variable by adding together the number of elements of the ethics program including the existence of a code of ethics, reported by participants (Simões et al., 2019)

*Perceived relevance of ethics program.* This variable was measured through an indicator constituted by three items (e.g., “Employees are aware of the existence of a code of ethics (or similar document”);  $\alpha = .66$ ) (Treviño & Nelson, 2007; Simões et al., 2019). Participants were asked to indicate if each statement applied to their organization using a five-point response scale (1 = “Totally Disagree”; 5 = “Totally Agree”) (Simões et al., 2020).

### Mediator Variables

*Socially Responsible Human Resources Management (mediator 1).* To measure respondents’ perception of SRHRM it was applied a scale developed by Sancho et al. (2018). This is composed by 16 items that measure the five dimensions of this variable: training and development (e.g., “Supports employees who wish to continue or upgrade their education/training”;  $\alpha = .79$ ), work-life balance (e.g., “Helps the employees find suitable work/life balance (flexible working hours)”);  $\alpha = .82$ ), communication (e.g., “Establishes channels for dialogue with employees and their representatives”;  $\alpha = .87$ ), professional career (e.g., “Recruitment processes are formalized and rigorous”;  $\alpha = .85$ ), diversity attention (e.g., “Allocates resources to manage the diversity of its employees”;  $\alpha = .81$ ). The responses to each

item are given on a five-point Likert scale where 1 corresponds to “*Totally Disagree*” and 5 to “*Totally Agree*”. The preference of utilization for this scale is justified firstly because its application was on small and medium organizations in Spain, a context sufficiently comparable to the one in the present dissertation, and secondly, because it presents good reliability for all the five dimensions ( $\alpha > .70$ , Sancho et al., 2018) (Annex A – Part 2). Similar to Sancho and colleagues’ (2018) analytic strategy, an overall composite variable was calculated for each respondent ( $\alpha = .91$ ).

*Ethical Leadership (mediator 2)*. This variable was evaluated through the ethical leadership scale developed by Brown and colleagues (2005). This includes ten items related to the way the leader conducts his or her life, makes decisions, communicates ethical issues, and gives an example of how to behave. It was asked respondents to choose from a five-point response scale (1 = “*Totally Disagree*” and 5 = “*Totally Agree*”) the extent to which each item is aligned with their direct supervisor’s behavior ( $\alpha = .94$ ) (Annex A – Part 3).

#### Criterion Variable

*Subjective Well-Being*. This variable was measured using two scales: the Scale of Positive and Negative Experience (SPANE) and the Satisfaction with Life Scale (SWLS), developed by Diener et al. (2009) and Diener et al. (1985), respectively.

The first scale includes twelve items, where six of them are related to the frequency of positive feelings, emotions, and experiences (e.g., “Good” and “Happy”), and the other six are related to the frequency of negative feelings, emotions, and experiences (e.g., “Bad” and “Sad”). This scale has as its main goal to measure the affective dimension of SWB and is evaluated by a 5-point Likert scale (1= “*Very Rarely or Never*” to 5= “*Very Often or Always*”). From this are taken two indicators, one allusive to positive feelings ( $\alpha=.94$ ), the other, allusive to negative feelings ( $\alpha = .88$ ).

The second scale is composed of five items (e.g., “In most ways my life is close to my ideal”;  $\alpha = .83$ ) whose goal is to measure the cognitive dimension of SWB. The items are measured through a 7-point Likert scale where 1 corresponds to “*Strongly Disagree*” and 7 to “*Strongly Agree*” (Annex A – Part 4).



## Results

Data were analyzed using IBM SPSS Statistics version 26, as well as PROCESS macro (Hayes, 2018) version 4.0.

Table 2.1 presents the mean, standard deviation, Spearman's correlations regarding the existence of the ethics code since it is measured by an ordinal scale, Pearson's correlations for all other variables, and the value of reliability (Cronbach's alpha) for each variable. Regarding the mean and standard deviation, it is possible to observe that respondents have a moderate perception of ethical leadership ( $M = 3.38$ ;  $SD = .89$ ) as well as SRHRM ( $M = 3.46$ ;  $SD = .85$ ). The scores of positive and negative feelings can vary between 6 and 30 (Diener et al., 2009). In the current study, they have, respectively, a mean of 21.41 ( $SD = 4.44$ ) and 14.08 ( $SD = 4.32$ ), which suggests moderate feelings but a high discrepancy between participants.

Regarding the correlations between variables, it is noteworthy that the existence of an ethics code has a significant correlation with ethical leadership ( $\rho = .15$ ,  $p < .01$ ) and SRHRM ( $\rho = .29$ ,  $p < .01$ ), but not with SWB (negative feeling:  $\rho = .01$ ; ns.; positive feelings:  $\rho = .06$ ; ns., and with satisfaction with life:  $r = .05$ ; ns.) The scope of the ethics program and the perceived importance of the ethics code have low to moderate correlations with all the other variables. Ethical leadership and SRHRM have moderate relations with SWB indicators, but a high correlation between them ( $r = .70$ ,  $p < .01$ ). Finally, it is important to note that negative feelings have a moderate negative correlation to all variables, except for positive feelings, where the negative correlation is high ( $r = -.75$ ,  $p < .01$ ).

It is possible to conclude that all variables have adequate reliability. Most of them have high Cronbach's alphas, with exception of the perceived importance of the ethics program.

The analysis of the results will be divided into four main sections. In the first three sections is considered whether the existence of an ethics code, the scope of the ethics program, and the perceived relevance of the ethics program, respectively, affect the entire model. In these first three sections all 4 hypotheses will be considered according to each predictor variable. The last section analyzes the effect of ethical leadership and SRHRM as mediator variables and the relationship between them, as well as the validity of the entire model considering the previous results.

Table 2.1 - Means, Standard Deviations, Correlations, and Internal Consistencies (Cronbach's alphas) (N=315).

	M	SD	1	2	3	4	5	6	7	8
Ethical Context										
1. Existence of Ethics code (0=No; 1=Yes)	-	-								
2. Scope of Ethics Program	3.94	1.76								
3. Perceived Importance of the Ethics Program	3.64	0.79		.53**	<b>(.66)</b>					
4. SRHRM	3.46	0.85	.29**	.53**	.56**	<b>(.91)</b>				
5. Ethical Leadership	3.68	0.89	.15**	.39**	.43**	.70**	<b>(.94)</b>			
Subjective Well-Being										
6. Positive Feelings	21.41	4.44	.06	.33**	.43**	.59**	.52**	<b>(.94)</b>		
7. Negative Feelings	14.08	4.32	.01	-.34**	-.42**	-.53**	-.50**	-.75**	<b>(.88)</b>	
8. Satisfaction with Life	24.81	5.75	.05	.14*	.26**	.39**	.38**	.54**	-.44**	<b>(.83)</b>

Notes: \*\*. p < 0.01; \*. p < 0.05; Cronbach's alpha coefficients in parentheses and in bold.

## The effect of the Code of Ethics on SWB

The total effect of the existence of an ethics code on SWB, as can be seen in Table 2.2, is not statistically significant, since it does not explain the frequency of positive feelings ( $R^2 = .01$ ;  $F(1,313) = 3.13$ ,  $p < .01$ ), negative feelings ( $R^2 = .00$ ;  $F(1,313) = .04$ , n.s.), or satisfaction with life ( $R^2 = .00$ ;  $F(1,313) = .80$ , n.s.). Thus, hypothesis 1 is not supported when considering the existence of an ethics code as the predictor variable.

Relatively to SRHRM, it is explained by the existence of an ethics code ( $B = .52$ ;  $BootIC = .33$ ;  $.72$ ) and has a strong effect on positive feelings ( $B = 2.47$ ;  $BootIC = 1.80$ ;  $3.14$ ), negative feelings ( $B = -2.10$ ;  $BootIC = -2.77$ ;  $-1.43$ ) and satisfaction with life ( $B = 1.73$ ;  $BootIC = .73$ ;  $2.27$ ). Hypothesis 2, that proposed that SRHRM mediates the relationship between ethical context elements and employees' SWB, is strongly supported in what concerns ethics code since its indirect effects on the three components of SWB are statistically significant (positive feelings:  $B = 1.29$ ;  $BootIC = .73$ ;  $2.01$ ; negative feelings:  $B = -1.10$ ;  $BootIC = -1.75$ ;  $-.58$ ; satisfaction with life:  $B = .90$ ;  $BootIC = .34$ ;  $1.54$ ). Since the total effects were not significant, we can conclude that the effect of the existence of an ethics code on SWB is completely indirect. That is, occurs only because the ethics code contributes to perceptions of SRHRM.

As for ethical leadership, it is not influenced by an ethics code since the result is not significant ( $B = -0.09$ ;  $BootIC = -.25$ ;  $.06$ ;  $R^2 = .50$ ), but ethical leadership positively influences the respondents' positive feelings ( $B = .98$ ;  $BootIC = .36$ ;  $1.61$ ), negative feelings ( $B = -1.12$ ;  $BootIC = -1.75$ ;  $-.50$ ) and satisfaction with life ( $B = 1.34$ ;  $BootIC = .42$ ;  $2.27$ ). When considered the ethics code as the predictor, the indirect effects for these relationships, for positive feelings ( $B = -.09$ ;  $BootIC = -.32$ ;  $.06$ ), for negative feelings ( $B = .10$ ;  $BootIC = -.08$ ;  $.33$ ) and satisfaction with life ( $B = -.12$ ;  $BootIC = -.45$ ;  $.09$ ), are statistically not significant. So, hypothesis 3 is not supported for these models.

Hypothesis 4 refers to the double mediation having ethics code as the predictor is supported, considering that the indirect effect is significant for the positive feelings ( $B = .38$ ;  $BootIC = .13$ ;  $.71$ ;  $R^2 = .38$ ), for the negative feelings ( $B = -.44$ ;  $BootIC = -.79$ ;  $-.16$ ;  $R^2 = .33$ ), and for satisfaction with life ( $B = .52$ ;  $BootIC = .14$ ;  $1.02$ ;  $R^2 = .17$ ). Accordingly, the results indicate that the existence of an ethic code promotes employees' SWB indirectly by fostering SRHRM, and, subsequently, enhancing ethical leadership behavior.

Table 2.2 - The effect of the Existence of an Ethics Code on SWB.

	SRHRM			Ethical Leadership			Positive Feelings			Negative Feelings			Satisfaction with life		
	B	LLCI	ULCI	B	LLCI	ULCI	B	LLCI	ULCI	B	LLCI	ULCI	B	LLCI	ULCI
<b>Total effect</b>															
Constant							20.78	19.92	21.64	14.15	13.31	14.98	24.40	23.28	25.51
Ethics Code							.94	-.11	1.99	-.10	-1.13	.92	.62	-.74	1.98
							$R^2 = .01$			$R^2 = .00$			$R^2 = .00$		
							F(1,313)=3.13 p<.01			F(1,313)=.04 n.s.			F(1,313)=.80 n.s.		
<b>Direct effect</b>															
Constant	3.11	2.95	3.27	1.15	.86	1.45	9.68	7.89	11.47	24.58	22.78	26.37	14.37	11.7	17.03
Ethics Code	.52	.33	.72	-.09	-.25	.06	-.65	-1.52	.22	1.33	.46	2.21	-.69	-1.99	.61
SRHRM				.75	.66	.83	2.47	1.80	3.14	-2.10	-2.77	-1.43	1.73	.73	2.72
Ethical Leadership							.98	.36	1.61	-1.12	-1.75	-.50	1.34	.42	2.27
	$R^2 = .08$			$R^2 = .50$			$R^2 = .38$			$R^2 = .33$			$R^2 = .17$		
	F(1,313)=28.50 p<.001			F(2,312)=153.50 p<.001			F(3,311)=62.31 p<.001			F(3,311)=52.13 p<.001			F(3,311)=21.83 p<.001		
<b>Indirect effect</b>															
							Effect	BootLLCI	BootULCI	Effect	BootLLCI	BootULCI	Effect	BootLLCI	BootULCI
Ethics code -> SRHRM -> Criterium							1.29	.73	2.01	-1.10	-1.75	-.58	.90	.34	1.54
Ethics code -> EL -> Criterium							-.09	-.32	.06	.10	-.08	.33	-.12	-.45	.09
Ethics code -> SRHRM -> EL -> Criterium							.38	.13	.71	-.44	-.79	-.16	.52	.14	1.02

Note: Existence of ethics code: 0 = No; 1 = Yes.



## The effect of Scope of the Ethics Program on SWB

Considering now Table 2.3, and considering the scope of the ethics program as the predictor variable, it is possible to conclude hypothesis 1 is partially supported, since it does influence positive feelings ( $B = .78$ ;  $BootIC = .47$ ; 1.08), negative feelings ( $B = -.81$ ;  $BootIC = -1.11$ ;  $-.50$ ), but not satisfaction with life ( $B = .47$ ;  $BootIC = .02$ ; .91;  $F(1,206) = 4.27$ , n.s.). The  $R^2$  for these three components is .11, .12, and .02 respectively.

The direct effect of the scope on SRHRM is low but significant ( $B = .24$ ;  $BootIC = .18$ ; .29), and SRHRM has a strong effect on SWB ( $B = 2.37$ ;  $BootIC = 1.57$ ; 3.18 for positive feelings;  $B = -1.67$ ;  $BootIC = -2.54$ ;  $-.80$ , for negative feelings; and  $B = 2.80$ ;  $BootIC = 1.53$ ; 4.06 for satisfaction with life). The indirect effect of the mediation is, then, significant for positive feelings ( $B = .56$ ;  $BootIC = .32$ ; .83), negative feelings ( $B = -.40$ ;  $BootIC = -.67$ ;  $-.15$ ) and satisfaction with life ( $B = .66$ ;  $BootIC = .34$ ; 1.02). Hypothesis 2 taking the scope of the ethics program as the predictor variable is supported ( $R^2 = .28$ ;  $F(1,206) = 78.88$ ,  $p < .001$ ).

Even though ethical leadership is not significantly influenced by the scope of the ethics program ( $B = .03$ ;  $BootIC = -.03$ ; .29;  $R^2 = .43$ ), it affects SWB by affecting the positive ( $B = 1.18$ ;  $BootIC = .48$ ; 1.88) and negative feelings ( $B = -1.17$ ;  $BootIC = -1.93$ ;  $-.41$ ) and satisfaction with life ( $B = 1.37$ ;  $BootIC = .27$ ; 2.48). Hypothesis 3 regarding the mediating role of ethical leadership is not supported since the indirect effect is not significant for none of the SWB dimensions (positive feelings  $B = .04$ ;  $BootIC = -.03$ ; .12, negative feelings  $B = -.04$ ;  $BootIC = -.13$ ; .03 and satisfaction with life  $B = .04$ ;  $BootIC = -.03$ ; .17).

Finally, and still considering the scope as the predictor variable, the double mediation (hypothesis 4) is supported. The indirect effect is significant for the positive feelings ( $B = .18$ ;  $BootIC = .07$ ; .33;  $R^2 = .40$ ), for the negative feelings ( $B = -.18$ ;  $BootIC = -.33$ ;  $-.56$ ;  $R^2 = .30$ ), and for satisfaction with life ( $B = .21$ ;  $BootIC = .03$ ; .40;  $R^2 = .23$ ). An adequate scope of the ethics program promotes employees' SWB indirectly by fostering SRHRM, and, subsequently, enhancing ethical leadership behavior.

Table 2.3 - The effect of the Scope of Ethics Program on SWB.

	SRHRM			Ethical Leadership			Positive Feelings			Negative Feelings			Satisfaction with life		
	B	LLCI	ULCI	B	LLCI	ULCI	B	LLCI	ULCI	B	LLCI	ULCI	B	LLCI	ULCI
<b>Total effect</b>															
Constant							18.7	17.38	20.02	17.21	15.90	18.53	23.24	21.32	25.16
Scope							.78	.47	1.08	-.81	-1.11	-.05	.47	.02	.91
							$R^2 = .11$			$R^2 = .12$			$R^2 = .02$		
							F(1,206)=25.03 p<.001			F(1,206)=27.22 p<.001			F(1,206)=4.27 n.s.		
<b>Direct effect</b>															
Constant	2.71	2.48	2.94	1.27	.86	1.68	8.67	6.41	10.94	25.3	22.85	27.75	11.50	7.91	15.08
Scope	.24	.18	.29	.03	-.03	.09	-.01	-.30	.29	-.19	-.51	.13	-.45	-.92	.02
SRHRM				.66	.53	.79	2.37	1.57	3.18	-1.67	-2.54	-.80	2.80	1.53	4.06
Ethical Leadership							1.18	.48	1.88	-1.17	-1.93	-.41	1.37	.27	2.48
	$R^2 = .28$			$R^2 = .43$			$R^2 = .40$			$R^2 = .30$			$R^2 = .23$		
	F(1,206)=78.88 p<.001			F(2,205)=77.76 p<.001			F(3,204)=45.62 p<.001			F(3,204)=29.72 p<.001			F(3,204)=20.16 p<.001		
<b>Indirect effect</b>															
							Effect	BootLLCI	BootULCI	Effect	BootLLCI	BootULCI	Effect	BootLLCI	BootULCI
Scope -> SRHRM -> Criterium							.56	.32	.83	-.40	-.67	-.15	.66	.34	1.02
Scope -> EL -> Criterium							.04	-.03	.12	-.04	-.13	.03	.04	-.03	.17
Scope -> SRHRM -> EL -> Criterium							.18	.07	.33	-.18	-.33	-.56	.21	.03	.40

## The effect of Perceived Relevance of the Ethics Program on SWB

Table 2.4 considers the findings regarding the conceptual model having the perceived relevance of the ethics program as the predictor variable. It is possible to conclude, that hypothesis 1 is supported since the total effect of the predictor is significant for positive feelings ( $F(1,210) = 42.27, p < .001; R^2 = .18; B = 2.27; BootIC = 1.61; 2.92$ ), for the negative feelings ( $F(1,210) = 43.33, p < .001; B = -2.21; BootIC = -2.87; -1.55$ ), and for satisfaction with life ( $F(1,210) = 15.13, p < .001; B = 1.92; BootIC = .95; 2.89$ ).

Considering now the mediation of SRHRM, it is once again supported and the most significant of the conceptual model. The indirect effect is strong for positive ( $B = 1.20; BootIC = .66; 1.84$ ) and negative feelings ( $B = -.85; BootIC = -1.47; -.29$ ), and for satisfaction with life ( $B = 1.36; BootIC = .57; 2.26$ ). Hypothesis 2 is supported when considering the perceived relevance of the ethics program as the predictor.

For the relationship between perceived relevance of the ethics program and ethical leadership, it is possible to observe that the predictor variable has a low and non-significant influence on this mediator ( $B = .91; BootIC = -.04; .22; R^2 = .45$ ), but once again, ethical leadership significantly affects positive feelings ( $B = 1.15; BootIC = .46; 1.84$ ), negative feelings ( $B = -1.14; BootIC = -1.88; -.40$ ) and satisfaction with life ( $B = 1.33; BootIC = .23; 2.43$ ). However, hypothesis 3 is not supported, since the indirect effects are not statistically significant for positive feelings ( $B = .11; BootIC = -.05; .33$ ), negative feelings ( $B = -.10; BootIC = -.35; .05$ ), and satisfaction with life ( $B = .12; BootIC = -.05; .41$ ), the three components of SWB.

Hypothesis 4, is for this predictor variable, supported, since the indirect effect is significant for positive feelings ( $B = .43; BootIC = .15; .78$ ), explaining the model partially ( $R^2 = .42$ ), for negative feelings ( $B = -.43; BootIC = -.79; -.12; R^2 = .33$ ), and for satisfaction with life ( $B = .50; BootIC = .06; 1.01; R^2 = .23$ ). The results indicate the higher the perception of the ethics program' relevance, the higher employees' SWB indirectly by fostering SRHRM, and, subsequently, enhancing ethical leadership behavior.

Table 2.4 - The effect of Perceived Relevance of the Ethics Program on SWB.

	SRHRM			Ethical Leadership			Positive Feelings			Negative Feelings			Satisfaction with life		
	B	LLCI	ULCI	B	LLCI	ULCI	B	LLCI	ULCI	B	LLCI	ULCI	B	LLCI	ULCI
<b>Total effect</b>															
Constant							13.46	11.01	15.91	22.08	19.7	24.54	18.03	14.41	21.65
Perceived relevance							2.27	1.61	2.92	-2.21	-2.87	-1.55	1.92	.95	2.89
							$R^2 = 0.18$			$R^2 = .17$			$R^2 = .07$		
							F(1,210)=42.27 p<.001			F(1,210)=43.33 p<.001			F(1,210)=15.13 p<.001		
<b>Direct effect</b>															
Constant	1.56	1.13	1.99	1.06	.60	1.52	7.78	5.36	10.2	26.77	24.17	29.38	11.56	7.69	15.43
Perceived relevance	.57	.45	.69	.91	-.04	.22	.53	-.15	1.20	-.83	-1.55	-.10	-.06	-1.34	1.02
SRHRM				.66	.53	.79	2.11	1.31	2.91	-1.49	-2.35	-.64	2.38	1.11	3.65
Ethical Leadership							1.15	.46	1.84	-1.14	-1.88	-.40	1.33	.23	2.43
	$R^2 = .31$			$R^2 = .45$			$R^2 = .42$			$R^2 = .33$			$R^2 = .23$		
	F(1,210)=94.96 p<.001			F(2,209)=84.31 p<.001			F(3,208)=49.82 p<.001			F(3,208)=33.75 p<.001			F(3,208)=20.37 p<.001		
<b>Indirect effect</b>															
							Effect	BootLLCI	BootULCI	Effect	BootLLCI	BootULCI	Effect	BootLLCI	BootULCI
Perceived relevance -> SRHRM -> Criterium							1.20	.66	1.84	-.85	-1.47	-.29	1.36	.57	2.26
perceived relevance -> EL -> Criterium							.11	-.05	.33	-.10	-.35	.05	.12	-.05	.41
Perceived relevance -> SRHRM -> EL -> Criterium							.43	.15	.78	-.43	-.79	-.12	.50	.06	1.01

## **The impact of Ethical Context on SWB and the effect between the mediator variables**

Considering the previous analysis of Tables 2.2, 2.3, and 2.4, it is now possible to conclude that Hypothesis 1 is partially supported. Both the code of ethics and the scope of the ethics program do not have a significant influence on any of the components of SWB, the perceived relevance of the ethics code is the element with more impact. As for the criterium variables, satisfaction with life is the least explained by any of the components of ethical context.

For hypothesis 2, it is possible to conclude that it is supported. SRHRM is the mediator variable that has the strongest indirect effect between all the indicators of both ethical context and SWB, and the variable that shows higher values of  $R^2$ . This suggests that SRHRM practices are the variable of the model that has the most impact on employees' SWB.

The mediation of ethical leadership between internal ethical context and SWB, considering the past analysis, is not significant since the indirect effects are not significant for all the three antecedents and all the three consequents. Hypothesis 3 is, thus, not supported. The presence of an ethical leader does not explain the effect of internal ethical context on employees' SWB.

It is also important to notice the effect of SRHRM practices on ethical leadership is statistically significant, considering the predictor variable the code of ethics ( $B = .75$ ;  $BootIC = .66$ ;  $.83$ ), the scope of the ethics program ( $B = .66$ ;  $BootIC = .53$ ;  $.79$ ) or the perceived relevance of the ethics code ( $B = .66$ ;  $BootIC = .53$ ;  $.79$ ). This effect is also an important factor when analyzing the indirect effect of the double mediation, which behaves in the same positive way.

Hypothesis 4, again, considering tables 2.2 to 2.4, is supported. The indirect effect of the double mediation is statistically significant for all the variables considering the evaluation of the internal ethical context, and for all the variables that explain SWB.



## Discussion and Conclusions

This study sought to understand the relationship between the internal ethical context of organizations and employees' SWB, sequentially mediated by SRHRM and ethical leadership.

Since the internal ethical context was measured by three different variables, also three different sub-models have emerged, being the first, the effect of the existence of an ethics code, secondly, the effect of the scope of the ethics program, and finally, the effect of employee perceived importance of the ethics program on SWB. According to the literature, the existence of the code of ethics on its own seems to not affect employees' diminishing of unethical behavior (Bowie, 1990; Wood & Rimmer, 2003; Kaptein, 2011) and the results corroborate the lack of effectiveness as well as on employees' SWB. The scope of the ethics code is more effective in preventing unethical behaviors (Kaptein, 2015; Simões et al., 2019), The present study's results show that it is also more effective on employees' affective dimension of SWB, but still not statistically significant on the cognitive dimension. The perceived relevance of the ethics program, consonant to the results, is the indicator of the ethical context that explains SWB the most, especially the affective part, which means, that it has the highest impact on the increase the frequency of positive feelings and diminishing on the frequency of negative feelings.

Even though the internal ethical context of the organization partially explains employees' SWB, it was expected that this relationship would be reinforced when considering SRHRM as a mediator. Based on the current research results, it is possible to conclude that SRHRM is the variable with the strongest impact on SWB. Apart from the discussion around HRM having a strategic or operational approach or the influence stakeholders and consumers have on the definition of CSR practices, the consequence of the practices are clear. The creation of conditions through policies directed to specific social issues in addition to the ones directed to economic aspects (Jones & Felps, 2013; Voegtlin & Greenwood, 2016), the ambition of creating a system of involvement and harmony that looks forward to assuring everyone's satisfaction (Winstanley et al. 1996; Legge, 1998; Shen, 2011), and especially, the alliance between CSR and HRM is what, according to the literature, promotes, between other consequences, employees' retention and work engagement (Albinger & Freeman, 2000; Duarte et al., 2014; Farooq et al., 2019; Lin & Liu, 2017), and well-being (Duarte & Neves, 2010; Koh & Boo, 2001; Valentine & Fleishman, 2007). The results of the present research point exactly in this way since the indirect effect of the mediation of SRHRM is statistically significant between all the elements of the ethical context and all the elements of SWB.

The perception of SRHRM policies is strictly dependent on the way they get to employees. Practices that are only symbolic will not impact on employees' SWB. On the other hand, substantive attributions of SRHRM transmit the message that the company does not worry about social issues in a superficial way (Zhang et al., 2021). The spreading of organizational values and principles that ought to have an impact on employee satisfaction should count not only on the communication of the leaders but also, and especially, on the internal communication of the HR.

As for the second mediator, ethical leadership, the results were not completely in line with the expected. Literature indicates that the leader is the main promoter of the ethical context since it is through the leader that the values and principles described by the ethics program are put into practice, increasing the organization's ethical conduct (Treviño, 1986). It is through the way ethics are communicated and put in practice by the leader that employees adapt their behaviors as well, in such a manner that their perception of their organization as ethical and supportive is expected to be in line with their perception of their direct leader, who, consequently, affects employee's satisfaction (Brown et al., 2005; Brown & Treviño, 2006). The present study's results show that ethical leadership explains SWB but the indirect effect of ethical leadership' mediation between ethical context and SWB is not statistically significant, especially considering the cognitive part of SWB. These results suggest that employees' perceptions of the ethical context are more linked with CSR activities developed by HR than by their direct leaders. It is also worth noticing that the impact of the ethical context on SRHRM is higher than the impact on ethical leadership, which reveals HRM has an appropriate structure to communicate and develop CSR initiatives (Sarvaiya et al., 2018). This can imply that HRM takes a more active role in communicating organizational values and principles related to ethics than leaders, or what Kalshoven and Boon (2012) have already suggested, that HRM is a possible substitute for ethical leadership in the promotion of employees' well-being (Howell et al., 1990; Kalshoven & Boon, 2012).

For the double mediation, which constitutes the last hypothesis regarding the significance of the entire research model, it is possible to conclude its statistical relevance. In the present study, the results show that there is a chain of effects between the considered variables. The more ethical the internal organizational context is, combined with SRHRM and ethical leadership, the higher is employees' SWB.



## Practical and Theoretical Implications

At a practical level, this study's results ought specially to highlight the impact of the ethical context on employees' SWB. The existence of an ethics code, the scope of the ethics program, and its perceived relevance are elements that organizations should consider to improve employees' SWB. SWB, besides being already a consequence of the context lived within an organization, has itself consequences that, in turn, contribute to that same context. By adopting ethical policies, it is expected that organizations will attain higher engagement, motivation, performance, and satisfaction among their employees (Diener & Ryan, 2009; Diener & Biswas-Diener, 2002; Chida & Steptoe, 2008; Huang & Tsai, 2019). The investment in SWB should be made beyond its financial return since it is *per se* already a positive consequence for organizations.

Secondly, it was empirically supported that HRM has the right structure to invest in and put into practice CSR initiatives. SRHRM practices, like work-life balance, contribute to organizational effectiveness and competitive advantages due to their increasing importance to employees (Bardoel et al., 2008; Sancho et al., 2018). The investment also in training and development, ethical and transparent communication, and attention to professional career and diversity, has a high impact on employees' SWB and maximization of performance and commitment (Barrena-Martinez et al., 2017; Sancho et al., 2018).

Thirdly, even though ethical leadership did not show statistical relevance in mediating the relationship between internal ethical context and employees' SWB, ethical leadership on its own affects SWB and the entire model considering is significant. Leaders are part and affected by the context at the same time, which suggests that the investment in ethics will affect leaders and vice-versa. Hence, since leaders have the responsibility to create ethical work environments (Sarwar et al., 2020), it is recommended that ethical leaders in their daily practice encourage employees to adhere to ethical behaviors.

At a theoretical level, the present dissertation looked to acknowledge the lack of research on SWB and contribute to filling this gap by considering two mediators - SRHRM and ethical leadership - that help to analyze the importance of the context to explain SWB.

## **Limitations and Suggestions for Future Research**

Regarding the study limitations, it is possible to emphasize, firstly, the nature of the convenience sample, which even if acceptable is not representative of a population, and secondly, the vulnerability of the data collection method to same source bias since it was only based on a single instrument and self-report of the participants, which does not exclude the possibility of a common method bias (Podsakoff et al., 2003). It is then suggested the application of the model in two different moments, a moment 0 where data was collected regarding the internal ethical context and SRHRM followed by a moment 1 four weeks after, collecting data concerning ethical leadership and employees' SWB.

To control possible effects of the common method variance, which is the amount of false information concerning correlations between variables that were tested by the same method (in this case, a survey) (Craighead et al., 2011) is recommended that future research use different methods to analyze each variable. It is also recommended the adoption of a longitudinal study that could count on employees from a single organization and information concerning its socially responsible practices to reduce the amount of false results.

Future research should continue the analysis of the relationship between internal ethical context and SWB by considering other mediator or moderator variables that can explain what can potentiate that relationship. Contextual variables such as organizational rewards and job conditions could be considered as a mediator with the expectation of reflecting the internal ethical context on employees' SWB. The moderator role of individual variables like moral disengagement or organizational identification could also be added to the model proposed in this study.

## References

- ACFE. (2018). Report to the nations: 2018 Global study on occupational fraud and abuse. *Association of Certified Fraud Examiners*. Retrieved from <https://www.acfe.com/report-to-the-nations/2018/default.aspx>.
- Albinger, H. S., & Freeman, S. J. (2000). Corporate social performance and attractiveness as an employer to different job seeking populations. *Journal of Business Ethics*, 28, 243–253. <https://doi.org/10.1023/A:1006289817941>.
- Albuquerque, A. S., & Tróccoli, B. T. (2004). Desenvolvimento de uma escala de bem-estar subjetivo. *Psicologia: Teoria e Pesquisa*, 20(2), 153–164. <https://doi.org/10.1590/S0102-37722004000200008>.
- Andrews, F. M. & Withey, S. B. (1976). Social indicators of well-being. New York. *Plenum Press*.
- Babalola, M. T., Greenbaum, R. L., Amarnani, R. K., Shoss, M. K., Deng, Y., Garba, O. A., & Guo, L. (2020). A business frame perspective on why perceptions of top management’s bottom-line mentality result in employees’ good and bad behaviors. *Personnel Psychology*, 73, 19–41.
- Bandura, A. (1986). *Social Foundations of Thought and Action: a social cognitive theory*. Englewood Cliffs, NJ, Prentice-Hall.
- Bardoel, E.A., De Cieri, H. & Santos, C. (2008). A review of work-life research in Australia and New Zealand. *Asia Pacific Journal of Human Resources*, Vol. 46 No. 3, pp. 316-333.
- Barrena-Martínez, J., López-Fernández, M., & Romero-Fernández, P. M. (2017). Socially responsible human resource policies and practices: Academic and professional validation. *European Research on Management and Business Economics*, 23(1), 55–61. <https://doi.org/10.1016/j.iedeen.2016.05.001>.
- Bass, B. M., & Avolio, B. J. (2000). *Multifactor leadership questionnaire*. Redwood City, CA: Mindgarden.
- Becker-Olsen, K. L., Cudmore, B. A., & Hill, R. P. (2006). The impact of perceived corporate social responsibility on consumer behavior. *Journal of Business Research*, 59(1), 46–53. <https://doi.org/10.1016/j.jbusres.2005.01.001>.
- Besieux, T., Baillien, E., Verbeke, A.L. & Euwema, M.C. (2018). What goes around comes around: the mediation of corporate social responsibility in the relationship between transformational leadership and employee engagement. *Economic Industrial Democracy*, Vol. 39 No. 2, pp. 249-271.

- Bowie, N. (1990). Business codes of ethics: window dressing or legitimate alternative to government regulation? W. M. Hoffman & J. M. Moore (eds.), *Business Ethics: Readings and Cases in Corporate Morality* (pp.505-509). New York: McGraw-Hill.
- Bowling, N. A., & Beehr, T. A. (2006). Workplace harassment from the victim's perspective: a theoretical model and meta-analysis. *Journal of Applied Psychology*, 91(5), 998–1012. <https://doi.org/10.1037/0021-9010.91.5.998>.
- Brammer, S., Millington, A. & Rayton, B. (2007). The contribution of corporate social responsibility to organizational commitment. *International Journal of Human Resource Management*, Vol. 18 No. 10, pp. 1701-19.
- Branco, M., & Rodrigues, L. (2006). Corporate social responsibility and resource-based perspectives. *Journal of Business Ethics*, 69(2), 111–132.
- Bratton, J., & Jeffery, G. (2003). *Human resource management: Theory & practice* (3rd ed.). New York: Palgrave Macmillan.
- Brown, M. E., & Treviño, L. K. (2006). Ethical leadership: A review and future directions. *The Leadership Quarterly*, 17(6), 595–616. <https://doi.org/10.1016/j.leaqua.2006.10.004>.
- Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, 97(2), 117–134. <https://doi.org/10.1016/j.obhdp.2005.03.002>.
- Brown, T. and Dacin, P. (1997). The company and the product: corporate associations and consumer product responses”. *Journal of Marketing*, Vol. 61, pp. 68-85.
- Bryan, J. H., & Test, M. A. (1967). Models and helping: naturalistic studies in aiding behavior. *Journal of Personality and Social Psychology*, 6, 400–407.
- Bryman, A. (2012). *Social Research Methods* (4a). Oxford University Press.
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
- Busseri, M. A. (2018). Examining the structure of subjective well-being through meta-analysis of the associations among positive affect, negative affect, and life satisfaction. *Personality and Individual Differences*, 122, 68–71. <https://doi.org/10.1016/j.paid.2017.10.003>.
- Campbell, A. (1976). Subjective measures of well-being. *American Psychologist*, 31, 117-124.
- Carroll, A. (1991). The pyramid of corporate social responsibility: towards the moral management of organizational stakeholders. *Business Horizons*, Vol. 34, pp. 39-48.
- Chaudhary, R. (2017). Corporate social responsibility and employee engagement: can CSR help in redressing the engagement gap? *Social Responsibility Journal*, 13 (2) pp. 323- 338. <https://doi.org/10.1108/SRJ-07-2016-0115>.

- Chida, Y., & Steptoe, A. (2008). Positive psychological well-being and mortality: a quantitative review of perspective observational studies. *Psychosomatic Medicine*, 70, 741–756. doi:10.1097/PSY.0b013e31818105ba.
- Christensen, L. J., Mackey, A., & Whetten, D. (2014). Taking responsibility for corporate social responsibility: The role of leaders in creating, implementing, sustaining, or avoiding socially responsible firm behaviors. *Academy of Management Perspectives*, 28(2), 164–178.
- Cohen, D. V. (1993). Creating and maintaining ethical work climates: Anomie in the workplace and implications for change. *Bus. Ethics Q.* 3: 343–358.
- Craighead, C. W., Ketchen, D. J., Dunn, K. S., & Hult, G. T. M. (2011). Addressing Common Method Variance: Guidelines for Survey Research on Information Technology, Operations, and Supply Chain Management. *IEEE Transactions on Engineering Management*, 58(3), 578–588. <https://doi.org/10.1109/TEM.2011.2136437>
- Creyer, E. and Ross, W. (1997). The influence of firm behavior on purchase intentions: do consumers really care about business ethics? *Journal of Consumer Marketing*, Vol. 14, pp. 421-8.
- Crichton, R., & Shrivastava, P. (2017). Sustaining human resource via aesthetic practices. *Journal of Cleaner Production*, 153, 718–726. <https://doi.org/10.1016/j.jclepro.2017.02.144>.
- Cunningham, M.W. (1988). Does happiness mean friendliness? Induced mood and heterosexual self-disclosure. *Personality and Social Psychological Bulletin*, 14, 283-297.
- De Roeck, K., & Farooq, O. (2018). Corporate Social Responsibility and Ethical Leadership: Investigating Their Interactive Effect on Employees' Socially Responsible Behaviors. *Journal of Business Ethics*, 151(4), 923–939. <https://doi.org/10.1007/s10551-017-3656-6>.
- Den Hartog, D.N. & Belschak, F.D. (2012). Work engagement and machiavellianism in the ethical leadership process. *Journal of Business Ethics*, Vol. 107 No. 1, pp. 35-47.
- DeNeve, K. M. & Cooper, H. (1998). The happy personality: A meta-analysis of 137 personality traits and subjective well-being. *Psychological Bulletin*, 124(2), 197-229.
- Deutsch Salamon, S., & Robinson, S. L. (2008). Trust that binds: The impact of collective felt trust on organizational performance. *Journal of Applied Psychology*, 93, 593–601.
- Dhanesh, G. S. (2014). CSR as organization-employee relationship management strategy: A case study of socially responsible information technology companies in India. *Management Communication Quarterly*, 28, 130–149. <https://doi.org/10.1177/0893318913517238>.
- Diener E, Lucas RE. (2000). Explaining differences in societal levels of happiness: relative standards, need fulfillment, culture, and evaluation theory. *J. Happiness Stud.* 1:41–78.
- Diener, E. (2012). New findings and future directions for subjective well-being research. *American Psychologist*, 67(8), 590–597. doi:10.1037/a0029541.

- Diener, E., & Biswas-Diener, R. (2002). Will money increase subjective well-being? A literature review and guide to needed research. *Social Indicators Research*, 57(2), 119–169. doi:10.1023/a:1014411319119.
- Diener, E., & Ryan, K. (2009). Subjective Well-Being: A General Overview. *South African Journal of Psychology*, 39(4), 391–406. <https://doi.org/10.1177/008124630903900402>.
- Diener, E., Diener, M. & Diener, C. (1995). Factors predicting the subjective well-being of nations. *Journal of Personality and Social Psychology*, 69, 851-864.
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75.
- Diener, E., Nickerson, C., Lucas, R. E., & Sandvik, E. (2002). Dispositional affect and job outcomes. *Social Indicators Research*, 59, 229-259.
- Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, Culture, and Subjective Well-Being: Emotional and Cognitive Evaluations of Life. *Annual Review of Psychology*, 54(1), 403–425. <https://doi.org/10.1146/annurev.psych.54.101601.145056>.
- Diener, E., Sandvik, E., & Pavot, W. (1991). Happiness is the frequency, not the intensity, of positive versus negative affect. F. Strack, M. Argyle, & N. Schwarz (Eds.), *Subjective well-being: An interdisciplinary perspective* (pp. 119–139). Pergamon Press.
- Diener, E., Suh, E., & Oishi, S. (1997). Recent findings on subjective well-being. *Indian Journal of Clinical Psychology*, 24(1), 25-41.
- Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2009). New measures of well-being: Flourishing and positive and negative feelings. *Social Indicators Research*, 39, 247-266.
- Duane Hansen, S., Dunford, B. B., Alge, B. J., & Jackson, C. L. (2016). Corporate Social Responsibility, Ethical Leadership, and Trust Propensity: A Multi-Experience Model of Perceived Ethical Climate. *Journal of Business Ethics*, 137(4), 649–662. <https://doi.org/10.1007/s10551-015-2745-7>.
- Duarte, A. P., Gomes, D., & Neves, J. (2014). Finding the jigsaw piece for our jigsaw puzzle with corporate social responsibility: The impact of CSR on prospective applicants' responses. *Management Research*, 12, 240–258. <https://doi.org/10.1108/MRJIAM-11-2013-0532>.
- Duarte, A. P., Mouro, C., & Neves, J., (2010). Corporate social responsibility: Mapping its social meaning. *Management Research: The Journal of the Iberoamerican Academy of Management*, 8 (2), 101-122. DOI: 10.1108/1536-541011066461.
- Elkington, J. (1998). *Cannibals with Forks – The Triple Bottom Line of the 21st century Business*. New Society, Gabriola Islands.

- Emmons, R. A. (1986). Personal strivings: An approach to personality and subjective well-being. *Journal of Personality and Social Psychology*, 51, 1058-1068.
- Farooq, M., Farooq, O., & Cheffi, W. (2019). How do employees respond to the CSR initiatives of their organizations: Empirical evidence from developing countries. *Sustainability*, 11, 14. <https://doi.org/10.3390/su11092646>.
- Farooq, O., Payaud, M., Merunka, D., & Valette-Florence, P. (2014). The impact of corporate social responsibility on organizational commitment: Exploring multiple mediation mechanisms. *Journal of Business Ethics*, 125, 563–580. <https://doi.org/10.1007/s10551-013-1928-3>.
- Foot, P. (2003). *Natural goodness*. Clarendon Press.
- Foot, D. (2001). The question of ethical hypocrisy in human resource management in the UK and Irish charity sectors. *Journal of Business Ethics*, Vol. 34 No. 1, pp. 25-38.
- Frances, H. (2008). Companies & communities sustaining work. *Human Resources Magazine*, 13, 18–19.
- Galinha, I., & Ribeiro, J. L. P. (2005). História e evolução do conceito de bem-estar subjectivo. *PSICOLOGIA, SAÚDE & DOENÇAS*, 6 (2), 203-214.
- Garriga, E., & Melé, D. (2004). Corporate social responsibility theories: Mapping the territory. *Journal of Business Ethics*, 53, 51–71.
- Giacalone, R. A., Promislo, M., & Jurkiewicz, C. (2016). Ethical Impact Theory: How Unethical Behavior at Work Affects Individual Well-Being. Em A. Farazmand (Ed.), *Global Encyclopedia of Public Administration, Public Policy, and Governance* (pp. 1–5). *Springer International Publishing*. [https://doi.org/10.1007/978-3-319-31816-5\\_2252-1](https://doi.org/10.1007/978-3-319-31816-5_2252-1).
- Giacalone, R.A., & Thompson, K.R. (2006). Business ethics and social responsibility education: shifting the worldview. *Acad Manag Learn Educ* 5(3):266–277.
- Gill, T. M. & Feinstein, A. R. (1994). A critical appraisal of the quality of quality-of-life measurements. *Journal of the American Medical Association*, 272(8), 619-926.
- Goh, J., Pfeffer, J., & Zenios, S. A. (2015). The relationship between workplace stressors and mortality and health costs in the United States. *Management Science*, 62, 608–628.
- Golden, K., & Ramanujam, V. (1985). Between a dream and a nightmare: On the integration of human resource management and strategic business planning process. *Human Resource Management*, 24(4), 429–452.
- Gond, J., Igalens, J., Swaen, V., & Akremi, A. (2011). The human resource contribution to responsible leadership: An exploration of the CSR-HR interface. *Journal of Business Ethics*, 98(1), 115–132.

- Greenberg, J. (1997). The STEAL motive: Managing the social determinants of employee theft. R. A. Giacalone & J. Greenberg (Eds.), *Antisocial behavior in organizations* (pp. 85–108). SAGE: Thousand Oaks, CA.
- Greening, D. & Turban, D. (2000). Corporate social performance as a competitive advantage in attracting a quality workforce. *Business and Society*, Vol. 3, pp. 254-80.
- Greenwood, M. R. (2002). Ethics and HRM: a review and conceptual analysis. *Journal of Business Ethics*, Vol. 36 No. 3, pp. 261-278.
- Hartog, D. N. D., House, R. J., Hanges, P. J., Ruiz-Quintanilla, S. A., Dorfman, P. W., Abdalla, I. A., Adetoun, B. S., Aditya, R. N., Agourram, H., Akande, A., Akande, B. E., Akerblom, S., Altschul, C., Alvarez-Backus, E., Andrews, J., Arias, M. E., Arif, M. S., Ashkanasy, N. M., & Zhou, J. (1999). Culture specific and cross-culturally generalizable implicit leadership theories: Are attributes of charismatic/transformational leadership universally endorsed? *The Leadership Quarterly*. Retrieved July 29, 2022, from <https://www.sciencedirect.com/science/article/pii/S1048984399000181>.
- Hayes, A. F. (2018). Introduction to mediation, moderation, and conditional process analysis: A regression-based approach (2a ed.). *The Guilford Press*.
- Hillenbrand, C. & Money, K. (2007). Corporate responsibility and corporate reputation: two separate concepts or two sides of the same coin. *Corporate Reputation Review*, Vol. 10 No. 4, pp. 261-277.
- Hogg, M.A., & Abrams, D. (1988). *Social Identifications: A Social Psychology of Intergroup Relations and Group Processes*. Routledge, London.
- Howell, J. M., & Avolio, B. J. (1992). The ethics of charismatic leadership: Submission or liberation. *Academy of Management Executive*, 6, 43–54.
- Howell, J. P., Bowen, D. E., Dorfman, P. W., Kerr, S., & Podsakoff, P. M. (1990). Substitutes for leadership: Effective alternatives to ineffective leadership. *Organizational Dynamics*, 19, 21–38.
- Huang, Y.-M., & Tsai, Y.-T. (2019). Happy ever after? Explain the relationship between subjective well-being and work performance in the affective and cognitive perspectives. *NTU Management Review*, 29(3), 221–254. [https://doi.org/10.6226/NTUMR.201912\\_29\(3\).0007](https://doi.org/10.6226/NTUMR.201912_29(3).0007).
- Inglehart, R., & Klingemann, H.-D. (2000). Genes, culture, democracy, and happiness. In E. Diener & E. M. Suh (Eds.), *Culture and subjective well-being* (pp. 165–183). The MIT Press.
- Isen, A.M. (1987). Positive affect, cognitive processes, and social behavior. In L. Berkowitz (Ed.), *Advances in experimental social psychology* p. 203-253. San Diego, CA: *Academic Press*.



- Jones, T. M. (1991). Ethical decision making by individuals in organizations: An issue contingent model. *Academy of Management Review*, 16, 366–395.
- Jones, T. M., & Felps, W. (2013). Shareholder wealth maximization and social welfare: A utilitarian critique. *Business Ethics Quarterly*, 23, 207–238.
- Kalshoven, K., & Boon, C. T. (2012). Ethical leadership, employee well-being, and helping. *Journal of Personnel Psychology*, 11(1), 60–68. <https://doi.org/10.1027/1866-5888/a000056>.
- Kaptein, M. (2009). Ethics programs and ethical culture: A next step in unraveling their multifaceted relationship. *Journal of Business Ethics*, 89, 261–281.
- Kaptein, M. (2011). Toward effective codes: Testing the relationship with unethical behavior. *Journal of Business Ethics*, 99(2), 233–251. doi:10.1007/s10551-010-0652-5.
- Kaptein, M. (2015). The Effectiveness of Ethics Programs: The Role of Scope, Composition, and Sequence. *Journal of Business Ethics*, 132(2), 415–431. <https://doi.org/10.1007/s10551-014-2296-3>.
- Kaptein, M., & Schwartz, M. S. (2008). The effectiveness of business codes: A critical examination of existing studies and the development of an integrated research model. *Journal of Business Ethics*, 77(2), 111–127. doi:10.1007/s10551-006-9305-0.
- Katz-Navon, T., Naveh, E., & Stern, Z. (2005). Safety climate in healthcare organizations: A multidimensional approach. *Academy of Management Journal*, 48, 1075–1089.
- Kim, H. L., Rhou, Y., Uysal, M., & Kwon, N. (2017). An examination of the links between corporate social responsibility (CSR) and its internal consequences. *International Journal of Hospitality Management*, 61, 26–34. doi:10.1016/j.ijhm.2016.10.011.
- Kirkpatrick, S. A., & Locke, E. A. (1991). Leadership: Do traits matter? *Academy of Management Executive*, 5, 48–60.
- Kish-Gephart, J.J., Harrison, D.A. and Treviño, L.K. (2010). Bad apples, bad cases, and bad barrels: meta-analytic evidence about sources of unethical decisions at work. *Journal of Applied Psychology*, Vol. 95 No. 1, pp. 1-31.
- Koh, H. C., & Boo, E. H. Y. (2001). The link between organizational ethics and job satisfaction: A study of managers in singapore. *Journal of Business Ethics*, 29(4), 309–324. <https://doi.org/10.1023/A:1010741519818>
- Kohlberg, L. (1969). State and sequence: The cognitive-development approach to socialization. In D. Goslin (Ed.), *Handbook of socialization theory and research* (pp. 347–480). Chicago: Rand–McNally.

- Koonmee, K., Singhapakdi, A., Virakul, B., & Lee, D.-J. (2010). Ethics institutionalization, quality of work life, and employee job-related outcomes: A survey of human resource managers in Thailand. *Journal of Business Research*, 63(1), 20–26. doi:10.1016/j.jbusres.2009.01.00.
- Kouzes, J. M., & Posner, B. Z. (1993). *Credibility: How leaders gain and lose it, why people demand it*. San Francisco, CA: Jossey-Bass.
- Kraus, F., Ahearne, M., Lam, S. K., & Wieseke, J. (2012). Toward a contingency framework of interpersonal influence in organizational identification diffusion. *Organizational Behavior and Human Decision Processes*, 118, 162–178.
- Krueger, R.F., Hicks, B.M., & McGue, M. (2001). Altruism and antisocial behavior: Independent tendencies, unique personality correlates, distinct etiologies. *Psychological Science*, 12, 397-402.
- Lee, D.-J., Yu, G. B., Sirgy, M. J., Singhapakdi, A., & Lucianetti, L. (2015). The effects of explicit and implicit ethics institutionalization on employee life satisfaction and happiness: The mediating effects of employee experiences in work life and moderating effects of work–family life conflict. *Journal of Business Ethics*, 147(4), 855–874. doi:10.1007/s10551-015-2984-7.
- Lee, M. D. P. (2008). A Review of the Theories of Corporate Social Responsibility: Its Evolutionary Path and the Road Ahead. *International Journal of Management Reviews*, 10, 53-73. <https://doi.org/10.1111/j.1468-2370.2007.00226.x>.
- Legge, K. (1998), 'The Morality of HRM,' in *Strategic Human Resource Management: A Reader*, eds. C. Mabey, G. Salaman, and J. Storey, London: Sage Publications, pp. 18–29.
- Lin, C. P., & Liu, M. L. (2017). Examining the effects of corporate social responsibility and ethical leadership on turnover intention. *Personnel Review*, 46, 526–550. <https://doi.org/10.1108/PR-11-2015-0293>.
- Lin, C.-P. (2010). Modeling corporate citizenship, organisational trust, and work engagement based on attachment theory. *Journal of Business Ethics*, Vol. 94 No. 4, pp. 517-531.
- Lucas, R. E., Diener, E. & Suh, E. (1996). Discriminant validity of well-being measures. *Journal of Personality and Social Psychology*, 71, 616-628.
- Maignan, I. Consumers' Perceptions of Corporate Social Responsibilities: A Cross-Cultural Comparison. *Journal of Business Ethics* 30, 57–72 (2001). <https://doi.org/10.1023/A:1006433928640>.
- Martínez Lucio, M., & Stuart, M. (2011). The state, public policy, and the renewal of HRM. *International Journal of Human Resource Management*, 22, 3661–3671.

- Mayer, D. M., Kuenzi, M., Greenbaum, R., Bardes, M., & Salvador, R. (2009). How low does ethical leadership flow? Test of a trickle-down model. *Organizational Behavior and Human Decision Processes*, 108, 1–13.
- McAllister, D. J. (1995). Affect and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal*, 38, 24–59.
- McClelland, D. C. (1975). *Power: The inner experience*. New York: Irvington.
- McClelland, D. C. (1985). *Human Motivation*. Glenview, IL: Scott, Foresman.
- Mitchell, M. S., Reynolds, S. J., & Treviño, L. K. (2020). The study of behavioral ethics within organizations: A special issue introduction. *Personnel Psychology*, 73, 5-17. doi:10.1111/peps.12381.
- Mohammed Sayed Mostafa, A., & Shen, J. (2019). Ethical leadership, internal CSR, organizational engagement, and organizational workplace deviance. *Evidence-Based HRM: A Global Forum for Empirical Scholarship*, 8(1), 113–127. <https://doi.org/10.1108/EBHRM-03-2019-0026>.
- Mueller, F., & Carter, C. (2005). The “HRM project” and managerialism: Or why some discourses are more equal than others. *Journal of Organizational Change Management*, 18, 369–382.
- Mulki, J. P., Jaramillo, F., & Locander, W. B. (2006). Effects of ethical climate and supervisory trust on salesperson’s job attitudes and intentions to quit. *Journal of Personal Selling & Sales Management*, 26(1), 19–26. doi:10.2753/pss0885-3134260102.
- Neubert, M. J., Wu, C., & Roberts, J. A. (2013). The influence of ethical leadership and regulatory focus on employee outcomes. *Business Ethics Quarterly*, 23(2), 269–296. <https://doi.org/10.5840/beq201323217>.
- Neves, J. & Bento, L. (2005). Traditional values and the pressures of transformation. Habish, A., Jonker, J., Wegner, M. & Schimpeter, R. (Eds), *Corporate Social Responsibility Across Europe*. Springer, Berlin, pp. 303-14.
- Newman, A., Nielsen, I., & Miao, Q. (2015). The impact of employee perceptions of organizational corporate social responsibility practices on job performance and organizational citizenship behavior: Evidence from the Chinese private sector. *The International Journal of Human Resource Management*, 26(9), 1226–1242.
- Nie, D., Lämsä, A.-M., & Pučétaité, R. (2018). Effects of responsible human resource management practices on female employees’ turnover intentions. *Business Ethics: A European Review*, 27(1), 29–41. <https://doi.org/10.1111/beer.12165>.
- Nunes, P. V. S. C. (2017). *Contexto organizacional e ética nas práticas de gestão de recursos humanos*. Tese de mestrado. ISCTE, Lisboa.

- O'Fallon, M.J., & Butterfield, K.D. (2005). A review of the empirical ethical decision-making literature: 1996–2003. *Journal of Business Ethics*, Vol. 59 No. 4, pp. 375-413.
- Parsons, T. (1961). An outline of the social system. In T. Parsons, E. A. Shils, K. D. Naegle, & J. R. Pitts (Eds.), *Theories of society*. New York: Free Press.
- Pfeffer, J. (2016). Why the assholes are winning: Money trumps all. *Journal of Management Studies*, 53, 663–669.
- Pfeffer, J. (2018). *Dying for a Paycheck: How modern management harms employee health and company performance—and what we can do about it*. New York: HarperCollins.
- Piccolo, R.F., Greenbaum, R., Den Hartog, D.N. & Folger, R. (2010). The relationship between ethical leadership and core job characteristics. *Journal of Organisational Behaviour*, Vol. 31 Nos 2-3, pp. 259-278.
- Podgorodnichenko, N., Edgar, F., & Akmal, A. (2021). An integrative literature review of the CSR-HRM nexus: Learning from research-practice gaps. *Human Resource Management Review*, 100839. <https://doi.org/10.1016/j.hrmr.2021.100839>.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & akoff, N. P. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *Journal of applied psychology*, 88(5), 879. <https://doi.apa.org/doi/10.1037/0021-9010.88.5.879>
- Posner, B. Z., & Schmidt, W. H. (1992). Values and the American manager: An update updated. *California Management Review*, 34, 80–94.
- Preuss, L., Haunschild, A., & Matten, D. (2009). The rise of CSR: implications for HRM and employee representation. *International Journal of Human Resource Management*, 20, 953–973.
- Promislo, M. D., Giacalone, R. A. & Jurkiewicz, C. L. (2013). Ethical impact theory: Unethical work behavior and well-being. In R. A. Giacalone & M. D. Promislo (Eds), *Handbook of unethical work behavior: Implications for individual well-being* (pp. 3- 20). London: Routledge.
- Rest, J. R. (1986). *Moral development: Advances in research and theory*. New York: Praeger.
- Rodrigo, P., & Arenas, D. (2008). Do employees care about CSR programs? A typology of employees according to their attitudes. *Journal of Business Ethics*, 83(2), 265–283.
- Rosenhan, D., & White, G. M. (1967). Observation and rehearsal as determinants of prosocial behavior. *Journal of Personality and Social Psychology*, 5, 423–431.
- Ryan, R. M. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55 (1), 68-78. <https://doi.org/10.1037/0003-066X.55.1.68>.
- Sagiv, L., & Schwartz, S.H. (2000). Value priorities and subjective well-being: Direct relations and congruity effects. *European Journal of Social Psychology*, 30, 177-198.

- Salancik, G. R., & Pfeffer, J. (1978). A social information processing approach to job attitudes and task design. *Administrative Science Quarterly*, 23, 224–253.
- Sancho, M. P. L., Martínez-Martínez, D., Jorge, M. L., & Madueño, J. H. (2018). Understanding the link between socially responsible human resource management and competitive performance in SMEs. *Personnel Review*. <https://doi.org/10.1108/PR-05-2017-0165>.
- Sarvaiya, H., Eweje, G., & Arrowsmith, J. (2018). The Roles of HRM in CSR: Strategic Partnership or Operational Support? *Journal of Business Ethics*, 153(3), 825–837. <https://doi.org/10.1007/s10551-016-3402-5>.
- Sarwar, H., Ishaq, M. I., Amin, A., & Ahmed, R. (2020). Ethical leadership, work engagement, employees' well-being, and performance: A cross-cultural comparison. *Journal of Sustainable Tourism*, 28(12), 2008–2026. <https://doi.org/10.1080/09669582.2020.1788039>.
- Schwartz, M. (2016). Ethical decision-making theory: An integrated approach. *Journal of Business Ethics*, 139(4), 755–776.
- Schweper, C. H., Valentine, S. R., Giacalone, R. A., & Promislo, M. (2021). Good Barrels Yield Healthy Apples: Organizational Ethics as a Mechanism for Mitigating Work-Related Stress and Promoting Employee Well-Being. *Journal of Business Ethics*, 174(1), 143–159. <https://doi.org/10.1007/s10551-020-04562-w>.
- Sen, S. & Bhattacharya, C. (2001). Does doing good always lead to doing better? Consumer reactions to corporate social responsibility. *Journal of Marketing Research*, Vol. 37, pp. 225-43.
- Shao, D., Zhou, E., Gao, P., Long, L., & Xiong, J. (2019). Double-Edged Effects of Socially Responsible Human Resource Management on Employee Task Performance and Organizational Citizenship Behavior: Mediating by Role Ambiguity and Moderating by Prosocial Motivation. *Sustainability*, 11(8), 2271. <https://doi.org/10.3390/su11082271>.
- Sheel, R. C., & Vohra, N. (2016). Relationship between perceptions of corporate social responsibility and organizational cynicism: The role of employee volunteering. *International Journal of Human Resource Management*, 27, 1373–1392. <https://doi.org/10.1080/09585192.2015.1072102>.
- Shen, J. (2011). Developing the concept of socially responsible international human resource management. *The International Journal of Human Resource Management*, 22(6), 1351–1363. <https://doi.org/10.1080/09585192.2011.559104>.
- Shen, J., & Benson, J. (2016). When CSR Is a Social Norm: How Socially Responsible Human Resource Management Affects Employee Work Behavior. *Journal of Management*, 42(6), 1723–1746. <https://doi.org/10.1177/0149206314522300>.

- Shen, J., & Jiuhua Zhu, C. (2011). Effects of socially responsible human resource management on employee organizational commitment. *International Journal of Human Resource Management*, 22, 3020–3035.
- Simões, E. (2015). Agir de forma ética. In J. G. Neves, M. Garrido & E. Simões, *Manual de competências pessoais, interpessoais e instrumentais* (3a ed., pp.149-175). Lisboa: Edições Sílabo.
- Simões, E., Duarte, A. P., Neves, J., & Silva, V. H. (2019). Contextual determinants of HR professionals' self-perceptions of unethical HRM practices. *European Journal of Management and Business Economics*, 28(1), 90–108. <https://doi.org/10.1108/EJMBE-12-2017-0062>.
- Simões, E., Duarte, P., & Nunes, P. (2020). The impact of leadership and organizational context on the acceptability of unethical HRM practices. *PSICOLOGIA*, 34(1), 56–66. <https://doi.org/10.17575/psicologia.v34i1.1471>.
- Stankevičiūtė, Ž., & Savanevičienė, A. (2019). Can sustainable HRM reduce work-related stress, work-family conflict, and burnout? *International Studies of Management & Organization*, 49:1, 79-98, doi: 10.1080/00208825.2019.1565095.
- Su, L., & Swanson, S. R. (2019). Perceived corporate social responsibility's impact on the well-being and supportive green behaviors of hotel employees: The mediating role of the employee-corporate relationship. *Tourism Management*, 72, 437–450. <https://doi.org/10.1016/j.tourman.2019.01.009>.
- Syedain, H. (2010). Not just giving. *People Management*, 22-25.
- Tenbrunsel, A. E., Smith-Crowe, K., & Umphress, E. E. (2003). Building Houses on Rocks: The Role of the Ethical Infrastructure in Organizations. *Social Justice Research*, 23.
- Tenbrunsel, A.E. & Messick, D.M. (1999). Sanctioning systems, decision frames, and cooperation. *Administrative Science Quarterly*, Vol. 44 No. 4, pp. 684-707.
- Thoits, P.A., & Hewitt, L.N. (2001). Volunteer work and well-being. *Journal of health and Social Behavior*, 42, 115-131.
- Tov, W., & Diener, E. (2008). The well-being of nations: Linking together trust, cooperation, and democracy. In B.A. Sullivan, M. Snyder, & J.L. Sullivan (Eds), *Cooperation: The political psychology of effective human interaction* (pp. 323-342). Malden, MA: Blackwell Publishing.
- Treviño, L. K. (1986). Ethical decision making in organizations: A person–situation interactionist model. *Acad. Manage. Rev.* 11(3): 601–617.
- Treviño, L. K., Hartman, L. P., & Brown, M. (2000). Moral person and moral manager: How executives develop a reputation for ethical leadership. *Calif. Manage. Rev.* 42: 128–142.

- Treviño, L. K., Weaver, G. R., Gibson, D. G., & Toffler, B. L. (1999). Managing ethics and legal compliance: What hurts and what works. *California Management Review*, 41, 131–151.
- Treviño, L.K., & Nelson, K.A. (2007), *Managing Business Ethics*, 4th ed., Wiley, Hoboken, NJ.
- Treviño, L.K., & Weaver, G.R. (2001). Organizational justice and ethics program ‘follow-through’: influence on employees’ harmful and helpful behavior. *Business Ethics Quarterly*, Vol. 11 No. 4, pp. 651-671.
- Treviño, L.K., den Nieuwenboer, N.A. & Kish-Gephart, J.J. (2014). (Un)ethical behavior in organizations. *Annual Review of Psychology*, Vol. 65 No. 1, pp. 635-660.
- Turban, D. & Greening, D. (1997). Corporate social performance and organizational attractiveness to prospective employees. *Academy of Management Journal*, Vol. 40, pp. 658-72.
- Turner, N., Barling, J., Epitropaki, O., Butcher, V., & Milner, C. (2002). Transformational leadership and moral reasoning. *Journal of Applied Psychology*, 87, 304–311.
- Ulrich, D. (1997). Human resource champions: The next agenda for adding value and delivering results. Boston: *Harvard Business Press*.
- Valentine, S., & Fleischman, G. (2007). Ethics programs perceived corporate social responsibility, and job satisfaction. *Journal of Business Ethics*, 77(2), 159–172. doi:10.1007/s10551-006-9306-z.
- Veenhoven R. (1993). *Happiness in Nations: Subjective Appreciation of Life in 56 Nations 1946–1992*. Rotterdam, The Netherlands: Erasmus Univ.
- Vitell, S. J., & Davis, D. L. (1990). The relationship between ethics and job satisfaction: An empirical investigation. *Journal of Business Ethics*, 9(6), 489–494. doi:10.1007/bf00382842.
- Vitell, S. J., & Singhapakdi, A. (2007). The role of ethics institutionalization in influencing organizational commitment, job satisfaction, and esprit de corps. *Journal of Business Ethics*, 81(2), 343–353. doi:10.1007/s10551-007-9498-x.
- Voegtlin, C., & Greenwood, M. (2016). Corporate social responsibility and human resource management: A systematic review and conceptual analysis. *Human Resource Management Review*, 26(3), 181–197. <https://doi.org/10.1016/j.hrmr.2015.12.003>.
- Waldman, D. A., Siegel, D., & Javidan, M. (2006). Components of transformational leadership and corporate social responsibility. *Journal of Management Studies*, 43, 1703–1725.
- Watson, T. J. (2010). Critical social science, pragmatism and the realities of HRM. *International Journal of Human Resource Management*, 21, 915–931.
- Weaver, G.R., Treviño, L.K. & Cochran, P.L. (1999). Corporate ethics programs as control systems: influences of executive commitment and environmental factors”. *Academy of Management Journal*, Vol. 42 No. 1, pp. 41-57.

- Winstanley, D., Woodall, J., & Heery, E. (1996). Business ethics and human resource management themes and issues. *Personnel Review*, 25, 6, 5–12.
- Wood, G. & M. Rimmer. (2003). Codes of ethics: what are they really and what should they be? *International Journal of Value-Based Management*, 16, 181–195. doi:10.1023/a:1024089509424.
- Wu, L.-Z., Kwan, H. K., Yim, F. H.-K., Chiu, R. K., & He, X. (2015). CEO ethical leadership and corporate social responsibility: A moderated mediation model. *Journal of Business Ethics*, 130(4), 819–831.
- Wu, L., Kwan, H.K., Yim, F.H., Chiu, R.K. & He, X. (2015), “CEO ethical leadership and corporate social responsibility: a moderated mediation model”, *Journal of Business Ethics*, Vol. 130 No. 4, pp. 819-831.
- Yang, F., Knobe, J., & Dunham, Y. (2020). Happiness is from the soul: The nature and origins of our happiness concept. *Journal of Experimental Psychology: General*, 150. <https://doi.org/10.1037/xge0000790>
- Zalesny, M. D., & Ford, J. K. (1990). Extending the social information processing perspective: New links to attitudes, behaviors, and perceptions. *Organizational Behavior and Human Decision Processes*, 47, 205–246.
- Zhang, Z., Wang, J., & Jia, M. (2021). Multilevel Examination of How and When Socially Responsible Human Resource Management Improves the Well-Being of Employees. *Journal of Business Ethics*. <https://doi.org/10.1007/s10551-020-04700-4>.



## **Annexes**



## Annex A - Questionnaire

### Informed Consent

Dear participant,

Within the scope of the Master's in Human Resources Management and Organizational Consultancy, the present investigation seeks to study the Subjective Well-Being of workers in relation to the Ethical Behavior of their organization as well as the Social Responsibility of Human Resources Management.

The completion of the questionnaire, where all answers are multiple-choice, takes approximately 5 minutes. Most questions are about personal opinions and perceptions, so your sincerity is crucial.

At no time is the participant asked to identify him/herself, being the data collection confidential, covering maximum anonymity. Regarding the processing of data, will always be done in an aggregated and never in an individualized way. Its eventual future dissemination will be strictly for academic circles or possible scientific publications.

Thank you for your collaboration!

For questions related to your participation, please contact [xxxxx@iscte-iul.pt](mailto:xxxxx@iscte-iul.pt)

I certify that I have read and understood the instructions described and I intend to collaborate by answering the questionnaire.

## Part 1 – Code of Ethics

The organization I work for...

	Yes	No
1. Has a code of ethics, i.e. a formal document articulating the organization's values and standards of conduct, or something similar?		

In case your answer is “No”, please advance to part 2.

The next questions are relative to the specific characteristics of your organization. Please indicate if the following elements exist.

	Yes	No
1. Is there training for employees on the code of ethics (or similar)?		
2. Are there clear rules on sanctions for alleged misconduct?		
3. Is there an anonymous and confidential “helpline” on ethical issues?		
4. Is there a manager responsible for the code of ethics?		
5. Is there monitoring of employees in compliance with the code of ethics (or similar)?		

Indicate your agreement level according to the reality of your organization.

Totally Disagree	Disagree	Nor Agree or Disagree	Agree	Totally Agree
1	2	3	4	5

1. Employees are aware of the existence of a code of ethics (or similar document) in the organization	1	2	3	4	5
2. Workers who violate the standards established by the code are investigated and punished	1	2	3	4	5
3. The different department heads of the organization play an active role in monitoring employees' compliance with the code of ethics	1	2	3	4	5

## Part 2 – Socially Responsible Human Resources Management

Indicate to what extent you agree or disagree with the following statements, considering the Social Responsibility of Human Resources of the organization in which you work.

Totally Disagree	Disagree	Nor Agree or Disagree	Agree	Totally Agree
1	2	3	4	5

1. Supports employees who wish to continue or upgrade their education/training.	1	2	3	4	5
2. Develops/Implements regular training programs.	1	2	3	4	5
3. Helps the employees find suitable work/life balance (flexible working hours).	1	2	3	4	5
4. Recognizes the importance of stable employment for your employees and society (in the local area).	1	2	3	4	5
5. Assesses employees' work/labor environment regularly.	1	2	3	4	5
6. Takes into account the employees' interests in company decision-making.	1	2	3	4	5
7. Registers suggestions and complaints from employees.	1	2	3	4	5
8. Establishes channels for dialogue with employees and their representatives.	1	2	3	4	5
9. Provides tools that facilitate internal communication within the firm (internet, newsletters, etc.).	1	2	3	4	5
10. Recruitment processes are formalized and rigorous.	1	2	3	4	5
11. Promotions are based on objective criteria (age, goals compliance, etc.).	1	2	3	4	5
12. Staff performance assessment/evaluation is done routinely and regularly.	1	2	3	4	5
13. Employees are informed of their assessment/ evaluation results.	1	2	3	4	5
14. There is diversity within the firm.	1	2	3	4	5
15. Allocates resources to manage the diversity of its employees.	1	2	3	4	5
16. Its objectives include the management of diversity	1	2	3	4	5

### Part 3 – Ethical Leadership

Choose in which grade you agree or disagree with the following affirmations.

Totally Disagree	Disagree	Nor Agree or Disagree	Agree	Totally Agree
1	2	3	4	5

My direct leader...

1. Listens to what employees have to say.	1	2	3	4	5
2. Disciplines employees who violate ethical standards.	1	2	3	4	5
3. Conducts his/her personal life in an ethical manner.	1	2	3	4	5
4. Has the best interests of employees in mind.	1	2	3	4	5
5. Makes fair and balanced decisions.	1	2	3	4	5
6. Can be trusted.	1	2	3	4	5
7. Discusses business ethics or values with employees.	1	2	3	4	5
8. Sets an example of how to do things the right way in terms of ethics.	1	2	3	4	5
9. Defines success not just by results but also by the way that they are obtained.	1	2	3	4	5
10. When making decisions, asks “what is the right thing to do?”.	1	2	3	4	5

## Part 4 – Subjective Well-Being

Based on what you have been experiencing over the past four weeks, indicate how often you have experienced the following feelings:

Very Rarely or Never	Rarely	Sometimes	Often	Very Often or Always
1	2	3	4	5

Positive	1	2	3	4	5
Negative	1	2	3	4	5
Good	1	2	3	4	5
Bad	1	2	3	4	5
Pleasant	1	2	3	4	5
Unpleasant	1	2	3	4	5
Happy	1	2	3	4	5
Sad	1	2	3	4	5
Afraid	1	2	3	4	5
Joyful	1	2	3	4	5
Angry	1	2	3	4	5
Contented	1	2	3	4	5

Indicate the degree to which you agree or disagree with the following statements.

Strongly Disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Agree	Strongly Agree
1	2	3	4	5	6	7

1. In most ways my life is close to my ideal.	1	2	3	4	5	6	7
2. The conditions of my life are excellent.	1	2	3	4	5	6	7
3. I am satisfied with my life.	1	2	3	4	5	6	7
4. So far I have gotten the important things I want in life.	1	2	3	4	5	6	7
5. If I could live my life over, I would change almost nothing.	1	2	3	4	5	6	7

## Part 5 – Demographic Questions

We remind you that the entire questionnaire is covered by confidentiality and total anonymity, so the following answers to socio-demographic questions will be collected and treated purely for academic purposes.

### 1. Sex

- Female
- Male
- Other

### 2. Age

### 3. Literary Qualifications

- Basic education
- High school
- Bachelor's degree
- Master's degree
- Doctorate

### 4. The organization you work for is a...

- Private Entity
- Public Entity

### 5. How many employees does your organization, approximately, have?

- 0-9
- 10-49
- 50-249
- 250-500
- More than 500



6. What modality do you work in?

- Face-to-face
- Home office
- Mixed or flexible regime

7. Seniority in the Organization (*answer in years, if less than one year, please use a decimal place, for example, 6 months = 0.5*)

8. How long have you been working with your direct manager? (*responda em anos, caso seja inferior a um ano, pedimos que utilize uma casa decimal, por exemplo, 6 meses = 0,5*)

9. How much interaction do you have with your direct supervisor?

- Daily
- Weekly
- Monthly
- Annually
- Almost null



## Annex B – Questionnaire in Portuguese

Consentimento informado

Caro(a) participante,

No âmbito do mestrado em Gestão de Recursos Humanos e Consultadoria Organizacional, a presente investigação procura estudar o Bem-Estar dos trabalhadores relativo ao Comportamento Ético da sua organização assim como a Responsabilidade Social da Gestão dos Recursos Humanos.

O preenchimento do questionário é de aproximadamente 5 minutos, onde todas as respostas são de escolha múltipla. A maior parte das questões são relativas a opiniões e perceções pessoais pelo que sua sinceridade é crucial.

Em nenhum momento é pedido ao participante que se identifique, sendo por isso a recolha de dados, totalmente confidencial, abrangendo o máximo anonimato. Relativamente ao tratamento dos dados, este será sempre feito de modo agregado e nunca de forma individualizada e a sua eventual futura divulgação estritamente para meios académicos ou possível publicação científica.

Obrigada pela sua colaboração!

Para questões relacionadas com a participação, por favor, contacte xxxxx@iscte-iul.pt

Certifico que li e compreendi as instruções descritas e pretendo colaborar, respondendo ao questionário.

## Parte 1 – Código de Ética

A organização em que trabalho...

	Sim	Não
1. Tem um código de ética, isto é, um documento formal que articula os valores e padrões de conduta da organização ou algo similar?		

Caso a resposta seja “Não” avance para a Parte 2 do questionário.

As questões seguintes são relativas a características específicas da organização em que trabalha. Indique se existem, ou não, os elementos que se enumera.

	Sim	Não
1. Existe formação aos colaboradores sobre o código de ética (ou similar)?		
2. Existem regras claras sobre as sanções em caso de alegação de má conduta?		
3. Existe uma “linha de apoio” anônima e confidencial sobre questões éticas?		
4. Existe um gestor responsável pelo código de ética?		
5. Existe monitorização dos colaboradores no cumprimento do código de ética (ou similar)?		

Indique o seu grau de concordância tendo em conta a realidade da sua organização.

Discordo Totalmente	Discordo	Não Concordo nem Discordo	Concordo	Concordo Totalmente
1	2	3	4	5

1. Os colaboradores têm consciência da existência de um código de ética (ou similar) na empresa.	1	2	3	4	5
2. Os trabalhadores, que violam os padrões estabelecidos pelo código, são investigados e punidos.	1	2	3	4	5
3. Os responsáveis das diferentes áreas da organização têm um papel ativo na monitorização dos colaboradores no cumprimento do código de ética (ou similar).	1	2	3	4	5

## Parte 2 – Liderança Ética

Indique em que nível concorda ou discorda com as seguintes afirmações.

Discordo Totalmente	Discordo	Não Concordo nem Discordo	Concordo	Concordo Totalmente
1	2	3	4	5

A minha chefia direta...

1. Ouve o que os empregados têm para dizer.	1	2	3	4	5
2. Disciplina os empregados que violam os princípios éticos.	1	2	3	4	5
3. Conduz a sua vida pessoal de uma forma ética.	1	2	3	4	5
4. Tem em mente os melhores interesses da empresa.	1	2	3	4	5
5. Toma decisões justas e equilibradas.	1	2	3	4	5
6. É uma pessoa de confiança.	1	2	3	4	5
7. Discute valores éticos com os empregados.	1	2	3	4	5
8. Dá o exemplo de como fazer as coisas de forma mais ética.	1	2	3	4	5
9. Define sucesso, não apenas pelos resultados em si mesmos, mas também pela forma como foram obtidos.	1	2	3	4	5
10. Quando toma decisões questiona sobre o que é mais correto fazer.	1	2	3	4	5

### Parte 3 - Recursos Humanos Socialmente Responsáveis

Indique em que medida concorda ou discorda com as seguintes afirmações, tendo em conta a Responsabilidade Social dos Recursos Humanos da organização em que trabalha.

Discordo Totalmente	Discordo	Não Concordo nem Discordo	Concordo	Concordo Totalmente
1	2	3	4	5

1. Apoia os trabalhadores que desejam dar continuidade ou aumentar a sua educação/formação.	1	2	3	4	5
2. Desenvolve/implementa programas de formação regulares.	1	2	3	4	5
3. Ajuda os trabalhadores a encontrar um equilíbrio adequado entre trabalho-família (horário de trabalho flexível).	1	2	3	4	5
4. Reconhece a importância do emprego estável para os seus trabalhadores e a sociedade.	1	2	3	4	5
5. Avalia regularmente o ambiente de trabalho dos trabalhadores.	1	2	3	4	5
6. Tem em consideração os interesses dos trabalhadores na tomada de decisão da organização.	1	2	3	4	5
7. Regista as sugestões e reclamações dos trabalhadores.	1	2	3	4	5
8. Estabelece canais para diálogo com os trabalhadores e seus representantes.	1	2	3	4	5
9. Fornece ferramentas que facilitam a comunicação dentro da organização (internet, newsletters, etc.).	1	2	3	4	5
10. Os processos de recrutamento são formalizados e rigorosos.	1	2	3	4	5
11. As promoções são baseadas em critérios objetivos (antiguidade, cumprimento de objetivos, etc.).	1	2	3	4	5
12. A avaliação de desempenho dos trabalhadores é feita de forma sistemática e regular.	1	2	3	4	5
13. Os trabalhadores são informados acerca dos resultados da sua avaliação de desempenho	1	2	3	4	5
14. Existe diversidade de pessoas dentro da organização (e.g., diversidade de idade, sexo, origem étnica, etc.).	1	2	3	4	5
15. Atribui recursos para a gestão de diversidade dos seus trabalhadores.	1	2	3	4	5
16. Os seus objetivos incluem a gestão de diversidade.	1	2	3	4	5

## Parte 4 - Bem-estar Subjetivo

Tendo em conta o que tem vivenciado ao longo das últimas quatro semanas indique com que frequência experienciou os seguintes sentimentos:

Nunca	Raramente	Algumas Vezes	Frequentemente	Sempre
1	2	3	4	5

Positivo/a	1	2	3	4	5
Negativo/a	1	2	3	4	5
Bem	1	2	3	4	5
Mal	1	2	3	4	5
Agradável	1	2	3	4	5
Desagradável	1	2	3	4	5
Feliz	1	2	3	4	5
Triste	1	2	3	4	5
Receoso/a	1	2	3	4	5
Alegre	1	2	3	4	5
Irritado/a	1	2	3	4	5
Contente	1	2	3	4	5

Indique em que grau concorda ou discorda com as seguintes afirmações.

Discordo Totalmente	Discordo	Discordo Mais ou Menos	Não Concordo nem Discordo	Concordo Mais ou Menos	Concordo	Concordo Totalmente
1	2	3	4	5	6	7

1. Em muitos aspetos, a minha vida aproxima-se dos meus ideais.	1	2	3	4	5	6	7
2. As minhas condições de vida são excelentes.	1	2	3	4	5	6	7
3. Estou satisfeito com a minha vida.	1	2	3	4	5	6	7
4. Até agora, consegui obter aquilo que era importante na vida.	1	2	3	4	5	6	7
5. Se pudesse viver a minha vida de novo, não alteraria praticamente nada.	1	2	3	4	5	6	7

## Parte 5 - Questões Sociodemográficas

Relembramos que todo o questionário é abrangido pela confidencialidade e anonimato total, pelo que as seguintes respostas a questões sócio-demográficas serão recolhidas e tratadas de modo puramente para fins académicos.

### 1. Sexo

- Feminino
- Masculino
- Outro

### 2. Idade

### 3. Habilitações Literárias

- Ensino Básico
- Ensino Secundário
- Licenciatura
- Mestrado
- Doutoramento

### 4. A organização para a qual trabalha é uma...

- Entidade Privada
- Entidade Pública

### 5. Quantos colaboradores tem a sua organização, aproximadamente?

- 0-9
- 10-49
- 50-249
- 250-500
- Mais de 500



6. Qual a modalidade em que trabalha?

- Trabalho presencial
- Teletrabalho
- Regime misto ou flexível

7. Antiguidade na Organização (*responda em anos, caso seja inferior a um ano, pedimos que utilize uma casa decimal, por exemplo, 6 meses = 0,5*)

8. Há quanto tempo trabalha com a sua chefia direta? (*responda em anos, caso seja inferior a um ano, pedimos que utilize uma casa decimal, por exemplo, 6 meses = 0,5*)

9. Qual o grau de interação que tem com a sua chefia direta?

- Diário
- Semanal
- Mensal
- Anual
- Quase nulo