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**LEADERSHIP, JUSTICE, AND INCLUSION: ASSESSING THE EFFECT OF
VALUES-BASED LEADERSHIP APPROACHES ON FAIRNESS-RELATED
CLIMATES**

A Dissertation

Submitted to the Graduate Faculty of the
University of South Alabama
in partial fulfillment of the
requirements for the degree of

Doctor of Philosophy

in

Business Administration

by

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May 2022

ACKNOWLEDGEMENTS

As I reflect on this incredible journey over the last few years, I want to first acknowledge my wife and my daughter as my inspiration for this achievement. When my daughter was born in 2003, I made the decision to return to school to finish my bachelor's degree as a thirty-one year-old non-traditional student. I had no idea exactly what I wanted to achieve at that point, but I knew I wanted to do right by my family. Here I am nineteen years later with a Ph.D. and working a job that I thoroughly enjoy. Haley and Caroline, thank you for your support, encouragement, and patience during this challenging experience.

Next, I want to thank the incredible faculty at the University of South Alabama – especially Dr. Joe Hair, Dr. Bill Gillis, Dr. Mickey Smith, and Dr. Matt Howard – for their instruction, guidance, and support throughout the program. In addition, I want to thank the members of my committee – Dr. Mickey Smith (chair), Dr. Matt Howard, Dr. Brian Webster, and Dr. Al Chow – for their feedback and encouragement through the dissertation process.

I also want to express my appreciation for the support I have received from the University of North Alabama and my dean Dr. Greg Carnes, associate dean Dr. Jana Beaver, and department chair Dr. Jeremy Stafford. I especially want to thank Dr. John Parnell for always being willing to listen to my ideas and giving me valuable feedback.

Last, but not least, I want to express my appreciation for the amazing members of Cohort VII. I have repeatedly told anyone who would listen that the best part of the entire program has been my classmates. I could not have asked for a more collaborative and helpful group with which to work over the last three years, and I look forward to continuing to work with many of you in the coming years.

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LIST OF ABBREVIATIONS

AL	Authentic Leadership
AVE	Average Variance Extracted
CI	Climate for Inclusion
CL	Charismatic Leadership
CMB	Common Method Bias
DJC	Distributive Justice Climate
EL	Ethical Leadership
IJC	Interactional Justice Climate
<i>N</i>	Total Sample Size
OCB	Organizational Citizenship Behaviors
PJC	Procedural Justice Climate
<i>SD</i>	Standard Deviation
SL	Servant Leadership
TI	Turnover Intentions
TP	Team Performance

ABSTRACT

Oglesby, Matthew, T., PhD., University of South Alabama, May 2022. Leadership, Justice, and Inclusion: Assessing the Effect of Values-based Leadership Approaches on Fairness-related Climates. Chair of Committee: Mickey Smith, Ph.D.

Building on Banks et al.'s (2018) grouping of authentic, servant, ethical, and charismatic leadership as values-based or moral leadership approaches, this study explores the relationship of values-based leadership to communal outcomes via fairness-related organizational climates. I utilize social exchange theory to explain the reciprocal and rational relationships between leadership, climate, and outcomes. Additionally, I utilize congruence theory to explore the benefits of alignment between certain values-based leadership approaches and particular fairness-related climates. Specifically, I suggest that authentic and ethical leadership align more closely with distributive and procedural justice climate, while servant and charismatic leadership align more closely with interactional justice climate and climate for inclusion.

CHAPTER I

INTRODUCTION

Recent events in the United States have pushed the topics of diversity and justice to the forefront of critical organizational discussions. While most organizations have addressed diversity to some degree, organizations are now being challenged to “move from a passive (valuing diversity) to an active (diversity management) approach” (Sabharwal, 2014, p. 200). It is no longer enough to recognize the value of diversity; organizations must develop diverse and inclusive work environments (Sherbin & Rashid, 2017).

Organizational climates describe employee perceptions of their work environment, including perceptions relating to fairness. Justice climate refers to the overall level of perceived fairness of the work environment but can be broken down into three distinct facets: distributive (fairness of rewards), procedural (fairness of processes and procedures), and interactional (fairness of interpersonal and informational treatment) (Whitman et al., 2012). However, beyond justice climate, perceived fairness is also integral to diversity climate and climate for inclusion (Dwertmann et al., 2016).

While there are many antecedents to organizational climates, leadership is particularly important. A leader’s “messages and practices” (Zohar & Tenne-Gazit, 2008, p. 745) contribute to employees sharing certain perceptions of the work environment

which, in turn, leads to the development of specific climates. Leadership research has recently shifted toward an increasing focus on “values, morals, empathy, and service” (Banks et al., 2018, p. 240). Authentic leadership, servant leadership, ethical leadership, and charismatic leadership share an emphasis on morality and values. Banks and colleagues conceptualized these four leadership approaches as “values-based and moral leader behaviors” (Banks et al., 2018, p. 237). Two recent literature reviews identified ethical and moral leadership theories as emerging areas of interest (Dinh et al., 2014; Gardner et al., 2020).

Banks et al. (2018) suggested the possibility of construct redundancy among the four values-based leadership approaches. In their meta-analysis, they “question the usefulness of some leadership approaches as they do not appear to offer much that other leadership approaches do not already provide” (p. 246). In this study, however, I explore the usefulness of these leadership approaches in explaining how outcomes are achieved through the creation of related organizational climates. Specifically, I investigate the following questions:

1. What is the relationship between values-based leadership approaches and fairness-related climates?
2. Do different values-based leadership approaches vary in their relationship with fairness-related climates?
3. What impact do fairness-related climates have on the relationship between values-based leadership approaches and team outcomes?

I utilize congruence theory and social exchange theory to address these issues. Congruence theory emphasizes the importance of fit between parts of an organization’s

system (Beus et al., 2020; Nightingale & Toulouse, 1977). I propose that the fit between values-based leadership approaches and fairness-related climates is vital to positive organizational outcomes. Furthermore, I suggest that the internal origins of authentic leadership and ethical leadership fit more closely with distributive justice climate and procedural justice climate, while the external focus of servant leadership and charismatic leadership fits more strongly with interactional justice climate and climate for inclusion. Social exchange theory suggests reciprocal relationships resulting in positive team outcomes emanating from a leader's value-based behavior; however, I propose that these relationships are mediated by the formation of fairness-related climates. As team members observe the values-based behavior of their leader, they not only form favorable perceptions of their work environment, but they also model the behavior of their leader. As more team members engage in positive behavior, aggregate perceptions of the work environment increase which results in positive team outcomes. See Figure 1 for the full conceptual model used in exploring these relationships.

This study contributes to research and practice in three important ways. First, I advance the conversation begun by Banks et al. (2018) regarding values-based leadership approaches. I extend this research by offering explanations for how values-based approaches may produce similar results but through different means. Second, I add to the conversation by utilizing a congruence theory perspective to explain the relationship between certain leadership styles and climates. Third, I bring diversity and inclusion to the forefront of the conversation of moral-based perspectives of both leadership and climate.

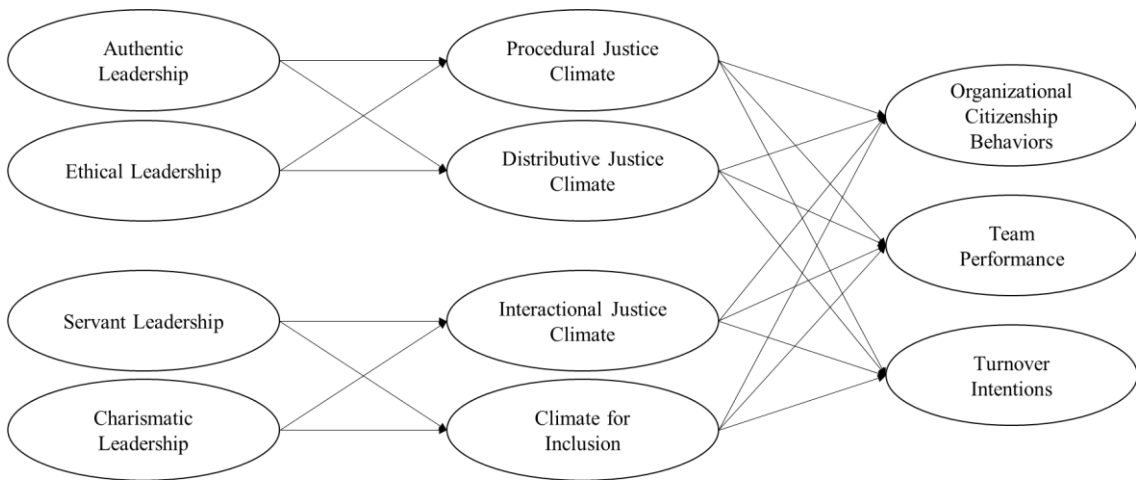


Figure 1. The effects of values-based leadership on team outcomes via fairness-related climates.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESES

2.1 Values-Based Leadership Styles

Banks et al. (2018) recently grouped four leadership approaches (authentic leadership, servant leadership, ethical leadership, and charismatic leadership) together as values-based or moral leadership approaches. Each of these leadership approaches share a foundation built on values and morality. An authentic leader is true to themselves and acts according to their own values or beliefs (Gardner et al., 2011). An ethical leader adheres to a moral code of what is right or wrong (Brown & Treviño, 2006). A servant leader is driven by values to serve others first (Russell, 2001). According to a recent definition by Antonakis et al. (2016), a charismatic leader utilizes values, symbolism, and emotion to signal desired behavior.

2.1.1 Authentic Leadership

Harter (2002) notes the origins of personal authenticity in the ancient Greek maxims of “know thyself” and “to thine own self be true.” From these two principles, Harter built her conceptualization of authenticity as “owning one’s own personal experiences” and acting “in accord with the true self, expressing oneself in ways that are consistent with inner thoughts and feelings” (p. 382). Drawing upon Harter’s

conceptualization of authenticity, Luthans and Avolio (2003) defined authentic leadership as “a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development” (p. 243). They further described an authentic leader as someone who “is true to himself/herself” and encourages the development of their workers through the modeling of “authentic values, beliefs, and behaviors” (p. 243). Luthans and Avolio (2003) suggested an authentic leadership profile built upon six core characteristics: (1) guided by values, (2) alignment of espoused values with actions, (3) transparency regarding vulnerabilities, (4) leadership from the front, (5) focus on follower development, and (6) possession of “moral capacity” to navigate sensitive issues and dilemmas (p. 248).

Following Luthans and Avolio’s (2003) seminal work, researchers have developed various conceptualizations of the dimensions of authentic leadership. Ilies et al. (2005) described authentic leadership by further developing Kernis’ (2003) four dimensions of authenticity: (1) self-awareness, (2) unbiased processing, (3) authentic behavior/acting, and (4) authentic relational orientation. Shamir and Eilam (2005) described authentic leaders “on the basis of their self-concepts and the relationships between their self-concepts and their actions” (p. 398). They noted four main attributes of authentic leaders – leadership is a core part of their self-concept, authentic leaders have a high level of clarity regarding their beliefs and values, authentic leaders’ goals reflect their own values and passions, and the behavior of authentic leaders is consistent with their self-concept. In their self-based model of authentic leader and follower

development, Gardner et al. (2005) identified two dimensions of authentic leadership: (1) self-awareness and (2) self-regulation. Building on these early models, Walumbwa et al. (2008) conceptualized authentic leadership as a higher-order construct and developed a measurement tool, the Authentic Leadership Questionnaire, centered around four dimensions: (1) leader self-awareness, (2) relational transparency, (3) internalized moral perspective, and (4) balanced processing. These four dimensions represent the most generally accepted conceptualization of authentic leadership in current leadership research (Banks et al., 2017).

Self-awareness relates to knowledge concerning the accuracy of an individual's own self-concept. It includes an understanding of an individual's own strengths, weaknesses, values, beliefs, and sensemaking processes (Walumbwa et al., 2008). To be authentic, leaders must first have a clear awareness of who they are. Relational transparency involves the presentation of the authentic self to others (Walumbwa et al., 2008). Authentic leaders engage in honest and open interactions as they share their "true thoughts and feelings" (Walumbwa et al., 2008, p. 95). Internalized moral perspective refers to an authentic leader's self-regulation which is guided by their own personal morality and values (Walumbwa et al., 2008). Authentic leaders act and make decisions in accordance with their own personal convictions and beliefs. Balanced processing describes an authentic leader's objectivity and consideration of all relevant information when making decisions. These leaders also solicit views that challenge their deeply held positions (Walumbwa et al., 2008).

Authentic leadership has been linked to important follower outcomes including organizational citizenship behaviors (Coxen et al., 2016; Walumbwa et al., 2008), job

satisfaction (Darvish & Rezaei, 2011; Giallonardo et al., 2010; Wong & Laschinger, 2013) commitment (Darvish & Rezaei, 2011; Walumbwa et al., 2008), and job performance (Wong & Cummings, 2009; Wong & Laschinger, 2013). Researchers have also explored the role of organizational climates in mediating the relationship between authentic leadership and these follower outcomes (Hsiung, 2012; Kiersch & Byrne, 2015; Woolley et al., 2011). Kiersch and Byrne (2015) specifically point out the ability of authentic leaders to “meet fairness rules,” which lead to perceptions of justice and then to “pro-organizational attitudes and behaviors” (p. 295).

2.1.2 Ethical Leadership

While ethics and morality have long been considered essential elements of effective leadership (e.g., Barnard, 1938), the concept of ethical leadership as a distinct area of study did not emerge until the mid-2000s in response to high-profile examples of unethical leadership behavior (Ko et al., 2018). Early work on ethical leadership focused on the impact of ethical conduct of senior leaders, but research evolved to demonstrate the importance of ethical leadership at all levels of organizations (Brown & Treviño, 2014). Much of this early research considered ethics as a dimension of leadership as opposed to its own construct (e.g., Avolio, 1999; Howell & Avolio, 1992). In the early 2000s, Treviño and colleagues began to explore the characteristics of ethical leaders (Treviño et al., 2000; Treviño et al., 2003). Drawing upon this previous research, Brown et al. (2005) defined ethical leadership 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” (p. 120). However, recent research by Banks et al. (2021) questions previous

definitions of ethical leadership which rely on follower perceptions of leaders' ethical behaviors. They suggest the focus should be on actual ethical leadership behaviors which they define as "signaling behavior by the leader (individual) targeted at stakeholders (e.g., an individual follower, group of followers, or clients) comprising the enactment of prosocial values combined with expression of moral emotions" (p. 6).

In Treviño et al.'s (2000) early work, they suggested two pillars of ethical leaders: a moral person and a moral manager. First, being an ethical or moral person forms the basis for ethical leadership. Traits such as integrity, honesty, and trustworthiness guide ethical leaders to behave morally and make objective and fair decisions. Second, a moral manager models ethical conduct, communicates ethical standards, and rewards ethical behavior. While Brown et al.'s (2005) development of the Ethical Leadership Survey (ELS) produced a one-factor evaluation of ethical leadership, other researchers have built upon their work and conceptualized ethical leadership as a multi-dimensional construct. De Hoogh and Den Hartog (2008) utilized Brown et al.'s description of ethical leadership to identify three dimensions of ethical leadership: (1) fairness, (2) power sharing, and (3) role clarification. Kalshoven et al.'s (2011) seven-factor Ethical Leadership at Work Questionnaire (ELW) added four additional dimensions to De Hoogh and Den Hartog's work: (1) people orientation, (2) ethical guidance, (3) environment orientation, and (4) integrity.

Ethical leadership has been connected to many important organizational outcomes. In a recent meta-analysis, Bedi et al. (2016) found that follower consequences such as ethical behavior, job satisfaction, self-efficacy, normative commitment, and perceptions of ethical climate had the strongest relationships with ethical leadership.

They also found ethical leadership was most strongly correlated to interactional fairness, leader effectiveness, LMX, and leader satisfaction. Bedi and colleagues emphasized the connection between ethical leadership and organizational climate, specifically ethical climate, through a leader's role-modeling behavior, communication, and enforcement of ethical expectations, and signaling of ethical standards. While the majority of research connecting ethical leadership to climate involves its relationship to ethical climate, researchers have begun to explore the association of ethical leadership to other measures of employee perceptions including justice climate (Walumbwa et al., 2017), distributive justice (Xu et al., 2016), procedural justice climate (Shin et al., 2015), and interactional justice (Neubert et al., 2009).

2.1.3 Servant Leadership

While the modern development of servant leadership is credited to Greenleaf (1977), elements of servant leadership can be found in ancient religions (Winston & Ryan, 2008) including the biblical teachings of Jesus Christ (Sendjaya & Sarros, 2002). Jesus taught that greatness was found in serving and demonstrated the principle through his washing of his disciples' feet. According to Greenleaf's (1977) modern conceptualization, servant leadership "begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead" (p. 13). In noting the strong connection between servant leadership and personal values, Russell (2001) described values as "the independent variables that actuate servant leader behavior" (p. 79). "Servant leaders, therefore, are expected to have a high degree of moral ownership, moral efficacy, and moral courage, and as such, feel responsible for moral action, believe they can act morally, and do so in the face of obstacles" (Liden et al., 2014, p. 7). Noting

the lack of a clear definition of servant leadership, Eva et al. (2019) recently defined servant leadership as “an (1) other-oriented approach to leadership, (2) manifested through one-on-one prioritizing of follower individual needs and interests, (3) and outward reorienting of their concern for self towards concern for others within the organization and the larger community” (p. 114).

Servant leadership has been operationalized in a variety of ways (e.g., Barbuto Jr & Wheeler, 2006; Sendjaya et al., 2008; van Dierendonck, 2011). However, according to Lemoine et al. (2019), the most well-known operationalizations of servant leadership are those of Ehrhart (2004) and Liden et al. (2008). Ehrhart (2004) identified “seven major categories of servant leadership behavior: (1) forming relationships with subordinates, (2) empowering subordinates, (3) helping subordinates grow and succeed, (4) behaving ethically, (5) having conceptual skills, (6) putting subordinates first, and (7) creating value for those outside of the organization” (p. 73). These categories demonstrate the distinct focus of servant leaders of concern for their subordinates. Liden et al. (2008) also identified nine dimensions of servant leadership: (1) emotional healing, (2) creating value for the community, (3) conceptual skills, (4) empowering, (5) helping subordinates grow and succeed, (6) putting subordinates first, (7) behaving ethically, (8) relationships, and (9) servanthood. Similar to Ehrhart, Liden and colleagues also emphasized the servant’s leaders focus “on meeting the needs of his or her subordinates” (p. 163).

Outcomes associated with servant leadership include organizational commitment (Jaramillo et al., 2009; Liden et al., 2014), job performance (Liden et al., 2014; Schwarz, et al., 2016), job satisfaction (Amah, 2018), organizational citizenship behaviors (Amah, 2018; Hunter et al., 2013), and turnover intentions (Hunter et al., 2013; Jaramillo et al.,

2009). Servant leadership has also been identified as being instrumental in the development of organizational climates (e.g., Dodd et al., 2018; Walumbwa et al., 2010) including justice climates (Ehrhart, 2004; Kool & van Dierendonck, 2012) and diversity and inclusion climates (Gotsis & Grimani, 2016; McCallaghan et al., 2020).

2.1.4 Charismatic Leadership

Drawing upon early Greek philosophy and Biblical usage of an ancient Greek word meaning “gift”, Max Weber developed the first modern conceptualization of a charismatic leader as someone who is “divinely gifted” and possesses “extraordinary capacities” (Mhatre & Riggio, 2014, p. 223):

The term ‘charisma’ will be applied to a certain quality of the individual personality by virtue of which he is set apart from ordinary men and treated as endowed with supernatural, superhuman, or at least specifically exceptional powers or qualities. These are such as are not accessible to the ordinary person but are regarded as of divine origin or as exemplary, and on the basis of them the individual concerned is treated as a leader. (Weber et al., 1947, pp. 358-359)

Building on Weber’s work, House (1976) was one of the first to attempt to explain the processes by which a charismatic leader influences their followers. Mhatre and Riggio (2014) credit House as being “one of the chief architects who laid the plans for a scientific and systematic study of charismatic leadership” (p. 223). House tried to move beyond the observation of the effects of a charismatic leader and identify the characteristics and behaviors that distinguish charismatic leaders from non-charismatic leaders. Shamir et al. (1993) built upon House’s early work and developed “a more elaborate articulation of the behaviors of charismatic leaders, the mediating processes

through which charismatic leaders motivate and influence followers, and the outcomes that follow as a result of leaders' influence" (Mhatre & Riggio, 2014, p. 224). Conger and Kanungo (1987) offered a different perspective of charismatic leadership by looking at the attribution of charisma by followers to their leaders based on their behavioral observations.

Until recently, a precise definition of charismatic leadership has eluded researchers (Conger & Kanungo, 1987). House (1976) originally described charismatic leadership as a leader who had "charismatic effects on followers to an unusually high degree." Yukl (1999) later noted ambiguity in the definitions of charismatic leadership and surmised that the "most useful definition seems to be in terms of attributions of charisma to a leader by followers who identify strongly with the leader" (p. 294). Upon observing tautological issues from these and other definitions of charismatic leadership due to the use of outcomes to define constructs, Antonakis et al. (2016) recently suggested that charismatic leadership is "based on values (i.e., morals), beliefs and symbolism as well as on emotion, which is expressive in its transmission of information" (p. 303). According to Antonakis et al. (2016), charismatic leadership is not necessarily concerned with the actual morals of the leader, rather, it is focused on the connection that the charismatic leader makes with followers in part through an appeal to values and morality. "The leader must be accepted by those followers; this acceptance is achieved by communicating values and a mission that appeals to followers" (Antonakis et al., 2016, p. 304).

Currently, the most popular conceptualization and measurement of charismatic leadership is based on Bass' (1985) work on transformational leadership. Building on

Burns' (1978) work on transformational leadership, Bass (1998) identified idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration as dimensions of transformational leadership. Bass considered transformational leadership to be inclusive of charisma, and the idealized influence and inspirational motivation dimensions are often combined to measure charismatic leadership (Stone et al., 2004). Conger & Kanungo (1994) also developed a popular five-factor model of charismatic leadership in which they identified vision and articulation, environmental sensitivity, unconventional behavior, personal risk, and sensitivity to member needs as elements of charismatic leadership. An important additional conceptualization of charismatic leadership is Howell's (1988) description of two types of charisma: (1) socialized charisma and (2) personalized charisma. According to Howell, the socialized charismatic leader is motivated by the need to communicate values and serve "the common good", while the personalized charismatic leader is motivated by the need to "exert dominance or influence over others" (p. 221).

In a recent meta-analysis, Banks et al. (2017) found support for charismatic leadership's positive impact on organizational citizenship behaviors, task performance, and group performance. Other studies have connected charismatic leadership to organizational outcomes such as commitment (Rowden, 2000), job satisfaction (Vlachos et al., 2013), and employee turnover (McClean & Collins, 2019). Researchers have also noted charismatic leadership's connection to organizational climates including ethical climate (Zehir et al., 2014), justice climates (Bacha & Walker, 2013; Cho & Dansereau, 2010) and diversity climate (McCallaghan et al., 2019)

2.2 Fairness-Related Organizational Climates

Organizational climates reflect how employees perceive the work environment. Several facet-specific climates pertain to values-based or moral issues including distributive justice climate, procedural justice climate, interactional justice climate, and climate for inclusion. Distributive justice climate depicts how employees feel regarding the fairness of reward and resource distribution (Whitman et al., 2012). “Employees value justice because it gives them control in forecasting and achieving desired economic and material outcomes” (Whitman et al., 2012, p. 778). Procedural justice climate describes employees’ perception of “the fairness of the process by which outcomes are determined” (Cohen-Charash & Spector, 2001, p. 280). According to Leventhal’s (1980) criteria for fair procedures, “perceived fairness will be reduced when allocative procedures violate personal standards of ethics and morality” (p. 33). Interactional justice climate refers to employees’ perception of fair treatment by organizational authorities (Whitman et al., 2012). Fair interpersonal treatment signals to employees that they are valued by an organization (Bies & Moag, 1986). Nishii (2013) identified climate for inclusion by three dimensions: (1) “fairly implement employment practices” (p. 1756), (2) “integration of differences” (p. 1756), and (3) “inclusion in decision making” (p. 1758). Leo and Barton’s (2006) reference to the “moral values of social inclusion” (p. 167) is representative of the shifting social norms toward inclusion as a basic moral value and human right.

2.2.1 Justice Climate

The concept of fairness in the workplace has been conceptualized in a variety of ways. Historically, much of the research centered upon distributive justice (Colquitt et al., 2001). Based largely on Adams' (1965) equity theory, distributive justice involves the idea that employees receive fair and equitable outcomes (e.g., compensation, rewards) relative to their inputs (e.g., effort, performance). Thibaut et al. (1973) described fairness relating to processes and procedures as procedural justice. Bies and Moag (1986) later conceptualized workplace fairness in terms of interactional justice, which involves fair treatment by organizational authorities. Overall organizational justice has also been conceptualized as a multidimensional construct (Colquitt et al., 2005), made up primarily of the preceding three concepts (distributive justice, procedural justice, and interactional justice).

Distributive justice climate refers to employees' perceptions of the fairness of rewards and resource allocations (Whitman et al., 2012). While Adams' equity theory has dominated the development of distributive justice climate, three main perspectives have been offered to explain how employees form these fairness perceptions: (1) equity, (2) equality, and (3) need (Colquitt et al., 2001). Equity relates to allocation relative to contribution; equality refers to equal allocation among all members; and need involves allocation based on individual situation (Lamm & Schwinger, 1980). Leaders play an important role in the development of distributive justice climate through their involvement in rewards and resource allocation decisions including performance evaluations, compensation decisions, job assignments, and support.

According to Schuh et al. (2019), “there are two elements that are at the core of procedural justice: (1) leaders’ awareness and openness to employees’ opinions and (2) the use of unbiased information and procedures” (p. 1010). Schuh and colleagues describe the leader’s central role in the creation of procedural justice climate through leaders’ procedural justice enactment which they define as “the extent to which leaders use fair procedures to make important decisions vis-à-vis their employees” (p. 1010). Cobb and Frey (1996) found support for the impact of leader behaviors on procedural justice climate in addition to the effect of formal policies and procedures. Interestingly, their research revealed that the leader enactment of fair procedures may be more important than employees actually receiving favorable outcomes: “when leaders act unfairly, their decisions are seen as unfair even when subordinates benefit from them” (p. 1420).

Bies and Moag’s (1986) concept of interactional justice climate addresses perceptions of fair treatment by organizational authorities. They identified two dimensions of interactional justice: (1) interpersonal justice and (2) informational justice. Interpersonal justice involves perceptions of being “treated with politeness, dignity, and respect by authorities” (Colquitt et al., 2001, p. 427) while informational justice focuses on communication and explanations given to employees. The actions of direct supervisors are especially important relative to interactional justice due to the agentic nature of their position. Employees will perceive the treatment they receive from their supervisor as indicative of the organization (Eisenberger et al., 2002).

2.2.2 Climate for Inclusion

The study of workplace diversity as a distinct topic of management research began in the late 1980s (Konrad, 2003). Researchers noted the changing demographics in the U.S. work force and emphasized the business case for diversity. In the early 1990s, researchers began to discuss employees' perceptions of diversity. Studies by Cox (1993) and Kossek and Zonia (1993) led to the development of the diversity climate construct (Cachat-Rosset et al., 2019). While diversity can be measured based on gender, age, race, ethnicities, etc., perceptions of diversity are important because "what people believe is of vital importance regardless of whether or not their beliefs are consistent with reality" (Mor Barak et al., 1998). Mor Barak et al. defined diversity climate as the "employee behaviors and attitudes that are grounded in perceptions of the organizational context related to women and minorities" (p. 83).

While diversity is an important topic and vital to successful organizations, research and practice have advanced the conversation from diversity management to the topic of inclusion (Nishii, 2013). Inclusion moves beyond the representation of different demographic groups in a workforce and instead focuses on whether "individuals of all backgrounds...are fairly treated, valued for who they are, and included in core decision making" (Nishii, 2013, p. 1754). Whereas diversity climates have traditionally measured the perception of fairness and discrimination, Nishii's climate for inclusion adds a focus on the "interpersonal integration of diverse employees at work" (p. 1756) and "the extent to which the diverse perspectives of employees are actively sought and integrated" (p. 1757). A recent meta-analysis provided support the idea that "diversity management efforts that promote a climate for inclusion are consistently associated with positive

outcomes” (Mor Barak et al., 2016, p. 305) including job satisfaction, commitment, absenteeism, and turnover intentions.

Similar to the leader’s role in enacting justice climate, direct supervisors are uniquely positioned to foster an inclusive work environment. Many of the items included in Nishii’s (2013) Climate for Inclusion scale heavily relate to the actions of direct supervisors including promotion decisions, performance ratings, development opportunities, non-threatening work environments, feeling valued, and consideration of ideas and input. Scholars have recognized this critical role of leaders in developing inclusive work environment through various conceptualizations of inclusive leadership. Randel et al. (2018) described inclusive leaders as those who “collectively facilitate all group members’ perceptions of belongingness” and encourage them to contribute “their uniqueness to achieving positive group outcomes” (p. 195).

2.3 Hypotheses Development

2.3.1 Values-Based Leadership and Fairness-Related Climates

Leaders play an important role in creating organizational climates. Boekhorst (2015) suggested that “leaders play an instrumental role in the formation of the work climate because it is primarily based on the values and belief systems of leaders” (p. 248). In a review of the climate literature, Schneider et al. (2017) noted that leadership “has now been clearly established as a major driver of climates of all kinds and is a key focus for climate theory and research” (p. 474). Social exchange theory helps to explain this relationship between leadership and climate. As leaders display positive behavior

toward their employees, relationships develop “over time into trusting, loyal, and mutual commitments” (Cropanzano & Mitchell, 2005, p. 875). This reciprocal relationship not only impacts an individual employee’s perception of the work environment, but as more employees reciprocate the positive behavior of the leader the work environment grows stronger. In addition to this reciprocity principle, He et al. (2017) point out the rationality aspect of social exchange theory where employees will behave positively when they feel others are genuine and are not likely to betray their trust.

Both aspects of social exchange theory (reciprocity and rationality) are especially relevant to explain the relationship between values-based leadership and fairness-related climates. Values and morality are at the core of authentic, servant, ethical, and charismatic leadership. As leaders act in a way that upholds normative values through genuine, fair, and inclusive treatment, followers respond not only with similar behavior but also with favorable perceptions of their work environment. Fairness theory offers a similar explanation for the specific relationship between values-based leadership and fairness-related climates. Fairness theory proposes that morality is at the heart of “organizational justice and the formation of fairness judgments” (Kiersch & Byrne, 2015, p. 295). Given the central role of morality and values in authentic, ethical, servant, and charismatic leadership, fairness theory offers additional support for their connection to justice climates.

2.3.2 Values-Based Leadership and Team Outcomes

In a review of meta-analytic leadership studies, Banks and colleagues identified three organizational outcomes that especially hold promise relating to values-based or moral leadership approaches: (1) organizational citizenship behaviors, (2) unit

performance, and (3) turnover intentions (Banks et al., 2018). Their basis for this suggestion centered on the altruistic and communal focus of these outcomes. Employees high in organizational citizenship behaviors exhibit a concern for the organization above their own self-interest and expend discretionary effort. Employees who selflessly care about the well-being of others are more likely to focus on what is best for the team instead of what is best for the individual, thus improving team performance. In addition, employees who display a stronger inclination toward a team are less likely to think about leaving an organization. This de-emphasis of self and elevation of the team across these outcomes aligns with the focus on moral leadership.

Values-based leadership approaches may influence these communal outcomes through the fostering of certain climates. Supervisors act as “climate engineers” (Naumann & Bennett, 2000, p. 883) to encourage certain perceptions of the work environment. Leaders are critical to climate creation because “they are the immediate source of the behavioral data on which employees base their views of organizational objectives and policies” (Mayer et al., 2007, p. 931). Climates are not formed solely due to the individual actions of the supervisor, rather, they are formed because of the impact of the examples of organizational authorities. For example, as leaders model the desired behavior of inclusion, employees learn and adapt their behavior to match the leader’s example. As more employees imitate the inclusive qualities of their leaders, employees begin to perceive the work environment to be inclusive. This leads to positive feelings about the team and the desire to pursue team goals even at the potential expense of individual aspirations. Therefore, I expect values-based leadership approaches to indirectly influence organizational citizenship behaviors and unit performance through

the creation of values-based perceptions of the work environment such as justice climate and climate for inclusion.

Organizational Citizenship Behaviors (OCB) represent the degree of voluntary or discretionary effort of employees that is not formally recognized by a reward system (Organ, 1988). Williams and Anderson (1991) conceptualized two dimensions of organizational citizenship behaviors: organizational citizenship behaviors-individuals (OCBI) and organizational citizenship behaviors-organization (OCBO). While OCBI focuses on behaviors that benefit individuals within the organization, OCBO emphasizes behaviors that benefit the organization as a whole.

As previously referenced, each of the identified values-based leadership approaches (i.e., authentic, servant, ethical, and charismatic) has previously been shown to be positively related to organizational citizenship behaviors. Organ & Konovsky (1989) offered a fairness interpretation of OCB based on social exchange theory. Employees are more likely to engage in organizational citizenship behaviors when they “trust in the long-term fairness of the organization in the relationship” (p. 162). I suggest that the relationship between values-based leadership approaches and organizational citizenship behaviors exists because of these perceptions of fairness in the work environment. The values and morality of leaders influence the perception of fair working environments; and as employees perceive fairness, they are willing to extend discretionary effort both toward their colleagues and the organization. As Ehrhart (2004) reflected, “fairness has long been considered one of the key predictors of OCB” (p. 66)

Not only have value-based leadership approaches been linked to individual job performance, but authentic leadership (Lyubovnikova et al., 2017), servant leadership

(Song et al., 2015), ethical leadership (Walumbwa et al., 2012), and charismatic leadership (Avolio et al., 1988) have each been connected to team performance. Lim and Ployhart (2004) suggested that “leadership may have its most important consequences for teams and thus a focus on the team level is also important” (p. 610). Social exchange theory and social learning theory both help to explain the impact leaders have on performance. Social exchange theory posits that employees respond to the treatment they receive from supervisors with good or bad behavior. The emphasis of authentic, servant, ethical, charismatic leaders on values and morality creates reciprocal relationships conducive to increased performance. However, social learning theory explains additional influence on performance through the modeling of appropriate behavior. As team members observe the values-based leader, they learn and begin to imitate the perceived moral and ethical norms of the group. However, climates are not formed solely on the actions of one or two leaders, but rather these shared perceptions are based on many aspects of the work environment including the actions of other employees. Thus, as more employees emulate the moral values of fairness and inclusion, perceptions of fairness and inclusion will grow leading to the willingness of team members to exert more effort toward team tasks.

Employee turnover can be a costly problem for organizations of all sizes. According to a 2000 meta-analysis, Griffeth et al. noted turnover intentions as the single largest predictor of voluntary employee turnover. Turnover intentions express “an individual’s behavioral intention to leave the organization” (Azanza et al., 2015, p. 956). Interpersonal relationships, with managers and/or co-workers, have a substantial impact on whether employees plan to leave or stay with an organization (Lambert et al., 2001;

Mamun & Hasan, 2017). Cotton and Tuttle's (1986) meta-analysis on employee turnover revealed that an employee's satisfaction with their supervisor, as well as their satisfaction with their co-workers, was significantly associated with employee turnover. While the direct relationship between employees and their supervisors is relevant to employee turnover, some researchers argue that turnover is best understood through an examination of organizational climate (Stewart et al., 2011). McKay et al. (2007) showed this perspective was especially relevant when addressing perceptions relating to fair and inclusive environments. In explaining the connection between leadership and turnover, Ansari et al. (2007) explained the role of climate: "The perception of the quality of interpersonal relationships leads to group-level cognition. In turn, this cognition (or procedural justice climate) triggers individuals to be committed or not committed, and to stay or quit the organization" (p. 695).

2.3.3 Authentic Leadership and Ethical Leadership

Beyond demonstrating the connection between values-based leadership approaches, fairness-related climates, and team outcomes, I feel there is additional value in taking a closer look at the specific relationships. Congruence theory emphasizes the need to maximize alignment between components of organizational systems (Beus et al., 2020). Beus and colleagues explored climate-context congruence and found "that when climates are incongruent with their context, they are less able to affect group performance" (p. 1). Leaders and the leadership styles they adopt are an important part of the organizational context in which climates develop (Haakonsson et al., 2008); therefore, leadership approaches should match organizational climates for optimal effect. Specifically, I suggest that the internal locus of authentic leadership and ethical

leadership most closely aligns with the transactional nature of distributive justice climate and procedural justice climate. I also propose that the external nature of servant leadership and charismatic leadership most closely fits with the relational nature of interactional justice climate and climate for inclusion.

According to Luthans and Avolio (2003), authentic leaders influence the development of their followers by modeling “authentic values, beliefs, and behaviors” (p. 243). An authentic leader is true to themselves. The motivation to act a certain way comes from within. This “internalized moral perspective incorporates basic values such as respect for others and justice” (Gardner et al., 2021, p. 2), which then manifests itself in the behavior of the leader. Authentic leaders are likely to administer processes and procedures and distribute rewards and resources in fair and equitable ways due to this internal moral perspective. Their decision-making processes are guided by what they believe should be done as opposed to what the relationship demands.

Ethical leadership develops from the personal integrity of a leader (Monahan, 2012). This personal integrity manifests itself in the ethical leader’s treatment of their followers. Brown et al. (2005) referenced the decision-making element specifically in their definition of ethical leadership. Similar to authentic leaders, ethical leaders draw upon their own internal morality for the basis of their behavior. This sense of morality is manifested through administration of fair decisions regarding procedures and rewards. Furthermore, ethical leaders promote positive work environments through the signaling influence of their own behavior. Banks et al. (2021) recently offered a new conceptualization of ethical leadership behavior based on signaling theory: “ethical leadership behavior (ELB) defined as signaling behavior by the leader (individual)

targeted at stakeholders (e.g., an individual follower, group of followers, or clients) comprising the enactment of prosocial values combined with expressions of moral emotions” (p. 1).

Hypotheses 1a-c: Procedural justice climate will mediate the positive relationship between authentic leadership and team performance (H1a), organizational citizenship behaviors (H1b), and turnover intentions (H1c).

Hypotheses 1d-f: Distributive justice climate will mediate the positive relationship between authentic leadership and team performance (H1d), organizational citizenship behaviors (H1e), and turnover intentions (H1f).

Hypotheses 2a-c: Procedural justice climate will mediate the positive relationship between ethical leadership and team performance (H2a), organizational citizenship behaviors (H2b), and turnover intentions (H2c).

Hypotheses 2d-f: Distributive justice climate will mediate the positive relationship between ethical leadership and team performance (H2d), organizational citizenship behaviors (H2e), and turnover intentions (H2f).

2.3.4 Servant Leadership and Charismatic Leadership

While sharing an emphasis on moral values, servant leadership differs from authentic and ethical leadership in its genesis. According to Greenleaf (1977), servant leadership starts from a desire to serve others. This focus on the follower distinguishes it from these other values-based leadership approaches. Servant leaders possess a desire to affect the well-being of their followers. It is about the relationship. Their integrity drives them to be fair and equitable to all team members and motivates them to treat followers fairly and with dignity and respect. In noting servant leadership’s connection to

interactional justice, Kool and van Dierendonck (2012) emphasized the servant leader's main focus "on the interest of the followers" (p. 423), which leads to the perception of fair treatment. Furthermore, a servant leader's empathy allows them to try to understand the unique situations of diverse employees and seek out the input of each team member. Sendjaya and Sarros (2002) pointed out that servant leaders recognize their "social responsibilities to serve those people who are marginalised by a system" (p. 62). According to Gotsis and Grimani (2016), "a servant leader is expected to advance inclusiveness pursuits" due to their "genuine concern for the needs of followers" and "caring attitudes for subordinates, including those experiencing the pernicious effects of discrimination" (p. 992).

Based on the recent definition of Antonakis et al. (2016), there are three key features of charisma: (1) values-based, (2) symbolic, and (3) emotion-laden leader signaling. Contrary to the other values-based leadership approaches, charismatic leadership deals with the communication of values (Antonakis et al., 2016) as opposed to the self-possession of values. The focus of the charismatic leader is on building relationships with followers. Based on McClelland's (1985) work on power, Howell (1988) drew a distinction between socialized and personalized charismatic leaders. She cited three main distinctions of the socialized charismatic leader's behavior: (1) "the articulation of a captivating vision and a set of values and beliefs to which leaders want followers to subscribe; (2) the leader's recognition of the individual needs of followers; and (3) the intellectual stimulation of followers" (p. 223). It is Howell's second point, "recognition of the individual needs of followers" that forms the basis for a strong connection to interactional justice climate and climate for inclusion. Because of this

follower focus, socialized charismatic leaders are more adept at reaching followers who may not initially feel part of the group (Den Hartog et al., 2007). Moreover, Detert and Burris (2007) noted that socialized charismatic leaders may be viewed as “egalitarian and empowering” (p. 881). While noting that charisma was not part of Shore et al.’s (2011) model on inclusion, Tang et al. (2015) also pointed out a potential connection between charisma and inclusion in the Chinese context.

Hypotheses 3a-c: Interactional justice climate will mediate the positive relationship between servant leadership and team performance (H3a), organizational citizenship behaviors (H3b), and turnover intentions (H3c).

Hypotheses 3d-f: Climate for inclusion will mediate the positive relationship between servant leadership and team performance (H3d), organizational citizenship behaviors (H3e), and turnover intentions (H3f).

Hypotheses 4a-c: Interactional justice climate will mediate the positive relationship between charismatic leadership and team performance (H4a), organizational citizenship behaviors (H4b), and turnover intentions (H4c).

Hypotheses 4d-f: Climate for inclusion will mediate the positive relationship between charismatic leadership and team performance (H4d), organizational citizenship behaviors (H4e), and turnover intentions (H4f).

CHAPTER III

METHODS

3.1 Participants and Sample

Participants were recruited from multiple financial institutions in the southeastern United States. The financial sector is an appropriate setting in which to study leadership and team effects (e.g., Schaubroeck et al., 2007). Initial surveys were sent to 707 employees reporting to 151 unique supervisors at three institutions. The employee sample consisted of 297 employees for a response rate of 42%. Fifty-eight supervisors also participated in the survey for a response rate of 38%. The employee sample ($n = 297$) consisted of 182 females (61.3%) and 62 males (20.9%) with 53 participants (17.8%) omitting the information. Average age was 40.68 years old, and average tenure was 8.39 years. The racial composition of the employee participants was 80.8% Caucasian, 2.0% Black, 1.7% Hispanic, 0.7% American Indian, with 14.8% not providing the information. The supervisor sample ($n = 58$) consisted of 33 females (56.9%) and 16 males (27.6%) with 9 participants (15.5%) omitting the information. Average age was 47.03 years old, and average tenure was 11.58 years. The racial composition of the supervisor participants was 87.9% Caucasian, 3.4% Black, with 8.6% not providing the information.

Attention checks were included in the surveys to ensure data integrity. A total of six participants failed one of the two attention checks. Data from four of these

participants were removed from the study, while the data from two of the participants were allowed to remain after an analysis of the responses.

A total of 297 employees completed the Time 1 survey, 212 employees completed the Time 2 survey, and 58 supervisors completed the Time 3 survey. Since this study requires aggregation to the team level, I removed participants who were the only respondents from a team. After removal of these 1-member teams, the sample included 259 participants from 77 teams. However, only 33 teams were able to be matched with supervisor data.

Statistical power was calculated utilizing G*Power (Faul et al., 2009) based on the completed surveys. Given a medium effect size of .15 and a .05 level of significance, the statistical power was .21. This is well below the recommended .80 level (Cohen, 1992) and is a limitation of the study.

3.2 Procedure

Data was collected at three time periods with each time period separated by approximately three weeks. This temporal approach is a commonly accepted method to control for common method variance (Podsakoff et al., 2012). At Time 1, all participants completed a survey assessing their supervisor's leadership style. At Time 2, all participants who completed the time one survey completed a second survey capturing their perceptions of the work environment. At Time 3, supervisors completed a survey measuring team outcomes. All surveys were administered online through Qualtrics. Participants' responses were matched from each time period using identifying information within Qualtrics. Participants were provided with a letter informing them of

the voluntary nature of the study and their right to refuse to answer any questions. This study design received approval from the Institutional Review Board at the University of South Alabama (see Appendix A).

3.3 Measures

All items were measured on either a 7-point or 5-point Likert scale as determined by the original scale's design such that a higher value indicates a higher level of the construct.

Authentic Leadership. I used the 14-item authentic leadership inventory (ALI) by Neider and Schriesheim (2011) to measure this construct ($\alpha = .95$). It was measured on a 1-to-5 Likert scale. "My supervisor uses his/her core beliefs to make decisions" is a sample question.

Ethical Leadership. I measured ethical leadership with the 10-item Ethical Leadership Scale (ELS) by Brown et al. (2005) ($\alpha = .95$). It was measured on a 1-to-7 Likert scale. A sample question is "My supervisor disciplines employees who violate ethical standards."

Servant Leadership. This construct was assessed using the 7-item scale by Liden et al. (2015) ($\alpha = .91$). It was measured on a 1-to-7 Likert scale. "My supervisor puts my best interests ahead of his/her own" is a sample question.

Charismatic Leadership. Charismatic leadership was measured with the 20-item scale by Conger et al. (1997) ($\alpha = .94$). It was measured on a 1-to-7 Likert scale. Sample questions include "My supervisor influences others by developing mutual liking and

respect” and “My supervisor has vision; often brings up ideas about possibilities for the future.”

Procedural Justice Climate. I assessed this construct with the 3-item scale by Sung et al. (2017) ($\alpha = .84$). It was measured on a 1-to-5 Likert scale. “The organizational processes of performance appraisal and salary decisions are fair” is a sample question.

Distributive Justice Climate. This construct was measured with the 5-item scale by Niehoff and Moorman (1993) ($\alpha = .86$). It was measured on a 1-to-7 Likert scale. “Overall, the rewards I receive here are quite fair” is a sample question.

Interactional Justice Climate. I used the 9-item scale by Colquitt (2001) to measure interactional justice climate ($\alpha = .96$). It was measured on a 1-to-5 Likert scale. A sample question was “My supervisor treats me with dignity.”

Climate for Inclusion. The 15-item scale by Nishii (2013) was used to measure climate for inclusion ($\alpha = .95$). It was measured on a 1-to-5 Likert scale. “In this department/branch, employee input is actively sought” is a sample question.

Team Performance. I assessed team performance with the 3 item-scale by Schaubroeck et al. (2007) ($\alpha = .86$). It was measured on a 1-to-5 Likert scale. “This team has performed its job well” is a sample question.

Organizational Citizenship Behaviors. OCBs were measured with the 24-item scale by Podsakoff et al. (1990) ($\alpha = .93$). It was measured on a 1-to-7 Likert scale. Sample questions include “Attendance of my team members at work is above the norm” and “My team members help others who have heavy workloads.”

Turnover Intentions. I assessed turnover intentions with a one-item measure used by Ward et al. (2021). Participants were asked the question, “How likely are you to

remain with your current employer for the next year?” Answers ranged from very likely to very unlikely.

Control Variables. I controlled for team size. This is consistent with previous team-level and leadership research (Bernerth et al., 2018; Peltokorpi & Hasu, 2014).

CHAPTER IV

RESULTS

4.1 Analysis

My theoretical model consisted of variables at the group level of analysis. I employed a two-step approach to analyze the data. First, I assessed measurement criteria ensuring the validity and reliability of each variable. I also performed aggregation tests to support the appropriateness of analysis at the group level. Second, I utilized the PROCESS macro in SPSS by Hayes (2013) to test the hypotheses in the conceptual model. This analytical method has been shown to be an effective means of assessing the direct and indirect relationships between various facets of leadership and organizational climate (e.g., Burton et al., 2017; Sharif & Scandura, 2014). I created mediation models (Model 4 in the PROCESS macro) to test the relationships between each leadership style and each outcome. In each model, the relationship between one values-based leadership style as the independent variable and one outcome variable was assessed via the mediation of two fairness-related climates. I analyzed the direct effects, indirect effects, and 95% confidence intervals of each relationship utilizing a bootstrapping method with 5000 bootstrap samples (cf. MacKinnon et al., 2004; Preacher & Hayes, 2004; Shrout & Bolger, 2002; Williams & MacKinnon, 2008).

4.2 Discriminant and Convergent Validity

I assessed convergent validity through examination of the composite reliability (CR) and average variance extracted (AVE) of all constructs from the factor loadings. Table 1 shows the CR and AVE values for all variables. Composite reliability for each factor is above the recommended .70 level (Hair et al., 2019). The average variance extracted for all constructs is above the .50 level (Hair et al., 2019) except for Organizational Citizenship Behaviors (OCB). I assessed internal consistency through composite reliability. Together, the AVE and CR results show support for the convergent validity of all measures.

Table 1

Assessment of the Model's Convergent Validity: Construct Reliability and AVE

Variable	Cronbach's Alpha	CR	AVE
Authentic Leadership	0.95	0.95	0.59
Ethical Leadership	0.95	0.96	0.69
Servant Leadership	0.91	0.93	0.66
Charismatic Leadership	0.94	0.95	0.52
Procedural Justice Climate	0.84	0.90	0.75
Distributive Justice Climate	0.86	0.91	0.67
Interactional Justice Climate	0.96	0.97	0.78
Climate for Inclusion	0.95	0.96	0.60
Team Performance	0.86	0.92	0.79
Organizational Citizenship Behaviors	0.93	0.95	0.46

Notes: CR = Composite Reliability; AVE = Average Variance Extracted

I utilized the FL-criterion (Fornell & Larcker, 1981) to assess the discriminant validity of the constructs. Discriminant validity analyzes the distinctiveness of each construct. With the FL-criterion, the average variance extracted should be larger than the

squared inter-construct correlations. As shown in Table 2, each construct meets this requirement except for authentic, ethical, and servant leadership.

4.3 Descriptive Statistics and Correlations

Table 2 shows the means, standard deviations, and correlations for all variables. Lending support to the conceptual model and aligning with prior research, each values-based leadership approach is significantly correlated to each fairness-related climate. In addition, turnover intentions is also significantly correlated to all leadership styles and climates. However, minimal support is seen for a significant relationship between team performance, organizational citizenship behaviors and the other constructs.

Table 2

Descriptive Statistics for Constructs in the Conceptual Model: Means, Standard Deviations, and Correlations

Variable	N	Mean	SD	1	2	3	4	5	6	7	8	9	10	11
1. Authentic Leadership	77	4.00	0.46	0.77										
2. Ethical Leadership	77	4.86	0.70	.84**	0.83									
3. Servant Leadership	77	5.54	0.76	.84**	.85**	0.81								
4. Charismatic Leadership	76	5.00	0.65	.71**	.77**	.74**	0.72							
5. Procedural Justice Climate	72	3.42	0.67	.49**	.50**	.39**	.50**	0.87						
6. Distributive Justice Climate	72	5.50	0.77	.40**	.40**	.31**	.38**	.73**	0.82					
7. Interactional Justice Climate	72	4.17	0.69	.68**	.75**	.62**	.59**	.56**	.55**	0.88				
8. Climate for Inclusion	72	3.76	0.56	.59**	.60**	.54**	.57**	.82**	.72**	.67**	0.77			
9. Turnover Intentions	72	1.70	0.75	-0.33**	-.39**	-.39**	-.39**	-.54**	-.55**	-.43**	-.54**	1.00		
10. Team Performance	35	4.34	0.50	0.04	0.01	-0.11	0.02	0.15	0.19	0.09	0.15	-0.02	0.89	
11. Organizational Citizenship Behaviors	35	5.64	0.66	0.12	0.14	0.07	.22*	0.19	.22*	0.20	.26*	-0.15	.55**	0.68

Notes: ***(p<.001); **(p<.01); *(p<.05); Square root of the AVE for discriminant validity in diagonal; AVE = Average Variance Extracted

4.4 Aggregation

There are three necessary steps to justify the use of aggregation (Bliese, 2000): (1) within-group homogeneity, (2) between-group heterogeneity, and (3) naturally occurring groups. Since the teams in this study occur naturally, I focused my assessment on within-

group homogeneity and between-group heterogeneity. First, I utilized the r_{wg} statistic (James et al., 1993) which estimates within-group interrater reliability. The average r_{wg} values ranged from .72 to .97 which surpasses the commonly used .70 rule of thumb (Lance et al., 2006). Second, I calculated the ICC(1) values which represent the variance explained by group membership. ICC(1) values ranged from .08 to .35. These values compare favorably to the .21 average found in Woehr et al.'s (2015) review of organizational research literature. Third, I calculated ICC(2) values to estimate the reliability of the group means. ICC(2) values ranged from .16 to .55. While these values are lower than the .66 average Woehr and colleagues found in their review, Woehr et al. also explained that ICC(2) tends to be lower when there are fewer team members per group. Finally, the group effect was significant at the .05 level for all variables except for turnover intentions. Overall, I found sufficient support for aggregation of all constructs to the team level. Table 3 displays full aggregation statistics.

Table 3
Aggregation Statistics to Justify Analysis at Team Level

Variable	rwg		F ratio	p-value	ICC(1)	ICC(2)
	mean	SD				
Authentic Leadership	0.94	0.16	1.68	0.003	0.17	0.41
Servant Leadership	0.87	0.20	1.6	0.006	0.15	0.37
Ethical Leadership	0.94	0.12	1.83	0.001	0.20	0.45
Charismatic Leadership	0.94	0.13	1.48	0.020	0.14	0.32
Climate for Inclusion	0.97	0.03	2.24	0.000	0.35	0.55
Procedural Justice Climate	0.85	0.17	2.12	0.000	0.33	0.53
Distributive Justice Climate	0.89	0.15	1.46	0.041	0.17	0.32
Interactional Justice Climate	0.93	0.17	1.76	0.005	0.26	0.43
Turnover Intentions	0.72	0.34	1.19	0.210	0.08	0.16

Notes: rwg: Within-group Agreement; ICC(1): Intraclass Correlation Coefficient 1; ICC(2): Intraclass Correlation Coefficient 2

4.5 Hypothesis Tests

Hypotheses 1a-1f proposed positive relationships between authentic leadership and each outcome variable via the mediating effects of procedural justice climate and distributive justice climate. Only two of these mediation paths were significant at the .05 level of significance, but the 95% confidence intervals only supported one of these two paths. Distributive justice climate mediated the relationship between authentic leadership and organizational citizenship behaviors with a .3613 effect. Therefore, Hypothesis 1e was supported, while Hypotheses 1a, 1b, 1c, 1d, and 1f were rejected. Table 4 displays the results from hypothesis testing, and Appendix C shows the full model results.

Hypotheses 2a-2f suggested positive relationships between ethical leadership and each outcome variable mediated by procedural justice climate and distributive justice climate. Results showed a significant path between ethical leadership and organizational citizenship behaviors mediated by distributive justice climate; however, the 95% confidence intervals produced by the bootstrapping method included 0 which negates support for Hypothesis 2e. Therefore, Hypotheses 2a-2f were not supported.

Hypotheses 3a-3f proposed positive relationships between servant leadership and each outcome variable via the mediating effects of climate for inclusion and interactional justice climate. Only one of these mediation paths was significant at the .05 level. Climate for inclusion mediated the relationship between servant leadership and turnover intentions with a -.2402 effect. Therefore, Hypothesis 3f was supported, while Hypotheses 3a, 3b, 3c, 3d, and 3e were rejected.

Hypotheses 4a-4f suggested positive relationships between charismatic leadership and each outcome variable through the mediating effects of climate for inclusion and

interactional justice climate. Only one of these mediation paths was significant at the .05 level. Climate for inclusion mediated the relationship between charismatic leadership and turnover intentions with an effect of -.2402. Therefore, Hypothesis 4f was supported, while Hypotheses 4a, 4b, 4c, 4d, and 4e were rejected.

Table 4

Hypothesis Testing of the Relationships between Leadership, Climates, and Outcomes

Hypothesis	Effect	BootLLCI	BootULCI	p	Support?	Mediation?
H1a AL-->PJC-->TP	-0.0859	-0.3612	0.2525	0.5949	no	none
H1b AL-->PJC-->OCB	-0.1448	-0.5673	0.5034	0.4667	no	none
H1c AL-->PJC-->TI	-0.2553	-0.5959	0.0468	0.0714	no	none
H1d AL-->DJC-->TP	0.2531	-0.0611	0.5353	0.077	no	none
H1e AL-->DJC-->OCB	0.3719	0.0086	0.6823	0.0367	yes	full
H1f AL-->DJC-->TI	-0.1659	-0.5589	0.1488	0.1526	no	none
H2a EL-->PJC-->TP	-0.0494	-0.1702	0.1828	0.5368	no	none
H2b EL-->PJC-->OCB	-0.0787	-0.2566	0.3223	0.4242	no	none
H2c EL-->PJC-->TI	-0.1319	-0.3262	0.0587	0.1144	no	none
H2d EL-->DJC-->TP	0.1352	-0.0332	0.3222	0.0755	no	none
H2e EL-->DJC-->OCB	0.1967	-0.0327	0.3917	0.0374	no	none
H2f EL-->DJC-->TI	-0.0951	-0.3632	0.0915	0.1707	no	none
H3a SL-->IJC-->TP	-0.0641	-0.4	0.4876	0.6773	no	none
H3b SL-->IJC-->OCB	-0.0511	-0.4581	0.6163	0.7921	no	none
H3c SL-->IJC-->TI	-0.0721	-0.4869	0.2863	0.4469	no	none
H3d SL-->CI-->TP	0.135	-0.0502	0.4223	0.1668	no	none
H3e SL-->CI-->OCB	0.195	-0.0914	0.6518	0.1146	no	none
H3f SL-->CI-->TI	-0.2121	-0.4371	-0.0546	0.0061	yes	full
H4a CL-->IJC-->TP	-0.1861	-0.4431	0.3144	0.1994	no	none
H4b CL-->IJC-->OCB	-0.1849	-0.5669	0.4718	0.2924	no	none
H4c CL-->IJC-->TI	-0.0811	-0.4964	0.3904	0.437	no	none
H4d CL-->CI-->TP	0.1659	-0.0576	0.4831	0.2113	no	none
H4e CL-->CI-->OCB	0.2026	-0.1604	0.6889	0.2098	no	none
H4f CL-->CI-->TI	-0.2288	-0.4986	-0.0638	0.0058	yes	full

Notes: AL: Authentic Leadership; EL: Ethical Leadership; SL: Servant Leadership; CL: Charismatic Leadership; PJC: Procedural Justice Climate; DJC: Distributive Justice Climate; IJC: Interactional Justice Climate; CI: Climate for Inclusion; TP: Team Performance; OCB: Organizational Citizenship Behaviors; TI: Turnover Intentions

In addition to the hypothesized mediation paths, I also conducted post-hoc analysis on additional potential mediation paths. Table 5 shows the results of this analysis. I found three additional full mediation paths as well as one partial mediation path. Distributive justice climate mediated the relationship between servant leadership and team performance with a .1458 effect, and distributive justice climate also mediated the relationship between servant leadership and organizational citizenship behaviors with a .1883 effect. Climate for inclusion mediated the relationship between servant leadership and turnover intentions with a -.2269 effect, and climate for inclusion also partially mediated the relationship between charismatic leadership and turnover intentions.

Table 5*Post-Hoc Analysis of Mediation Paths*

Mediation Path	Effect	BootLLCI	BootULCI	p	Support?	Mediation?
SL-->PJC-->TP	-0.0371	-0.1409	0.1137	0.517	no	none
SL-->PJC-->OCB	-0.0508	-0.1859	0.1748	0.4839	no	none
SL-->PJC-->TI	-0.1244	-0.3306	0.0323	0.0461	no	none
SL-->DJC-->TP	0.1437	0.0037	0.3372	0.0417	yes	full
SL-->DJC-->OCB	0.1912	0.0076	0.3793	0.0331	yes	full
SL-->DJC-->TI	-0.0764	-0.276	0.0851	0.1786	no	none
CL-->PJC-->TP	-0.0288	-0.2198	0.1677	0.7691	no	none
CL-->PJC-->OCB	-0.0694	-0.3561	0.2504	0.5583	no	none
CL-->PJC-->TI	-0.1745	-0.4612	0.0559	0.0323	no	none
CL-->DJC-->TP	0.166	-0.0414	0.4531	0.0944	no	none
CL-->DJC-->OCB	0.2162	-0.0394	0.4511	0.0721	no	none
CL-->DJC-->TI	-0.0815	-0.2948	0.1103	0.2129	no	none
AL-->IJC-->TP	-0.4082	-0.9475	0.6017	0.2406	no	none
AL-->IJC-->OCB	-0.17	-1.0069	1.2964	0.6938	no	none
AL-->IJC-->TI	-0.1611	-0.9368	0.5679	0.419	no	none
AL-->CI-->TP	0.1983	-0.2014	0.5717	0.3122	no	none
AL-->CI-->OCB	0.3601	-0.2049	1.0334	0.1475	no	none
AL-->CI-->TI	-0.4037	-0.7872	-0.1158	0.0048	yes	full
EL-->IJC-->TP	-0.2578	-0.7202	0.4469	0.29	no	none
EL-->IJC-->OCB	-0.2329	-0.8402	0.7813	0.4397	no	none
EL-->IJC-->TI	-0.0002	-0.5112	0.4519	0.9985	no	none
EL-->CI-->TP	0.1327	-0.0821	0.3704	0.2119	no	none
EL-->CI-->OCB	0.2089	-0.0967	0.674	0.117	no	none
EL-->CI-->TI	-0.2475	-0.5083	-0.0609	0.0053	yes	partial

Notes: AL: Authentic Leadership; EL: Ethical Leadership; SL: Servant Leadership; CL: Charismatic Leadership; PJC: Procedural Justice Climate; DJC: Distributive Justice Climate; IJC: Interactional Justice Climate; CI: Climate for Inclusion; TP: Team Performance; OCB: Organizational Citizenship Behaviors; TI: Turnover Intentions

CHAPTER V

DISCUSSION

The main purpose of this study is to explore the relationship between values-based leadership approaches and fairness-related organizational climates. In noting similarities between four values-based leadership approaches (authentic, ethical, servant, and charismatic leadership), Banks et al. (2018) suggested the possibility of construct redundancy. This study sought to identify variations in the ways that each values-based leadership style achieved various team outcomes. This was intended not only to potentially counter Banks et al.'s (2018) argument of potential construct redundancy but also to answer their call for “pitting competing theories against one another” in order to “build a more parsimonious understanding of the contexts in which theories are generalizable” (p. 246). While the results of this study did not reveal the anticipated differences in the way that different values-based leadership approaches positively impact team outcomes, the study does offer insight in explaining how values-based leadership approaches impact outcomes.

5.1 Theoretical Implications

This study contributes to theory in several important ways. First, I integrate diversity and inclusion into the discussion of both values-based leadership and fairness-

related climates. In support of Banks et al.'s (2018) suggestion that the definitions of values-based leadership styles may be changing due to "renewed concerns around diversity in leadership" (p. 246), this study suggests that these leadership approaches have incorporated changing social norms regarding diversity and inclusion. Specifically, this research identifies climate for inclusion as a mediator between each values-based leadership approach and turnover intentions. This finding lends support both to the importance of inclusion to employees and the practical value of an inclusive environment to employers. The commonality of morality and values of each of these leadership approaches lends itself to building an inclusive work environment. In addition, inclusion needs to be discussed right alongside other perceptions of fairness in the workplace.

Second, this study highlights the relative value of servant leadership. It was the only values-based leadership style to demonstrate a significant relationship with each outcome through the mediation of fairness-related climates. Climate for inclusion mediated the relationship between servant leadership and turnover intentions, while distributive justice climate mediated both the relationships between servant leadership and team performance and between servant leadership and organizational citizenship behaviors. Servant leadership was the only leadership style I found to be significantly related to team performance. These findings also complement the results of the meta-analysis of Hoch et al. (2018) in which they found that servant leadership, as opposed to ethical and authentic leadership, had the potential to explain variance beyond that explained by transformational leadership.

Third, this study answers the call of Banks et al. (2018) to study mediators of these values-based leadership approaches. Banks and colleagues specifically mentioned

fairness as a potential mediator. I tested a total of 48 mediation paths involving fairness perceptions and found six full mediation paths and one partial mediation paths. As stated above, climate for inclusion was the most consistent mediator as it mediated the path of each values-based leadership approach and turnover intentions. However, I also identified three paths in which distributive justice climate mediated the relationship between values-based leadership styles and team outcomes. Interestingly, these mediators led to different outcomes: distributive justice climate led to performance-related outcomes while climate for inclusion led to turnover intentions.

Finally, I applied a fit perspective to the leadership and climate discussion. Social exchange theory helps to explain the relationship between leadership, climate, and team outcomes, and this study revealed a strong connection between a leader's values-based behavior, the follower's perception of justice, and positive team outcomes. Of specific consideration is the application of the rationality perspective of social exchange theory in which followers respond to authentic trust and respect that emerges from leaders' personal values. However, congruence theory sheds additional light on the importance of alignment between leadership and climate. Specifically, this study shows how different leadership approaches can be aligned with desired climates to produce optimal environments for increased performance.

5.2 Practical Implications

Organizations need to be concerned with perceptions of fairness. As shown in this study, these perceptions are especially important as they relate to vital outcomes such as organizational citizenship behaviors and turnover. Fairness perceptions are perhaps even

more important for organizations today considering the current social justice environment in the United States. The results of this study give organizations clear direction on actions that can be taken to address the need for a fair work environment.

First, organizations should focus on the leader and their leadership approach. While the current study failed to find distinguishable differences among the effects of specific types of values-based leadership styles, the study did reveal the importance of values-based leadership in general in the development of fairness-related climates. Leading with values makes a difference in how employees perceive their work environment. Organizations should thus hire managers with personal values that align with organizational values, and they should train managers how to lead from a values-based perspective.

Second, this study specifically highlights the importance of servant leadership. While this study suggests merit in each values-based leadership approach, servant leadership was the only one which was significantly connected to all three outcomes. Given its effectiveness in multiple team outcomes, employers may choose to hone in on this particular leadership style in leadership selection as well as leadership training.

Companies should design selection processes for internal and external candidates to assess whether candidates have the desire to serve. While some researchers have described servant leadership as based on character traits (Lanctot & Irving, 2010), servant leadership is also “a system” that can be “taught to an entire organization” (McMahone, 2012, p. 341).

Third, organizations should give increased attention to perceptions of inclusion. This study offers support for the importance of inclusion in the relationship between

values-based leadership and turnover intentions. Climate for inclusion was the only climate to mediate the relationship between each values-based leadership style and turnover intentions. As employers navigate the “Great Resignation,” this study emphasizes the merit of both values-based leadership and the creation of inclusive environments. Employees want to work in environments where they feel they “are fairly treated, valued for who they are, and included in core decision making” (Nishii, 2013, p. 1754).

5.3 Limitations

There are several limitations to consider when interpreting the results of this study. First, there are two environmental situations to consider. Data were collected in the fall of 2021 during the COVID-19 pandemic. During the pandemic, the retail industry was hit with unprecedented labor shortages. This has resulted in added stress on the existing labor force which could affect employees’ perceptions of their work environment. Another environmental consideration stems from the social justice and political unrest experienced in the United States over the last several years. This has resulted in polarizing views on justice, diversity, and inclusion which could impact these results. Second, the study only considered the financial sector in the southeastern United States. While prior research offers support for the appropriateness of this population (e.g., Schaubroeck et al., 2007), there are limitations relating to its generalizability across other industries and contexts. Third, while the use of employee surveys is a commonly accepted data collection method to assess leadership styles (Hansbrough et al., 2015), there are limitations to the causal inferences which can be drawn from the study

(Antonakis et al., 2010) as well as potential biases which can result from follower ratings of leadership (Hansbrough et al., 2015). Fourth, this study does not have sufficient power to draw strong inferences from the results. Statistical power relates to the “probability of correctly rejecting the null hypothesis when it is false” (Christensen et al., 2014, p. 420). Statistical power is directly impacted by sample size (Hair et al., 2019). Due to this study’s small sample size, statistical power is insufficient for strong conclusions. Fifth, also due to the small sample size, I was not able to conduct structural equation modeling to test the full conceptual model. While PROCESS macro is useful for multiple regression, structural equation modeling may be a better approach for evaluating a complete model (Hair et al., 2019).

5.4 Future Research

The study of both leadership and climate from a morality or values perspective offers an abundance of future research possibilities. One avenue to explore is the potential of higher-order constructs in both values-based leadership & fairness-related climate. While sharing the similar focus on morality and values, each values-based leadership approach offers a unique and valuable perspective. Consideration of a higher-order construct offers an opportunity to synthesize these research streams while maintaining the unique contributions of each construct. While organizational justice has already been conceived as a higher-order construct made up of three dimensions of justice (Colquitt, 2001), consideration should also be given to the potential of incorporating diversity and inclusion into a higher-order model of justice climate.

A second avenue for potential research is reimagining transformational leadership from a moral or values-based perspective. Hoch et al. (2018) suggested the potential addition of a moral dimension to transformational leadership to fully represent the construct. This could be another avenue to provide synthesis to leadership research. A third area for potential research is the identification of specific leadership behaviors that bring about perceptions of fairness. Instead of relying on employees' perceptions of leadership approaches, future research should focus on identifying values-based leadership behaviors (Banks et al., 2021). Researchers should utilize other methods including randomized field experiments, "the gold standard" (Antonakis et al., 2010), to investigate causality in the relationship between leadership and climate.

5.5 Conclusion

Justice and inclusion are timely subjects both in theory and practice. Fair and inclusive work environments not only produce valuable organizational outcomes, but they are also the ethical and moral responsibility of all organizations. This study identifies the adoption of values-based leadership approaches as a good place to start.

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APPENDICES

Appendix A
IRB Approval Certificate

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INSTITUTIONAL REVIEW BOARD
June 22, 2021

Principal Investigator: Matt Oglesby
IRB # and Title: IRB PROTOCOL: 21-229
[1768585-1] Leadership, Justice, & Inclusion
Status: APPROVED Review Type: Exempt Review
Approval Date: June 22, 2021 Submission Type: New Project
Initial Approval: June 22, 2021 Expiration Date:
Review Category: 45 CFR 46.104 (d)(2): Research that only includes interaction involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior (including visual or auditory recording):

ii. Any disclosure of the human subjects' responses outside of the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation

This panel, operating under the authority of the DHHS Office for Human Research and Protection, assurance number FWA 00001602, and IRB Database #00000286 or #00011574, has reviewed the submitted materials for the following:

1. Protection of the rights and the welfare of human subjects involved.
2. The methods used to secure and the appropriateness of informed consent.
3. The risk and potential benefits to the subject.

The regulations require that the investigator not initiate any changes in the research without prior IRB approval, except where necessary to eliminate immediate hazards to the human subjects, and that **all problems involving risks and adverse events be reported to the IRB immediately!**

Subsequent supporting documents that have been approved will be stamped with an IRB approval and expiration date (if applicable) on every page. Copies of the supporting documents must be utilized with the current IRB approval stamp unless consent has been waived.

Notes:

Appendix B

Survey Scales and Disclosures

Disclosure Statement

Leadership, Justice, and Inclusion

Matt Oglesby, Doctoral Student
mto1921@jagmail.southalabama.edu

You are invited to voluntarily participate in research investigating leadership.

Purpose: The purpose of the study is to analyze the relationship between the relationship between various leadership approaches and employees' perceptions of the work environment. This study consists of three surveys spaced approximately three weeks apart. Participation will remain confidential, and I will not share your information or response with anyone else.

Procedure: If you choose to participate, you will be asked to complete a brief survey. The survey should take you less than 15 minutes to complete. You have the right to refuse to answer any questions that you do not wish to complete and/or answer. All answers will be downloaded and stored in a password-protected storage device and recoded for anonymity (all identifying information will be deleted) after all data has been collected and matched. All information will be used for research purposes only.

Benefits and Risks: There are no direct benefits for participating in this study, although findings from this study could be used to inform science and practice of the impact of certain leader characteristics. There are no direct risks for participating in this study.

Incentives: No incentives will be provided for completing the survey.

You can withdraw at any time without consequence. Please contact me at mto1921@jagmail.southalabama.edu or the Institutional Review Board at the University of South Alabama at (251) 460-6308 if you have questions about your rights as a research subject.



Survey Scales

Time 1

Authentic Leadership (Neider & Schriesheim, 2011)

1. My supervisor clearly states what he/she means (+)
2. My supervisor shows consistency between his/her beliefs and actions (+)
3. My supervisor asks for ideas that challenge his/her core beliefs (+)
4. My supervisor describes accurately the way that others view his/her abilities (+)
5. My supervisor uses his/her core beliefs to make decisions (+)
6. My supervisor carefully listens to alternative perspectives before reaching a conclusion (+)
7. My supervisor shows that he/she understands his/her strengths and weaknesses (+)
8. My supervisor openly shares information with others (+)
9. My supervisor resists pressures on him/her to do things contrary to his/her beliefs (+)
10. My supervisor objectively analyzes relevant data before making a decision (+)
11. My supervisor is clearly aware of the impact he/she has on others (+)
12. My supervisor expresses his/her ideas and thoughts clearly to others (+)
13. My supervisor is guided in his/her actions by internal moral standards (+)
14. My supervisor encourages others to voice opposing points of view. (+)

Ethical Leadership (Brown et al., 2005)

1. My supervisor conducts his/her personal life in an ethical manner (+)
2. My supervisor defines success not just by results but also the way that they are obtained (+)
3. My supervisor listens to what employees have to say (+)
4. My supervisor disciplines employees who violate ethical standards (+)
5. My supervisor makes fair and balanced decisions (+)
6. My supervisor can be trusted (+)
7. My supervisor discusses business ethics or values with employees (+)
8. My supervisor sets an example of how to do things the right way in terms of ethics (+)
9. My supervisor has the best interests of employees in mind (+)
10. When making decisions, my supervisor asks, "What is the right thing to do?" (+)

Servant Leadership (Liden et al., 2015)

1. My supervisor can tell if something work-related is going wrong (+)
2. My supervisor makes my career development a priority (+)
3. I would seek help from my supervisor if I had a personal problem (+)
4. My supervisor emphasizes the importance of giving back to the community (+)
5. My supervisor puts my best interests ahead of his/her own (+)

6. My supervisor gives me the freedom to handle difficult situations in the way that I feel is best (+)
7. My supervisor would NOT compromise ethical principles in order to achieve success (+)

Charismatic Leadership (Conger et al., 1997)

1. My supervisor provides inspiring strategic and organizational goals (+)
2. My supervisor is inspirational; able to motivate by articulating effectively the importance of what organizational members are doing (+)
3. My supervisor consistently generates new ideas for the future of the organization (+)
4. My supervisor is an exciting public speaker (+)
5. My supervisor has vision; often brings up ideas about possibilities for the future (+)
6. My supervisor is entrepreneurial; seizes new opportunities in order to achieve goals (+)
7. My supervisor readily recognizes new environmental opportunities (favourable physical and social conditions) that may facilitate achievement of organizational objectives (+)
8. My supervisor readily recognizes constraints in the physical environment (technological limitations, lack of resources, etc.) that may stand in the way of achieving organizational objectives (+)
9. My supervisor readily recognizes constraints in the organization's social and cultural environment (cultural norms, lack of grass roots support, etc.) that may stand in the way of achieving organizational objectives (+)
10. My supervisor recognizes the abilities and skills of other members of the organization (+)
11. My supervisor recognizes the limitations of other members of the organization (+)
12. My supervisor influences others by developing mutual liking and respect (+)
13. My supervisor shows sensitivity for the needs and feelings of the other members in the organization (+)
14. My supervisor often expresses personal concern for the needs and feelings of other members in the organization (+)
15. My supervisor takes high personal risks for the sake of the organization (+)
16. My supervisor often incurs high personal cost for the good of the organization (+)
17. In pursuing organizational objectives, my supervisor engages in activities involving considerable personal risk (+)
18. My supervisor engages in unconventional behaviour in order to achieve organizational goals (+)
19. My supervisor uses nontraditional means to achieve organizational goals (+)
20. My supervisor often exhibits very unique behaviour that surprises other members of the organization (+)

Time 2

Distributive Justice Climate (Niehoff & Moorman, 1993)

1. My work schedule is fair (+)
2. I think that my level of pay is fair (+)
3. I consider my workload to be quite fair (+)
4. Overall, the rewards I receive here are quite fair (+)
5. I feel that my job responsibilities are fair (+)

Procedural Justice Climate (Sung et al., 2017)

1. The organizational processes of performance appraisal and salary decisions are fair (+)
2. The procedure used to address concerns about the company raised by employees is fair and transparent (+)
3. Our company openly and respectfully explains to employees the reasons behind decisions about the distribution of resources (+)

Interactional Justice Climate (Colquitt, 2001)

1. My supervisor treats me in a polite manner (+)
2. My supervisor treats me with dignity (+)
3. My supervisor treats me with respect (+)
4. My supervisor refrains from improper remarks or comments (+)
5. My supervisor is candid in their communications with me (+)
6. My supervisor explains decision-making procedures thoroughly (+)
7. My supervisor's explanations regarding decision-making procedures were reasonable (+)
8. My supervisor communicates details in a timely manner (+)
9. My supervisor seemed to tailor their communications to individuals' specific needs (+)

Climate for Inclusion (Nishii, 2013)

1. This department/branch has a fair promotion process (+)
2. The performance review process is fair in this department/branch (+)
3. This department/branch invests in the development of all of its employees (+)
4. Employees in this department/branch receive "equal pay for equal work" (+)
5. This department/branch provides safe ways for employees to voice their grievances (+)
6. This department/branch is characterized by a non-threatening environment in which people can reveal their "true" selves (+)
7. This department/branch values work-life balance (+)
8. This department/branch commits resources to ensuring that employees are able to resolve conflicts effectively (+)
9. Employees of this department/branch are valued for who they are as people, not just for the jobs that they fill (+)

10. In this department/branch, people often share and learn about one another as people (+)
11. This department/branch has a culture in which employees appreciate the differences that people bring to the workplace (+)
12. In this department/branch, employee input is actively sought (+)
13. In this department/branch, everyone's ideas for how to do things better are given serious consideration (+)
14. In this department/branch, employees' insights are used to rethink or redefine work practices (+)
15. Top management exercises the belief that problem-solving is improved when input from different roles, ranks, and functions is considered (+)

Turnover Intentions (Ward et al., 2021)

1. How likely are you to remain with your current employer for the next year? (-)

Time 3

Organizational Citizenship Behaviors (Podsakoff et al., 1990)

1. Attendance of my team members at work is above the norm (+)
2. My team members do not take extra breaks (+)
3. My team members obey company rules and regulations when no one is watching (+)
4. My team members are some of the most conscientious employees (+)
5. My team members believe in giving an honest day's work for an honest day's pay (+)
6. My team members consume a lot of time complaining about trivial matters (-)
7. My team members always focus on what's wrong, rather than the positive side (-)
8. My team members tend to make "mountains out of molehills" (-)
9. My team members always find fault with what the organization is doing (-)
10. My team members are the classic "squeaky wheel" that always needs greasing (-)
11. My team members attend meetings that are not mandatory, but are considered important (+)
12. My team members attend functions that are not required, but help the company image (+)
13. My team members keep abreast of changes in the organization (+)
14. My team members read and keep up with organizational announcements, memos, and so on (+)
15. My team members take steps to try to prevent problems with other workers (+)
16. My team members are mindful of how their behavior affects other people's jobs (+)
17. My team members do not abuse the rights of others (+)
18. My team members try to avoid creating problems for coworkers (+)
19. My team members consider the impact of their actions on coworkers (+)
20. My team members help others who have been absent (+)

21. My team members help others who have heavy workloads (+)
22. My team members help orient new people even though its not required (+)
23. My team members willingly help others who have work related problems (+)
24. My team members are always ready to lend a helping hand to those around them (+)

Team Performance (Schaubroeck et al., 2007)

1. This team is very competent (+)
2. This team gets its work done very effectively (+)
3. This team has performed its job well (+)

Appendix C

Appendix Tables – Full Model Results

Table 6

Authentic Leadership to Team Performance via PJC and DJC

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.3448	0.1189	0.2551	0.9443	4	28	0.4531
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
-0.1363	0.2288	-0.596	0.556	-0.6049	0.3323	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	0.1673	0.162	-0.1165	0.5383		
PJC	-0.0859	0.1513	-0.3612	0.2525		
DJC	0.2531	0.1468	-0.0611	0.5353		

Notes: PJC: Procedural Justice Climate; DJC: Distributive Justice Climate

Table 7

Authentic Leadership to Organizational Citizenship Behaviors via PJC and DJC

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.4378	0.1917	0.3857	1.6602	4	28	0.1872
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
0.0453	0.2812	0.1611	0.8732	-0.5308	0.6214	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	0.2271	0.2444	-0.1829	0.8037		
PJC	-0.1448	0.2602	-0.5673	0.5034		
DJC	0.3719	0.1708	0.0086	0.6823		

Notes: PJC: Procedural Justice Climate; DJC: Distributive Justice Climate

Table 8*Authentic Leadership to Turnover Intentions via PJC and DJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.631	0.3981	0.3543	11.0789	4	67	0.0000
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
-0.3267	0.1875	-1.7418	0.0861	-0.701	0.0477	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	-0.4212	0.1038	-0.6377	-0.2373		
PJC	-0.2553	0.1634	-0.5959	0.0468		
DJC	-0.1659	0.1819	-0.5589	0.1488		

Notes: PJC: Procedural Justice Climate; DJC: Distributive Justice Climate

Table 9*Ethical Leadership to Team Performance via PJC and DJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.3493	0.122	0.2542	0.9729	4	28	0.4380
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
-0.0906	0.1339	-0.6764	0.5043	-0.3648	0.1837	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	0.0858	0.1007	-0.0464	0.3465		
PJC	-0.0494	0.0873	-1.702	0.1828		
DJC	0.1352	0.0907	-0.0332	0.3222		

Notes: PJC: Procedural Justice Climate; DJC: Distributive Justice Climate

Table 10*Ethical Leadership to Organizational Citizenship Behaviors via PJC and DJC*

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.4419	0.1952	0.384	1.6983	4	28	0.1784

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI
0.0635	0.1645	0.386	0.7024	-0.2735	0.4005

Indirect effect(s) of X on Y

	Effect	Boot SE	BootLCI	BootULCI
Total	0.118	0.1394	-0.0668	0.5166
PJC	-0.0787	0.1347	-0.2566	0.3223
DJC	0.1967	0.1097	-0.0327	0.3917

Notes: PJC: Procedural Justice Climate; DJC: Distributive Justice Climate

Table 11*Ethical Leadership to Turnover Intentions via PJC and DJC*

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.6698	0.4487	0.3245	13.6322	4	67	0.0000

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI
-0.3577	0.1163	-3.0757	0.003	-0.5898	-0.1256

Indirect effect(s) of X on Y

	Effect	Boot SE	BootLCI	BootULCI
Total	-0.227	0.0702	-0.3898	-0.1151
PJC	-0.1319	0.0978	-0.3262	0.0587
DJC	-0.0951	0.1147	-0.3632	0.0915

Notes: PJC: Procedural Justice Climate; DJC: Distributive Justice Climate

Table 12*Servant Leadership to Team Performance via CI and IJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.2872	0.0825	0.2657	0.6294	4	28	0.6456
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
-0.1309	0.1775	-0.7389	0.4667	-0.4944	0.2326	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	0.0709	0.1963	-0.2324	0.5167		
CI	0.135	0.1177	-0.0502	0.4223		
IJC	-0.0641	0.2258	-0.4	0.4876		

Notes: CI: Climate for Inclusion; IJC: Interactional Justice Climate

Table 13*Servant Leadership to Organizational Citizenship Behaviors via CI and IJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.3419	0.1169	0.4214	0.9268	4	28	0.4625
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
-0.0213	0.2235	-0.0952	0.9248	-0.4791	0.4365	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	0.144	0.2525	-0.234	0.7214		
CI	0.195	0.1918	-0.0914	0.6518		
IJC	-0.0511	0.2844	-0.4581	0.6163		

Notes: CI: Climate for Inclusion; IJC: Interactional Justice Climate

Table 14*Servant Leadership to Turnover Intentions via CI and IJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.6401	0.4097	0.3474	11.6264	4	67	0.0000
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
-0.175	0.1219	-1.436	0.1557	-0.4182	0.0683	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	-0.2842	0.1529	-0.6367	-0.0381		
CI	-0.2121	0.0965	-0.4371	-0.0546		
IJC	-0.0721	0.2059	-0.4869	0.2863		

Notes: CI: Climate for Inclusion; IJC: Interactional Justice Climate

Table 15*Charismatic Leadership to Team Performance via CI and IJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.286	0.0818	0.2716	0.6013	4	27	0.6649
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
0.0563	0.1926	0.2921	0.7724	-0.339	0.4515	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	-0.0202	0.1644	-0.2469	0.4087		
CI	0.1659	0.1356	-0.0576	0.4831		
IJC	-0.1861	0.1869	-0.4431	0.3144		

Notes: CI: Climate for Inclusion; IJC: Interactional Justice Climate

Table 16*Charismatic Leadership to Organizational Citizenship Behaviors via CI and IJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.4249	0.1806	0.4022	1.4875	4	27	0.2337
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
0.3106	0.2344	1.3248	0.1963	-0.1705	0.7916	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	0.0177	0.1991	-0.3053	0.4949		
CI	0.2026	0.2147	-0.1604	0.6889		
IJC	-0.1849	0.2531	-0.5669	0.4718		

Notes: CI: Climate for Inclusion; IJC: Interactional Justice Climate

Table 17*Charismatic Leadership to Turnover Intentions via CI and IJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.6416	0.4117	0.3507	11.546	4	66	0.0000
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
-0.2116	0.1373	-1.5415	0.128	-0.4858	0.0625	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	-0.3099	0.1853	-0.6648	0.0382		
CI	-0.2288	0.1109	-0.4986	-0.0638		
IJC	-0.0811	0.243	-0.4964	0.3904		

Notes: CI: Climate for Inclusion; IJC: Interactional Justice Climate

Table 18*Servant Leadership to Team Performance via PJC and DJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.4119	0.1697	0.2404	1.4303	4	28	0.25
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
-0.1667	0.1153	-1.4457	0.1594	-0.4028	0.0695	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	0.1066	0.0796	-0.0065	0.2986		
PJC	-0.0371	0.0619	-0.1409	0.1137		
DJC	0.1437	0.0881	0.0037	0.3372		

Notes: PJC: Procedural Justice Climate; DJC: Distributive Justice Climate

Table 19*Servant Leadership to Organizational Citizenship Behaviors via PJC and DJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.4375	0.1914	0.3858	1.6568	4	28	0.188
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
-0.0177	0.146	-0.1212	0.9044	-0.3169	0.2814	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	0.1404	0.0966	-0.0125	0.3667		
PJC	-0.0508	0.0874	-0.1859	0.1748		
DJC	0.1912	0.0961	0.0076	0.3793		

Notes: PJC: Procedural Justice Climate; DJC: Distributive Justice Climate

Table 20*Servant Leadership to Turnover Intentions via PJC and DJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.6528	0.4261	0.3378	12.4356	4	67	0.0000
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
-2583	0.1017	-2.5393	0.0134	-0.4614	-0.0553	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	-0.2008	0.0558	-0.3328	-0.1057		
PJC	-0.1244	0.0923	-0.3306	0.0323		
DJC	-0.0764	0.0914	-0.276	0.0851		

Notes: PJC: Procedural Justice Climate; DJC: Distributive Justice Climate

Table 21*Charismatic Leadership and Team Performance via PJC and DJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.3497	0.1223	0.2596	0.9407	4	27	0.4555
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
-0.1011	0.1606	-0.6296	0.5343	-0.4306	0.2284	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	0.1372	0.1128	-0.0459	0.4016		
PJC	-0.0288	0.096	-0.2198	0.1677		
DJC	0.166	0.1221	-0.0414	0.4531		

Notes: PJC: Procedural Justice Climate; DJC: Distributive Justice Climate

Table 22*Charismatic Leadership to Organizational Citizenship Behaviors via PJC and DJC*

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.4797	0.2301	0.3779	2.017	4	27	0.1204

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI
0.1815	0.1937	0.9369	0.3571	-0.216	0.579

Indirect effect(s) of X on Y

	Effect	Boot SE	BootLCI	BootULCI
Total	0.1467	0.1217	-0.0897	0.3922
PJC	-0.0694	0.1477	-0.3561	0.2504
DJC	0.2162	0.1246	-0.0394	0.4511

Notes: PJC: Procedural Justice Climate; DJC: Distributive Justice Climate

Table 23*Charismatic Leadership to Turnover Intentions via PJC and DJC*

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.6517	0.4247	0.343	12.1792	4	66	0.0000

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI
-0.2655	0.1221	-2.1743	0.0333	-0.5093	-0.0217

Indirect effect(s) of X on Y

	Effect	Boot SE	BootLCI	BootULCI
Total	-0.256	0.0756	-0.4203	-0.1221
PJC	-0.1745	0.1328	-0.4612	0.0559
DJC	-0.0815	0.1023	-0.2948	0.1103

Notes: PJC: Procedural Justice Climate; DJC: Distributive Justice Climate

Table 24*Authentic Leadership to Team Performance via CI and IJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.2764	0.0764	0.2674	0.5791	4	28	0.6802
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
0.2409	0.4034	0.5971	0.5552	-0.5855	1.0673	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	-0.21	0.4092	-0.9005	0.751		
CI	0.1983	0.1895	-0.2014	0.5717		
IJC	-0.4082	0.3942	-0.9475	0.6017		

Notes: CI: Climate for Inclusion; IJC: Interactional Justice Climate

Table 25*Authentic Leadership to Organizational Citizenship Behaviors via CI and IJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.3427	0.1175	0.4211	0.9317	4	28	0.4598
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
0.0823	0.5062	0.1625	0.8721	-0.9547	1.1193	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	0.1901	0.5828	-0.7484	1.5144		
CI	0.3601	0.3123	-0.2049	1.0334		
IJC	-0.17	0.609	-1.0069	1.2964		

Notes: CI: Climate for Inclusion; IJC: Interactional Justice Climate

Table 26*Authentic Leadership to Turnover Intentions via CI and IJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.6302	0.3971	0.3549	11.0319	4	67	0.0000
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
-0.1831	0.2334	-0.7843	0.4356	-0.649	0.2828	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	-0.5648	0.305	-1.2299	-0.0549		
CI	-0.4037	0.1711	-0.7872	-0.1158		
IJC	-0.1611	0.405	-0.9368	0.5679		

Notes: CI: Climate for Inclusion; IJC: Interactional Justice Climate

Table 27*Ethical Leadership to Team Performance via CI and IJC*

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.2689	0.0723	0.2686	0.5456	4	28	0.7036
Direct effect of X on Y						
Effect	se	t	p	LLCI	ULCI	
0.1204	0.2503	0.4808	0.6344	-0.3924	0.6332	
Indirect effect(s) of X on Y						
	Effect	Boot SE	BootLCI	BootULCI		
Total	-0.1251	0.2531	-0.5668	0.4582		
CI	0.1327	0.1128	-0.0821	0.3704		
IJC	-0.2578	0.2854	-0.7202	0.4469		

Notes: CI: Climate for Inclusion; IJC: Interactional Justice Climate

Table 28*Ethical Leadership to Organizational Citizenship Behaviors via CI and IJC*

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.3608	0.1302	0.415	1.0477	4	28	0.4005

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI
0.2055	0.3112	0.6605	0.5143	-0.4319	0.8429

Indirect effect(s) of X on Y

	Effect	Boot SE	BootLCI	BootULCI
Total	-0.024	0.3888	-0.6289	0.8878
CI	0.2089	0.1934	-0.0967	0.674
IJC	-0.2329	0.4181	-0.8402	0.7813

Notes: CI: Climate for Inclusion; IJC: Interactional Justice Climate

Table 29*Ethical Leadership to Turnover Intentions via CI and IJC*

Model Summary

R	R-sq	MSE	F	df1	df2	p
0.6592	0.4346	0.3328	12.8741	4	67	0.0000

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI
-0.3369	0.1492	-2.258	0.0272	-0.6348	-0.0391

Indirect effect(s) of X on Y

	Effect	Boot SE	BootLCI	BootULCI
Total	-0.2477	0.1858	-0.6506	0.059
CI	-0.2475	0.1142	-0.5083	-0.0609
IJC	-0.0002	0.2575	-0.5112	0.4519

Notes: CI: Climate for Inclusion; IJC: Interactional Justice Climate

BIOGRAPHICAL SKETCH

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