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by Steven Vanstone

FILE	18527_STEVEN_VANSTONE_P138685_62124_638183776.DOCX (1.89M)		
TIME SUBMITTED	16-MAY-2016 10:01AM	WORD COUNT	19034
SUBMISSION ID	57935387	CHARACTER COUNT	121365

‘An Evaluation of How Leadership Style Might Affect Attitudes Towards Whistle Blowing Within an Organisation.’

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'An Evaluation of How Leadership Style Might Affect Attitudes Towards Whistle Blowing Within an Organisation.' ---

Steven Vanstone

5/16/2016

The aim of this dissertation research is to evaluate how leadership style affects organisational attitudes towards whistle blowing. A review of the appropriate literature around leadership, organisational culture and whistleblowing was carried out to inform the primary investigation. A questionnaire was created to survey a population of practicing HR managers to elicit their views of the topics included within the investigation. Data from the survey was analysed using spreadsheet analysis and descriptive statistics to inform the conclusions and providing a conceptual model of best practice to formulate recommendations for practitioners and future research.

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Chapter One – Introduction

1.1 Introduction

This dissertation research project has been designed to provide an evaluation of how Leadership Style might affect organisational culture, with a specific view towards employee attitudes regarding internal whistleblowing procedures.

1.2 Background

Sir Robert Francis QC (2013) published his final inquiry report following an extensive investigation into gross failings of staff at Mid-Staffordshire NHS Foundation Trust between 2005 and 2009.

The report exposed an environment of secrecy and defensiveness which ultimately led to the horrendous suffering of many patients receiving care during this period. The inquiry highlighted a “whole system failure” comprised of a deficiency in openness towards criticism, a lack of patient centred organisational processes, inadequate reporting structures, and a lack of effective leadership that resulted in continued low levels of care. One of the key conclusions of the report was that, the culture within the trust was such that inadequate attention was paid to the core activity of looking after patients properly. Whilst too much attention was being paid to meeting financial targets and completing complex reporting procedures (Francis, 2013).

One of the key recommendations in the report called for a “duty of candour”, that would require all NHS staff and directors to be honest and open about mistakes and failures in the workplace, additionally to influence other staff members to speak up when they witness any potential risks to patient wellbeing. The report also recommended creating a criminal offence that could be enacted in the case of any healthcare professional knowingly acted to; obstruct others from raising concerns, providing misleading information to patients or families, or made a dishonest statement to a commissioner or regulator (Lintern, 2013).

The Francis Report proposes increased protection for whistle-blowers within the NHS, which would require a “mammoth communication effort and training of staff and managers, so they understand the obligations and implications.” (Francis, 2013).

Whistle-blowing cases have featured heavily throughout national media over the past decade, with cases concerning: the banking industry, intelligence, central government, healthcare and social care. The Francis Report (2013), has directly influenced the author’s scope of investigation by posing a

relationship between style of leadership and its effect on organisational culture and attitudes towards internal whistleblowing.

1.3 Rationale

The following explores the reasoning for the scope of research and indicates the outcome that the author is expecting to achieve by the end of the research project.

After an initial review of the relevant available literature surrounding leadership, it became evident that transformational leadership occupied a large number of articles relating to leadership theory. Lowe and Gardner (2001) conducted a detailed content analysis examining publications released by 'The Leadership Quarterly' from 1990 – 2000, they concluded that one third of research published by the Quarterly during this period were centred on charismatic and transformational leadership models (Northouse, 2016). Transformational leadership differs from other leadership styles by applying a higher weighting to charismatic and affective elements of leadership.

An initial review of literature uncovered a range of research regarding 'whistle-blowing' (Near & Miceli, 1985; Rehg, 2011; Bahl & Dadhich, 2011) and 'Transformational Leadership' (Bass, 1985; Northouse, 2016; Hay, 2006; Kouzes & Posner, 1987), however only one article appeared to investigate the relationship between transformational leadership and whistle-blowing attitudes. Caillier (2013) conducted an examination into local, state and federal government employees in the U.S. and concluded that his research highlighted that the presence of transformational leadership qualities provided a positive impact on follower's culture including attitudes towards whistle-blowing.

This investigation intends to build on and extend leadership and whistleblowing theories by further investigating the relationship between leadership style and whistle-blowing attitudes, by conducting an investigation of practicing human resource managers across various sectors in the UK.

1.4 Aims and Objectives

The overall aim of this dissertation is to investigate whether the leadership practices within an organisation might affect organisational culture. More specifically employee attitudes towards internal whistle-blowing procedures.

By the end of this study it is hoped to achieve the following objectives;

1. To critically review the underpinning literature with a specific focus on transactional and transformational leadership and its impact on organisational culture including attitudes towards whistleblowing.
2. Define a workable model which incorporates the theoretical debate for review and comment by practitioners.
3. Conduct a survey of HR/Personnel Managers to elicit their views of their organisation's leadership style and attitudes towards whistleblowing.
4. Evaluate findings to generate conclusions which can inform the theory and provide recommendations for practitioners to improve organisational effectiveness.

This chapter has outlined the scope of research and rationale behind the chosen topic. Chapter 2, the Review of Literature, explores further the key themes from a range of published literature.

Chapter Two – Literature Review

2.1 Introduction

The aim of this chapter was to review the relevant literatures that underpin and inform the data collection exercise literature sources include; management and leadership texts and journal articles, governmental publications, literature and guidance relevant to whistle-blowing and whistleblowing procedures. This chapter will first define key terms before exploring appropriate literature regarding key topic areas highlighted within the aims and objectives for the research project.

2.2 Definitions

2.2.1 Whistle-blowing

Whistle-blowing is “the disclosure by organization members (former or current) of illegal, immoral, or illegitimate practices under the control of their employers, to person or organizations that may be able to effect action” (Near & Miceli, 1985, p. 4).

This research project will focus on the process of internal whistle-blowing

Internal whistle-blowing refers to the use of internal reporting procedures in order to raise concerns about wrongdoing within an organisation e.g. supervisor or designated officials (Caillier, 2013).

2.2.2 Organisational Culture

Organisational culture represents the collective values, beliefs, and principles of organisational members. This culture includes the organization's vision, values, norms, systems, symbols, language, assumptions, beliefs, and habits. Ravasi and Schultz (2006) wrote that organisational culture is a set of shared assumptions that guide what happens in organisations by defining appropriate behaviour for various situations.

2.2.3 Leadership

Leadership as defined by House et al (2004) is “The ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organisations of which they are members” (P. 11).

2.3 Models and Their Relationships

2.3.1 Whistle-blowing

2.3.1.1 Vital Role of Whistle-blowing

Whistle-blowing cases have featured heavily throughout national media over the past decade, with cases concerning: the banking industry, intelligence, central government, healthcare and social care. Bowen et al (2010), reported that there has been an increase in the formal reporting of organisational wrongdoings through enforcement agencies and supervisory bodies across the world.

For an act of whistle-blowing to be justifiably reported it must contain these four elements:

1. The person who is 'blowing the whistle', or the whistle-blower.
2. The complaint or wrongdoing that is being reported.
3. The organisation in general, an individual, or groups of people working in the organisation who have committed the wrongdoing.
4. The party who is receiving the complaint of wrongdoing from the whistle-blower (Near & Miceli, 1985; Near & Miceli, 1996; Dworkin & Near, 1997; Rocha & Klenier, 2005).

The act of 'blowing the whistle' is intended to facilitate the exposure of groups or individuals committing organisational wrongdoing, which may harm the reputation or functional capabilities of an organisation and such an act is to protect the values of the organisation (Miceli & Near, 1988).

Whistle-blowing cases can be either internal or external, depending on the channel used to report such wrongdoing. The scope of the research project is primarily concerned with internal whistle-blowing practices. An 'internal whistle-blower' refers to the use of internal reporting procedures in order to raise concerns about wrongdoing within organisational activities from inside the agency e.g., supervisor or designated officials (Near & Miceli, 1985; Bouville, 2007; Ponnu, et al., 2008; Caillier, 2013).

Although whistle-blowing may present a threat to corporate authority structures (Weinstein, 1979), it also can help improve long-term organisational effectiveness as whistle-blowers may often suggest solutions to organisational challenges (Breif & Motowidlo, 1986). More importantly; stakeholders, shareholders, communities, and society as whole will benefit from the prevention of organisational malpractice in its various forms.

Organisations with Inclusive or Transformational leaders at the helm would welcome the involvement of their followers and should act quickly to deal with concerns as they are raised. In this case internal whistle-blowing becomes redundant as any issues raised would be swiftly handled, in turn eliminating the need for extensive internal whistle-blowing procedures.

2.3.1.2 Types of Wrongdoing

It is important to understand what actions constitute a suitable case for blowing the whistle. The act of whistle-blowing is required when the whistle-blower suspects that actions of organisation members may present harm to individuals, certain groups, or members of society. A whistle-blower usually blows the whistle on acts of wrongdoing which are considered either illegal, immoral, or illegitimate, in the eyes of the whistle-blower (Miceli & Near, 1988). For a viable claim of wrongdoing the issue must be material. Which is, that the costs associated with the wrongdoing should be sufficient to peruse investigation. Finally, the whistle-blower should act from an ethical standpoint, from which they perceive the wrongdoing to be critical and to result in potentially severe damage for the organisation if left unattended (Near & Miceli, 1985; Near & Miceli, 1996; Near, et al., 2004).

Near et al (2004), conducted a study of workers at a large military base in the U.S. and as a result has identified seven major types of wrongdoing. The major types of wrongdoing are observable in Figure 1 below.

Table 1: Types of Wrongdoing	
Category	Constituents
Stealing	Stealing of federal funds, stealing of federal property, accepting bribes/kickbacks, use of official position for personal benefit, unfair advantage to contractor, and employee abuse of office.
Waste	Waste by ineligible people receiving benefits, waste by a badly managed program, and waste of organizational assets.
Mismanagement	Management's cover-up of poor performance and making false projections of performance.
Safety Problems	Unsafe or non-compliant products and Unsafe working conditions.
Sexual Harassment	Unwelcome sexual advances/requests for sexual favors and verbal/physical contact of sexual nature.
Unfair Discrimination	Discrimination based on race, sex, religion, etc.
Legal Violations	Violation of law, etc.

Figure 1 Types of wrongdoing Source (Near, et al., 2004)

2.3.1.3 Whistle-blower Intentions

A review of research surrounding whistle-blowing has identified two primary focus points for examination, the first investigating under what conditions whistle-blowing intentions are formed and the action taken. The second focus of research is to identify and explain what, if any forms of retaliation the whistle-blower has received from within the organisation (Miceli & Near, 2002; Ellis & Arieli, 1999).

Studies of the backgrounds, relationships and consequences of the decision to become involved in whistle-blowing procedures as well as those focused on modelling its processes, have typically

drawn conceptual distinctions between those variables related to: the whistle-blower (i.e. Whistle-blower characteristics), the context in which the whistle-blowing occurs (i.e., contextual variables). And aspects of the wrongdoing or wrongdoer (Mesmer-Magnus & Viswesvaran, 2005).

A variety of personal characteristics belonging to whistle-blowers have been examined including whistle-blower demographics, personality variables, morality, and other characteristics (i.e. Job performance, organisational commitment, role responsibility, approval of whistle-blowing) (Breif & Motowidlo, 1986; Near & Miceli, 1996). Although results differ slightly through studies, whistle-blowers tend to show high levels of performance, are highly educated, and hold upper-level or supervisory positions, score highly on tests of moral reasoning, and hold value to whistle-blowing in the face of unethical behaviour (Brabeck, 1984; Sims & Keenan, 1998; Near & Miceli, 1996; Mesmer-Magnus & Viswesvaran, 2005).

When it comes to the case of internal whistle-blowing, an employee with vast organisational experience, tenure, and consistently high job performance may be more valuable to an organization, giving them some leverage to report corporate wrongdoing (Miceli & Near, 2002). This perceived leverage may increase whistle-blowing potential and action (Mesmer-Magnus & Viswesvaran, 2005).

From a teleological theory of morality “that derives duty or moral obligation from what is good or desirable as an end to be achieved” (Encyclopaedia Britannica, 2015), then the intentions or motivations of the whistle-blower raising such concerns are not relevant, only that the overall outcome is morally right, i.e. the cessation of organisational wrongdoing.

2.3.1.4 Obstacles to Whistle-blowing

Ravishankar (2003) suggests that there are several barriers to a successful internal whistle-blowing procedure:

- Fear of retaliation
- Legal liability
- Misguided union solidarity
- Lack of trust in the internal system
- Cultural perceptions of whistle-blowers

Therefore it is the task of organisational leaders to design and implement robust whistle-blowing policies which prevent such obstacles from blocking internal reporting measures.

2.3.1.5 Reward

There are examples of financial reward incentives in the US under the False Claims Act (31 U.S.C. §§ 3729–3733) and the Dodd Frank Act (Pub.L. 111–203, H.R. 4173 ;) (Public Concern at Work, 2013). The American award model allows for monetary rewards in circumstances where the reporting of organisational wrongdoing with the potential lead to significant financial loss for the government, are identified and re-addressed as a result of whistle-blowing. Under such a scheme it is typical that

the whistle-blower receives 15-30% of moneys recovered, and the remainder is returned to the government.

There are a number of reward mechanisms operating in the UK under The Ministry of Justice, The Home Office, and the department for Business, Innovation, and skills (BIS) for supplying information which leads to a conviction to support the whistle blowing cases of fraud, bribery, and corruption. There is currently no published data that details the value or the numbers of rewards, or even the criteria for receiving such reward (The Home Office, 2013).

The Whistle-blowing Commission (2013), recommends against the introduction of financial rewards or incentives for whistle-blowing in the UK for the following reasons:

- a) It is inconsistent with the culture and philosophy of the UK
- b) It undermines the moral stance of a genuine whistle-blower
- c) Could lead to false or delayed reporting
- d) Could undermine credibility of witnesses in future criminal or civil proceedings

The introduction of reward incentives may act to increase the reporting of organisational wrongdoing, however this may reduce the number of reports from individuals that do not hold the relevant evidence to qualify for such an award. This could reduce the chance for organisations to identify wrongdoing in early stages and limit risk of reputational damage.

The whistle-blowing commission (2013) additionally noted that no part of moneys recovered under such government schemes has been used in the provision of support for whistle blowers, and recommends that if the UK government were to widely adopt such practices, that a percentage of moneys recovered should be re-invested to assist future whistle-blowers.

2.3.1.6 Reaction to Whistle-blowing

Once an instance of wrongdoing has been reported to an organisation, the management has to decide:

1. Whether to take appropriate action to rectify the issue identified, or whether to disregard the claim brought forward.
2. Whether to reward the whistle-blower for their due diligence, or retaliate against individual who has brought the claim forward (Miceli & Near, 1988)

Casal and Zalkind (1995) suggest that a whistle-blower's experience (perceived or actual, retaliation or reward) following a whistle-blowing episode can have a direct influence over the likelihood and willingness of their fellow employees to report organisational wrongdoing in the future.

Parmerlee et al (1982) propose that, an organisations response to a whistle-blowing report depends on how management perceive the merit of the claim, and their obligation to the whistle-blower to take further action. Pfeffer and Salanick's Resource Dependency theory (1978), continues by saying that in circumstances where organisational success depends on the continuation of the wrongdoing, or the organisation is not dependant on the individual which reports the claim, the organisation is more likely to retaliate against the whistle-blower and continue the wrongdoing (Near & Miceli, 1985).

In some instances, whistle-blowers may face retaliation from peers within the organisation. This retaliation may take many forms, from the attempted silencing of the whistle-blower in an attempt to persuade them to withdraw any accusation of wrongdoing, to the outright exclusion of the individual from the organisation (Parmerlee, et al., 1982).

Other retaliatory acts may include: organisational attempts to undermine the complaint process, isolation of the whistle-blower, character denouncement, the internal imposition of hardship on the whistle-blower, exclusion from meetings, elimination of privileges, and other forms of discrimination or harassment (Parmerlee, et al., 1982).

Whistle-blowers may receive retaliatory acts from an organisation that stem from its desire to:

1. Silence the whistle-blower
2. Prevent a full public knowledge of the complaint
3. Discredit the whistle-blower and/or
4. Discourage other potential whistle-blowers from taking action (Near & Miceli, 1985; Parmerlee, et al., 1982)

Research by O'Day (1972) and Parmerlee et al (1982) suggest that retaliation rarely occurs at a senior management level. Rather, isolated acts of retaliation may stem from the whistle-blowers supervisor or co-workers, with or without (formal or informal) sanctioning from senior management.

O'Day (1972), suggests that supervisors may be motivated to retaliate against claims of wrongdoing, out of fear that a whistle-blowing clam indicates their inability to retain order and compliance within their teams, or the fear that complaints will result in the deterioration of their influence or position within the organisation.

It would be expected that an inclusive or transformational leader would openly receive concerns surrounding organisational wrongdoing and aim to resolve these processes in order to limit the damage potential for the organisation. Additionally, transformational leaders would shield the whistle-blower from retaliation from peers and uphold the consistency of dealing with concerns raised within the organisation in a constructive and judicious manner.

2.3.1.7 Shaping Internal Whistle-blowing Procedures

Callahan et al (2002) proposed three trust building principles intended to create helpful internal whistle-blowing procedures:

1. Accountability - which is only achievable when there are clear rules and standards of behaviour that all employees adhere to and management are willing to hold all to these explicit expectations (Callahan, et al., 2002).
2. Reliance – regards the trust that employees amount to written and oral policies and standards. There must be a clear code of ethics in action, not merely a written description of expected behaviours. Reliance counts on employee participation in code development, which ensures that ethical guidelines are focused on issues which are commonplace within the day-to-day running of the organisation. A core aspect of reliance from the employee's perspective is protection from organisational retaliation, regardless of the issue or persons involved (Callahan, et al., 2002).
3. Aspiration – sets out the organisations aim to achieve excellence in ethical principles, over compliance with complex rules. Employees of an organisation react differently to threats towards wellbeing and organisational reputation, when bonded by empathy, solidarity, and integrity (Callahan, et al., 2002).

Advice endorsed by the Chartered Institute of Personnel and Development (CIPD) and published by the Advisory, Conciliation and Arbitration Service (ACAS, 2015), advises that all disclosures should be made in the public interest. Qualifying disclosures are disclosures of information where the worker reasonably believes that one or more of the following matters is either happening, has taken place, or is likely to happen in the future.

- A criminal offence
- The breach of a legal obligation
- A miscarriage of justice
- A danger to the health and safety of any individual
- Damage to the environment

- Deliberate attempt to conceal any of the above.

A worker should make a disclosure to the employer first, or if they feel unable to use the organisations procedure the disclosure should be made to a prescribed person, so that employment rights are protected.

These principles act to encourage behaviours and mechanisms that provide a route towards an ethical organisational culture, and they help manage the need to balance profit creation with the unbiased management of all organisational members. Internal whistle-blowing reporting procedures allow employees to raise concerns within their organisation. If implemented appropriately, these channels become a safety net for risk management.

If only the leadership at Mid-Staffordshire NHS Foundation Trust had fostered an inclusive and consistent system for raising concerns and an open culture regarding feedback and criticism that the failures in patient care could have been amended, which in turn would have avoided the negative media attention associated with the trust.

2.3.2 Leadership

2.3.2.1 What is Leadership

There are a perplexing overabundance of definitions and approaches of the concept of leadership. Many contradict themselves both in theory and application. This section seeks to analyse and evaluate the pragmatic perspective relevant to achieving the objectives of the study.

House et al (2004) define leadership as “The ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organisations of which they are members” (P.11).

Effective leaders are able to motivate others to achieve goals which are relevant to their organisation, the broad spectrum of leadership goals fall into three categories:

- Whether the productive outputs of an organisation unit meet the standards of quantity, quality and timeliness of its customers
- The level of social integration within a given business unit
- The level of continuous learning and wellbeing of unit members (Hackman & Wageman, 2005)

The leadership process encompasses; establishing a vision of improved future state for an organisation, determining the best path to realise such vision, inspiring in others the motivation to achieve organisational objectives, and facilitating social engagement and improving moral within a specific business unit (Towers Watson, 2010).

2.3.2.2 Leadership or Management

Management is concerned with the formation and maintenance of corporate policy and the organisation, planning, controlling and distribution of an organisations resources with the view to improve efficiency and meet organisational objectives (Kotter, 1990).

Figure 2, adapted from Kotter (1990) provides a broad comparison of the difference between the core activities involved within leadership and management.

Management	Leadership
<i>Planning and budgeting</i> Identifying steps to goal achievement and allocating resources to achieve those goals	<i>Setting a direction</i> Creating a vision for the future, along with strategies for its realisation
<i>Organising and staffing</i> Identifying jobs and staffing requirements, communicating the plan, and delegating responsibility to job-holders for carrying it out	<i>Aligning people</i> Communicating the vision and marshalling support; getting people to believe the management and empowering them with a clear sense of direction, strength and unity
<i>Controlling and problem-solving</i> Installing control systems to correct deviations from the plan, the purpose being to complete routine jobs successfully	<i>Motivating people</i> Energising people through need, fulfilment and involvement in the process, including supporting employees' efforts and recognising and rewarding their success. Co-ordination occurs through strong networks of informal relationships

Figure 2 Management Vs Leadership source (Kotter, 1990)

Kotter (1995) concludes that “Leadership and Management are two distinct but complementary systems. While managers promote stability, leaders press for change. Only organisations that can embrace both sides of that contradiction can survive in turbulent times” (p.73). Effective organisations require a delicate balance of leadership and management, the balance required varies on the level of accountability within an organisation. All leaders need to manage, but not all managers need to lead.

2.3.2.3 The Development of Leadership Theory

Leadership has been the focus of literature since the early philosophies of leadership presented by Machiavelli in ‘The Prince’ (1531). The eruption of research and literature following the development of the social sciences throughout the 20th century has inspired studies of leadership in a vast array of disciplines including: “anthropology, business administration, educational administration, history, military science, nursing administration, organisational behaviour, philosophy, political science, public administration, psychology, sociology and theology” (Rost, 1991, p. 45).

Leadership theories frequently evolve and are built upon with a new focus and direction in response to rapidly changing social and economic environments. This has resulted in a wide scope of leadership approaches and academic theory. Figure 3 below shows a timeline which displays the development of leadership theories and their prevalence since the early 20th century.

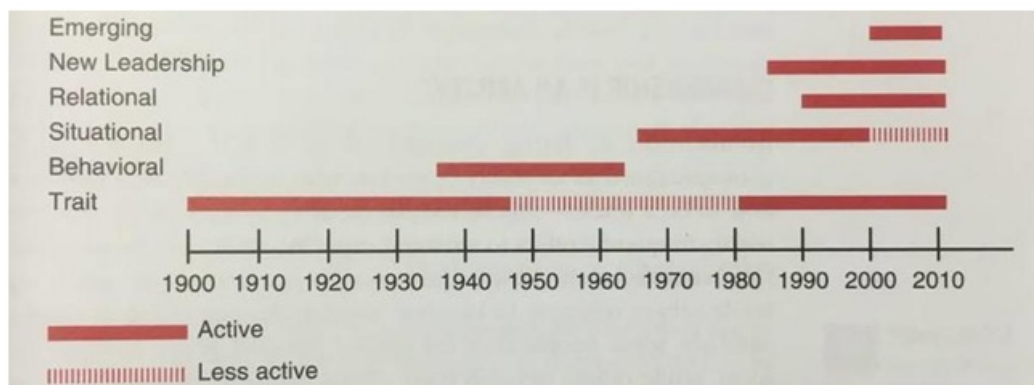


Figure 3 Development of Leadership Theories through History adapted from: (Antonakis, et al., 2004, p. 7)

2.3.2.3.1 Trait Approach

Early leadership theories were referred to as “Great Man” theories, they were formed by the identification and justification of specific characteristics and innate qualities found in strong political and military leaders which steered their success. Figures such as Catherine the Great, Mohandas Gandhi, Abraham Lincoln, Moses, and Joan of Arc.

The recognition of the trait approach peaked in the 1940’s, then increased momentum again throughout the 1970’s as researchers began to review visionary and charismatic leadership diplomacies. In the 1980s, researchers linked leadership to the “Big Five” personality factors while interest in emotional intelligence as a trait gained favor in the 1990s (Northouse, 2012).

2.3.2.3.2 Behaviour approach

The next phase of leadership theories began to emerge through the 1930’s, this alternative approach to leadership studies shifted focus from personality traits to actual human behaviour.

Established by pioneering studies into how leaders respond in smaller group settings that were carried out by researchers at The Ohio State University and The University of Michigan throughout the 1940’s and 1950’s which analysed what leaders do and how they act.

The paramount work of the behavioural approach to leadership theory was produced by Blake and Moulton’s (1964) study into task and relationship behaviours in an organisational setting.

2.3.2.3.3 Situational Approach

The next approach first appeared in the late 1960’s with the first examinations of situational approach theories conducted as part of works by Reddin (1967), and Hersey and Blanchard (1969). This approach operates around the notion that different organisational situations require different types of leadership.

'The Path-goal theory' by House & Mitchell (1974), examines how leaders use employee motivation to enhance performance and satisfaction. Another approach 'Contingency Theory' focuses on the relationships between the specific organisational variables and leadership style. The development of situational approaches persisted through to the 1990's (Northouse, 2012).

2.3.2.3.4 Relational Approach

Throughout the 1990's leadership research initiated the examination of the relationships between leaders and their followers. This examination resulted in the formulation of the 'Leader Member Exchange (LMX) Theory'. The premise of LMX theory is that positive leader outcomes are more likely to follow high-quality working relations, and alternatively low-quality working relations result in less positive leader outcomes. The relational approach to leadership is still widely utilised today (Northouse, 2012).

2.3.2.3.5 "New Leadership" Approach

The "New Leadership" paradigm first appeared in the course of the 1980's with the work of Bass (1985; 1990) and Bryman (1992). This development in leadership studies investigated largely visionary or charismatic leadership styles. From these approaches 'Transformational Leadership Theory', which describes leadership as a process that changes people and organizations was generated (Northouse, 2012).

2.3.2.3.6 Emerging Leadership Approaches

Emerging Leadership Theories are approaches which have developed during the 21st century.

'Authentic leadership' considers the effect of the authenticity of leaders and the impact on follower behaviour. In the same way, the 'Spiritual Leadership' approach examines how leaders use their own personal values, and are able to create a sense of "calling," and inclusive membership to gain confidence from and motivate followers. Throughout the 21st century, gender-based studies have gained momentum as women continue their movement for equality in the global workforce (Northouse, 2012).

2.3.2.4 Transformational Leadership

The transformational leadership model first emerged in Leadership (1978) by James MacGregor Burns, where he refers to transformational leadership as an ongoing process by which "leaders and followers raise one another to higher levels of morality and motivation" (p.20). Transformational leaders influence their followers by promoting higher order intrinsic needs which transcend short term goals.

Burns received commendation among alternative leadership scholars as his model of transformational leadership included an ethical/moral dimension, which had not been incorporated into leadership theory before 1978 (Cox, 2007). Burns was one of the first scholars to suggest that true leadership not only creates change and achieves goals within the organisational context, but also acts to transform all involved within the necessary actions for the better: Both leaders and followers are elevated as a result of transformational leadership practices (Burns, 1978).

Bass (1985), further extended the work of Burns (1978) to note that transformational leadership is grounded in moral foundations which are based on four components (the 4 I's):

1. *Charisma or idealised influence:*

The transformational leader acts as a role model for followers. Influence is gauged by the follower's reactions to the leader. As leaders are thoroughly respected, trusted, and have much referent power; followers emulate their behaviour and internalise their ideals.

2. *Inspirational motivation:*

Transformational leaders present a clear vision, they use simplified emotional appeals to increase awareness and understanding of mutually desired goals and to focus follower's efforts. He/she elevates follower's expectations.

3. *Intellectual stimulation:*

Followers are encouraged to break with the status quo. They are supported in questioning their own values, beliefs, and expectations as well as those of the leader and the organisation. The leader encourages followers to explore new opportunities and learning styles.

4. *Individualised concern or individualised attention:*

Followers are treated differently but equitably on a one-to-one basis. Individual needs are recognised, perspectives raised and their means of more effectively addressing goals and challenges are dealt with (Bass, 1985).

Transformational leaders clearly demonstrate their values through their behaviour, they then use their charisma and honed interpersonal skills to attract followers to adopt their values as their own; therefore raising the bar for their followers and setting a positive example. Which ultimately acts to empower followers to the extent that they hold higher significance to organisational requirements than their personal needs (Burns, 1978).

Bernard M. Bass (1985), extended the work of Burns (1978) to explain the impact that transformational leadership has on follower behaviour and that transformational leadership can be measured in terms of influence over followers. The followers of such a leader feel trust,

appreciation, allegiance, and respect for the leader. Because of the qualities of the transformational leader, followers are willing to work harder than originally expected.

Some critics have argued that transformational leadership suffers from a 'heroic leadership' bias. Yukl (1999), contends that the model disproportionately focuses on the leader, furthermore current research has failed to give attention to the shared leadership or reciprocal influence. Northouse (2016) suggests that additional research should be conducted into the extent that leaders can encourage followers to challenge their vision and share in the leadership process.

Although there is evidence that transformational leadership is related with positive organisational outcomes (e.g. increased organisational effectiveness) studies have not directly established a link between transformational leaders and changes in follower behaviours or organisational performance (Antonakis, 2012).

2.3.2.5 Transactional Leadership

Transactional leadership is constructed around an exchange process, where followers are rewarded for their activities on a transactional basis, and initiates corrective action to improve performance (Hackman & Johnson, 2009). Transactional rewards include: pay, bonuses, and other tangible forms of reward. Rewards are issued in return for meeting organisational objectives, which indicates that transactional leadership implies reciprocity (Simola, et al., 2012).

Bass (1985) suggests that transactional leadership can be characterised by several elements, which are not necessarily mutually exclusive:

1. Contingent reward – or recognition of achievement, by rewarding effort and good performance.
2. Management by exception – where leaders monitor non-compliance within organisational processes and standards, then undertake corrective measures when required. This acts to establish and maintain a 'status quo'.
3. Passive management by exception – whereby managers only apply corrective measures in the event that organisational objectives are not met.

Passive management by exception can also be referred to as '*laissez-faire*' by which those involved in the process relinquish all responsibilities and leaders avoid making decisions unless impending review of activities (Cossin & Caballero, 2013).

2.3.2.6 Transformational Vs Transactional Leadership

Transactional leadership acts to establish a mode of standardization that constructs organisational maturity, emphasises the clear setting of goals, and introduces efficiency into operations in order to increase productivity (Vera & Crossan, 2004).

Transactional leadership focuses around the exchange of tangible reward for compliance and loyalty of followers. Whereas transformational leaders engage with followers, focus on higher order intrinsic needs, and raise consciousness the importance of specific outcomes and provides new insight regarding new methods to achieve specific outcomes (Hay, 2006).

Burns (1978) argues that, transformational leadership largely differs from transactional leadership where leaders appeal to followers' social values to encourage collaboration towards collective goals, however transactional leaders appeal towards more selfish concerns and potentially drive competition between group members. Bass (1985), in contrary to Burns, suggests that leaders can simultaneously display both transformational and transactional leadership.

2.3.2.7 Followership

McCallum (2013) explores the notion of followership; the other side of leadership. Followership is arguably a vital factor in organisational or group performance. Issues in follower/leader interactions manifest themselves in a poor work ethic, bad morale, and distraction from goals, unsatisfied customers, lost opportunities, high costs, product quality issues and weak competitiveness. Whilst investigating leadership, it is useful to note that an effective organisation relies on strong, purposive leadership and employees who are able and willing to follow.

McCallum suggests 8 qualities of exemplary followers:

- Judgement - Followers must take direction but they have an underlying obligation to the enterprise to do so only when the direction is ethical and proper.
- Work Ethic - followers are diligent, motivated, committed, pay attention to detail and make the effort.
- Competence - The follower cannot follow properly unless competent at the task that is directed by the leader.
- Honesty - The follower owes the leader an honest and forthright assessment of what the leader is trying to achieve and how.
- Courage - It takes real courage to confront a leader about concerns with the leader's agenda or worse, the leader himself or herself.

- Discretion: Talking about work matters inappropriately is at best unhelpful and more likely harmful.
- Loyalty - Loyalty to the enterprise and its goals is particularly important when there are problems, interpersonal or otherwise, with a particular leader.
- Ego management - Success for good followers relates to performance and goal achievement, not personal recognition or self-promotion (McCallum, 2013)

2.3.3 Leadership and Whistle-blowing

Effective leadership can lead to the improvement of organisational activity and performance, this can be extended to the effectiveness of internal whistle-blowing procedures. The scope to which organisational leaders can encourage their followers to report incidences of wrongdoing depends on the extent that leaders:

- Engineer a culture which supports and facilitates whistle-blowing and a culture of consistency, openness, and transparency.
- Implement a zero tolerance stance on bullying and harassment.
- Illuminate the positive connection between whistle-blowing, ethics, and integrity.
- Resist the temptation to protect their own position or reputation when under investigatory pressure (Roberts, et al., 2011).

It is how leaders react when met with the challenge of a claim of whistle-blowing that can expose the difference between transactional and transformational leadership. Whereas transactional leaders guide or motivate their followers in the pursuit of established goals by clarifying role and task requirements, transformational leaders act by inspiring followers to transcend their own self-interest for the greater good of the organisation (Robbins, et al., 2008).

When approaching internal whistle-blowing claims, the situation calls for a leadership style which encourages leaders to put aside their personal concerns and instead support, encourage, and safeguard those employees who have initiated such claim. Roberts et al (2011) noted that there was near unanimity among interviewees that leadership was a paramount element of an effective reporting procedure.

They identified that interviewees frequently suggested that 'leading by example' was evident in their experiences of whistle-blowing procedures, where leaders frequently acted promptly and exactly with disclosures and actively encouraged employees to raise concerns using internal reporting procedures.

Furthermore they suggest that not only does management provide a leadership role with regard to whistle-blowing policies, but also that individual leaders may also fall within the scope of investigation. This may form a conflict of interest for leaders, who must put their personal interest aside to appropriately respond to such claims. Therefore, many leaders may be reluctant to or even actively avoid managing claims of wrongdoing.

2.4 Conclusion

Whistle-blowing is intended to facilitate the exposure of groups or individuals committing organisational wrongdoing, which if unattended may harm the reputation or functional capabilities of an organisation as well as potential victims of the wrongdoing. Therefore it is an act to protect the values of the organisation. Types of wrongdoing that are reported through whistle-blowing structures are: Stealing, waste, mismanagement, safety problems, sexual harassment, unfair discrimination and legal violations. Although whistle-blowing may present a threat to corporate authority structures it also can help improve long-term organisational effectiveness as whistle-blowers may often suggest solutions to organisational challenges.

Fear of retaliation, lack of trust over internal reporting systems, and the fear of legal liability are obstacles that may prevent an individual raising such concerns within their organisation. In some instances whistle-blowers may face retaliation from peers within their organisations in an attempt to discredit the whistle-blower.

Effective leadership can lead to the improvement of organisational activity and performance, this can be extended to the effectiveness of internal whistle-blowing procedures. Transformational leaders clearly demonstrate their values through their behaviour, they then use their charisma and honed interpersonal skills to attract followers to adopt their values as their own; therefore raising the bar for their followers and setting a positive example. Which ultimately acts to empower followers to the extent that they hold higher significance to organisational requirements than their personal needs.

Leadership theories are frequently built upon with a new focus and direction in response to changing social and economic pressures, therefore it is important to note that the transformational leadership model has distinct overlap with differing leadership theories and can be seen as a consolidation of key factors present in various other leadership styles.

Transformational leadership largely differs from transactional leadership where leaders appeal to followers' social values to encourage collaboration towards collective goals, however transactional leaders appeal towards more selfish concerns and potentially drive competition between group members

It is how leaders react when met with the challenge of a claim of whistle-blowing that can expose the difference between transactional and transformational leadership. Whereas transactional leaders guide or motivate their followers in the pursuit of established goals by clarifying role and task requirements, transformational leaders act by inspiring followers to transcend their own self-interest for the greater good of the organisation.

It would be expected that organisations with Inclusive or Transformational leaders at the helm would welcome the involvement of their followers and should act quickly to deal with concerns as they are raised. Additionally, transformational leaders would shield the whistle-blower from retaliation from peers and uphold the consistency of dealing with concerns raised within the organisation in a constructive and judicious manner. In this case internal whistle-blowing becomes redundant as any issues raised would be swiftly handled, in turn eliminating the need for extensive internal whistle-blowing procedures.

In contrast; autocratic leaders may view whistle-blowers as a threat and anti-organisational culture. Many managers may be reluctant to or even actively avoid managing claims of wrongdoing as individual managers may also fall within the scope of investigation.

This could result in organisational attempts to undermine the complaint process by means of isolation, character denouncement, elimination of privileges, and other forms of discrimination or harassment that stem from the desire to silence the whistle-blower, prevent a full public knowledge of the complaint, and ultimately discourage other potential whistle-blowers from taking action. Such as witnessed at Mid-Staffordshire NHS Foundation Trust between 2005 and 2009.

Chapter three – Methodology

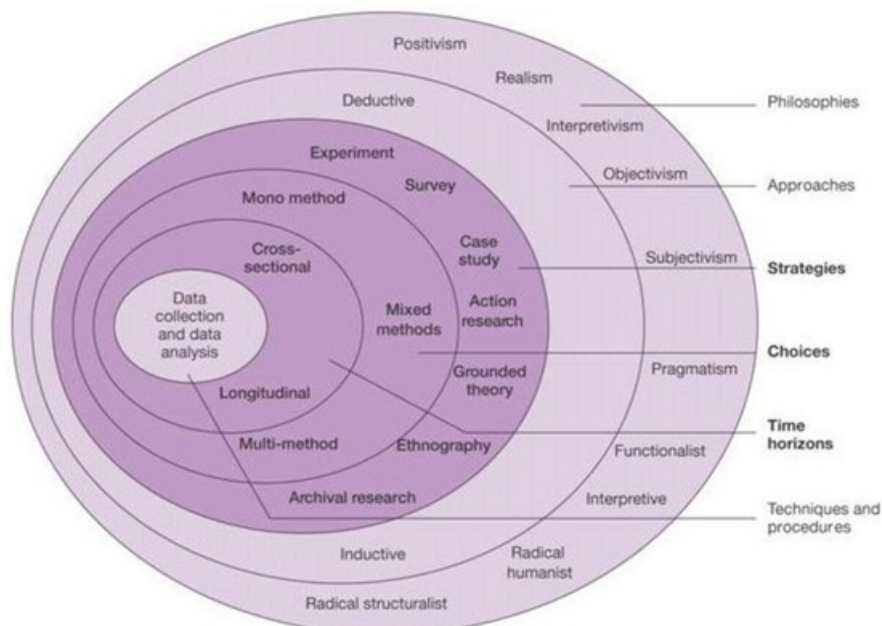
3.1 Introduction

This chapter breaks down the research process which has been implemented, explaining which data collection methods have been included within this study, accompanied by a justification for the selected method and approach adopted in data collection to achieve the research objectives of this study.

Creswell (2008) describes Research as process of steps used to collect and analyse information to increase our understanding of a specific issue or phenomenon. Research is usually carried out in three steps: Pose a question, collect data to answer the question, and present an answer to the question.

This investigation has been conducted using the research 'onion' methodology developed by Saunders et al (2015). The research onion which can be seen in figure 4, encompasses the entire research process in a series of layers: The research philosophy, research approach, research strategies, time horizons, finally constituting the data collection methods to be utilised.

For this study a positivist philosophy has been applied with a deductive approach to data collection. However, the aim of this investigation does not seek to test for a particular hypothesis, but to review with respondent's influences, which might later be incorporated into a testable hypothesis. Data collection methods are predominantly qualitative with the use of self-administered questionnaire over a cross-sectional time frame. Data is collected from a convenience sample and the data



analysed using descriptive statistics drawn from spreadsheet analysis.

Figure 4The Research 'Onion' adapted from (Saunders, et al., 2009).

3.2 Research Design

3.2.1 Research Philosophy

For the purpose of this study a positivist philosophy has been applied to the data collection methods. In positivist studies, the researcher is independent from the investigation and there is no provision for human interests within the study (Saunders, et al., 2015). The objective of a positivist study is to collect data that is capable for quantitative analysis and usually hypothesis testing, however this is not the objective of this study, which seeks to collect general data, informed by the academic literature to widen the discussion around the effect of leadership style on organisational culture, specifically internal whistle-blowing.

Crowther & Lancaster (2008) Suggest that positivist studies usually adopt a deductive approach as a general rule, whereas inductive research is often associated with a phenomenological approach.

According to the principles of positivism, data collection depends upon quantifiable observations which lend themselves to statistical analysis. Positivism as a philosophy acts within accordance with the empiricist view that knowledge stems from human experience (Collins, 2010).

Adoption of positivism in business studies has been criticized for reliance on the 'status quo'. This may limit the weighting of primary data as research findings in positivism studies are only descriptive, thus they may lack insight into in-depth issues (Crowther & Lancaster, 2008).

3.2.2 Research Approach

A deductive approach to research has been adopted for this study. Deductive research approach allows the researcher to establish a hypothesis by using theory. Then a variety of data and information is collected by the researcher, which is analysed to confirm or reject the hypothesis to resolve issue (Gill & Johnson, 2010).

Chapter 2 of this dissertation is the result of a detailed examination of previous research and academic theory associated with leadership style and whistle-blowing in order to create a grounding for data collection within that specific topic area. The literature review has been used to formulate questions for data collection.

According to Saunders et al (2015), researchers in the 20th century criticized the deductive approach stating that deductive approach help establish cause-effect links between specific variable without taking in to account the human interpretation.

3.2.3 Research Strategy

For the purposes of this investigation a survey strategy has been adopted. A survey strategy is in line with a positivistic philosophy and a deductive research approach (Small, 2009).

The use of a survey allows for collection of a sizable amount of data from a chosen population in an economic way. The survey method of data collection is based on the questioning of respondents. Respondents are asked a variety of questions (e.g. demographic, lifestyle, attitude, behaviour, intentions). The questions may be asked verbally, in written form, or in an electronic format. There should be great care taken during questionnaire design as questions should be; standardised, applicable to a mass audience, tends to ask 'what' and 'how' questions, and are used to collect a large amount of data. Surveys are economical and often relatively quick to administer. Statistical significance requires a large sample, in order to allow generalisations from the sample to the wider population (Saunders, et al., 2015).

The data collected during this study will be analysed with the use of descriptive statistics, with the aim of further informing the discussion surrounding leadership style and its effect on organisational culture, specifically internal whistle-blowing.

3.2.4 Time Horizon

This research aims to explore the relationship between leadership style and followers attitudes towards internal whistle-blowing. For this research a cross-sectional approach has been selected. A cross-sectional time horizon allows the researcher to create a 'snapshot' relating the area of interest at a given moment of time (Creswell, 2008).

3.2.5 Research Sample

A Convenience, non-probability sample has been chosen for data collection. Saunders et al (2015), distinguish between probability sampling and non-probability sample based on their generalisability.

A non-probability sample cannot be used to infer from the general population in statistical terms. While probability sampling methods are suitable in large-scale studies concerned with representativeness, non-probability sampling may be more suitable for an in-depth study into a complex social phenomena (Small, 2009).

A convenience sample refers to; members of the population are chosen based on their relative ease of access and low cost (Saunders, et al., 2015).

The target sample will be made up of practicing HR managers enrolled in CIPD training and continuous professional development programmes and events affiliated with UWTSD. This network of CIPD managers has been selected for investigation per the objectives to ascertain the judgement

of specialist practicing HR managers, who are informed about key ideas, concepts, policies and practical application of the key themes contained within the research objectives. Permission having been obtained from the faculty management and CIPD programme leader prior to data collection.

3.2.6 Primary Data Collection

Primary data refers to data that were previously unknown and which have been obtained directly by the researcher for a particular research project (Currie, 2005).

Respondents are asked to complete a self-administered paper based questionnaire. This questionnaire will collect a large amount of quantitative data, and a small set of qualitative data. The data collected will be analysed in numerical form using descriptive or statistical methods.

In order to quantify the data collected from the questionnaire, Likert scales will be utilised which enable statements of opinion to be directly translated into numerical data. Additionally, embedded into the questionnaire will be an open-ended question, in order to collect a small sample of qualitative data from the standardised quantitative survey. This technique is often adopted by change practitioners in an attempt to triangulate data sources, with hope to seek convergence amongst data sets. This methods is appreciated as an effective means to offset inbuilt biases from both sets of data (Creswell, 2003). Combining the use of closed-ended and open-ended questions within the same survey has recently gained popularity due to the ability to capture the benefits of both quantitative and qualitative data collection methods at a low cost to the researcher (Erickson & Kaplan, 2000).

Vitale et al (2008), noted that a mixed method approach administered through a survey may result in respondents who are asked open-ended questions following a series of closed-ended questions are less likely to respond, or significantly less likely to leave extended or insightful answers than if asked solely a series of open-ended questions in an interview format.

Beal and Dawson (2007), support the use of Likert-type scales in the investigation of multilevel data sets, rather than lower level data sets in order to prevent unintentional censoring of data in order to suit the research objectives. Likert scales are particularly useful in research areas where quantitative research is the 'gold standard' (Aliaga & Gunderson, 2005).

Warren and Tweedale (2002) criticise the use of surveys in management ethics research under questions of the validity and reliability of the content collected under such methods, as data collected shows lack of theory development and often fails to test alternative hypotheses. For this reason special attention has been payed to data collection methods with a view to strengthen the validity and reliability of the data collected.

The completed questionnaires represent important data that will be for analysis and will help to inform the discussion surrounding the effect of leadership style on organisational culture and whistle-blowing attitudes.

3.2.7 Analysis of Questionnaire

The content of questions in the survey (see appendix 1) were informed and drawn from the academic literature review in chapter 2.

For each question in the first three sections the respondents were asked to complete a Likert scale weighted 1-5 respectively with the unit titles (Frequently, if not always, Frequently, Sometimes, Once in a while, Not at all).

The first section of questions act to provide an assessment of transformational leadership. These questions were extracted from the Multifactor Leadership Questionnaire (MLQ) that is often used to measure transformational leadership, as available in (Hinkin & Tracey, 1999, p. 17). There are 10 questions in the first section which aim to investigate whether leaders exhibit the 4 I's of transformational leadership as set out by Bass (1985) as discussed within Chapter 2, 2.3.2.4 Transformational Leadership.

The second section of questions act to provide data regarding the individual organisation's whistle-blowing policy. These questions were drafted by the researcher and informed by the literature review in chapter 2. There are 6 questions in the second section. The first two questions are drawn from advice issued by (Callahan, et al., 2002) with reference to shaping internal whistle-blowing procedures as discussed in chapter 2, 2.3.1.7 Shaping Internal Whistle-blowing Procedures.

The first question is to assess the organisations whistle-blowing policy regarding accountability

The second question is to assess reliance

Questions three and four investigate the extent to which organisations train and inform their employee's regarding their whistle-blowing procedure.

Questions 5 and 6 are drawn from the study conducted by Roberts et al (2011) to investigate whether leaders within organisations lead by example with respects to whistle-blowing procedures; managers advocating the use of reporting measures as discussed in chapter 2, 2.3.3 Leadership and Whistle-blowing.

The third section of questions act to provide data regarding the individual organisation's attitudes towards whistle-blowing. These questions were drafted by the researcher and informed by the literature review in chapter 2. There are also 6 questions in the second section.

Question one investigates the importance of line managers safeguarding any employees in the process of whistle-blowing See CH2. 2.3.3 Leadership and Whistle-blowing

Question two aims to explore the notion that “whistle-blowers experience (perceived or actual, retaliation or reward) following a whistle-blowing episode can have a direct influence over the likelihood and willingness of their fellow employees to report organisational wrongdoing in the future Casal and Zalkind (1995).

Question three is drawn from ch2, 3.1.4 Reaction to Whistle-blowing where Ravishankar (2003), suggests retaliation from colleagues as a barrier to whistle-blowing.

The final 3 questions within this section are drawn from ch2 3.3 with Roberts (2011) where he discusses effective leaders take a “zero tolerance view to harassment” “Leaders will act quickly and exactly with disclosures” and “I feel confident using internal reporting measures to report organisational wrongdoing.”

Finally, in the fourth section respondents were asked to offer their thoughts on the relationship between leadership style and organisational culture towards whistle-blowing in an open ended text box.

The use of assorted rating scales and open-ended questions are useful in qualitative analyses, as they are designed to capture qualitative data in the form of text responses written in the respondents’ own words (Jackson & Trochim, 2002).

Collis & Hussey (2003) argue the importance of completing a pilot study before surveys are released to research subjects. Prior to data collection a pilot study was conducted by colleagues and subject specialists to ensure that spelling and punctuation were correct, and that the terminology and language within the questionnaire would be suited to the sample selected with several minor changes adopted before the questionnaire was finalised.

From the review of the academic literature the conclusion has been drawn that; it would be expected of transformational leaders to achieve best practice concerning the design of effective internal whistle-blowing policies, fostering a culture where the reporting of organisational wrongdoing is commonplace, and internal reporting procedures act as a safety net for risk management.

3.2.8 Data Analysis Methods

Qualitative and quantitative data has been used in this research. Qualitative data has been used to study the literature around the areas highlighted within the research objectives and define the constructs that form the basis of the research questions. Quantitative data was collected primarily with the help of questionnaire. Spreadsheet analysis and formulation of descriptive statistics in the forms of graphs and charts have been utilised to display trends and important features of the dataset collected.

3.3 Validity

Saunders et al (2015), Define validity in two ways;

- 1) The extent to which data collection method or methods accurately measure what they are intended to measure.
- 2) The extent to which research findings are really about what they profess to be about

The questions formulated in the primary research were directly influenced and derived from a review of the academic theory. Research techniques have been discussed with an experienced dissertation supervisor in order to reduce the risk of observer and participant error.

3.4 Reliability

Reliability is "the extent to which data collection technique or techniques will yield consistent findings, similar observations would be made or conclusions reached by other researchers or there is transparency in how sense was made from the raw data." (Saunders, et al., 2015, p. 609)

All of the data collection has been logically derived from the literature, the data collection procedures have been verified by an experienced dissertation supervisor.

Every attempt has been made to ensure that the researcher remains objective and unbiased throughout the investigative process. Bias was limited by deriving the questions for primary data collection from the underpinning literature, a neutral vocabulary was adopted throughout the primary investigation, an initial pilot study, completed by colleagues and subject specialists before completion and the questionnaire was signed off by the experienced dissertation supervisor prior to data collection.

3.5 Ethics

A completed ethics form has been submitted alongside this dissertation to ensure that all ethical considerations are made before the commencement of research. For this investigation the main ethical risk was identified as the collection of potentially sensitive data. Lee and Renzetti (1990),

define sensitive topics as: topics with which the research may involve a potentially moderate cost, or more appropriately severe cost to those participating. These costs could be psychic costs i.e. guilt, shame, or embarrassment. Alternatively potential risks could be condemnation or sanction following discovery of participation in such research. Thus, for this reason all primary data will be collected anonymously.

3.6 Risk Assessment

Possible risk	What risk (0-3)	How likely (0-3)	Total
<i>Lack of credibility of the researcher</i>	1	1	1
<i>Harm to reputation of survey respondents or their organisations.</i>	0	0	0
<i>Harm to the reputation of UWTSD</i>	1	1	1
<i>Breach of data protection relating to primary data collection</i>	1	1	1
Total			3/36

The risk assessment achieved a low risk rating of 3/36 (8.3%) therefore it was considered a very low risk research strategy, this was also confirmed by the Faculty Research Ethics Committee prior to the commencement of the primary investigation.

Chapter Four – Data Analysis

4.1 Introduction

The aim of this chapter is to complete the following objective:

4. Evaluate findings to generate conclusions which can inform the theory and provide recommendations for practitioners to improve organisational effectiveness

This chapter will examine and discuss the data collected through the primary investigation as detailed within chapter 3. The raw data collected from surveys has been entered into an Excel Spreadsheet for data analysis, as visible in Appendix 2.

This chapter will be organised around the four sections presented within the questionnaire.

4.2 Analysis of Data

For the first three sections there is a summary table displaying data formulated from the raw data. Each table contains an average rating which have been calculated using the following method. The following method uses Question 10 from section one as an example.

Each response is given a weighting (1-5):

Q No	Answer Options	Frequently. if not always	Frequently	Sometime s	Once in a while	Not at all	Response Count
10	Treats each of us as	3	5	11	9	12	40
Answer weighting		1	2	3	4	5	Response Count
Number of responses		3	5	11	9	12	40

The number of responses are then multiplied by the answer rating as shown below with and without

	1	2	3	4	5	Total
Responses x weighting	3	10	33	36	60	142

	1	2	3	4	5	Total
Responses x weighting	=S38*S42	=T38*T42	=U38*U42	=V38*V42	=W38*W42	=SUM(S43:W43)

formulas:

The total is then divided by the response count to give the average rating for the question as shown

Total / Response Count	Total	Response Count	Average
	142	40	3.55

Total / Response Count	Total	Response Count	Average
	=SUM(S43:W43)	40	=X43/X33

below with and without formulas:

4.2.1 Section One - Leadership Style

The first section of questions acts to provide an assessment of leadership style.

For the first section of questions respondents were asked to complete a Likert scale weighted 1-5 respectively with the unit titles (Frequently, if not always = 1, Frequently = 2, Sometimes = 3, Once in a while = 4, Not at all = 5).

There are 10 questions within this first section that aim to investigate whether leaders exhibit the 4 I's of transformational leadership as set out by Bass (1985) discussed within Chapter 2, 2.3.2.4 Transformational Leadership. A Summary Table for the data collected from section one of the questionnaire is available in Figure 5 Below.

How often does your organisation's leader participate in the following activities							
Q No	Answer Options	Frequently, if not always	Frequently	Sometimes	Once in a while	Not at all	Rating Average
1	Displays conviction in his/her ideals, beliefs, and	15	15	6	3	1	2.00
2	Articulates a compelling vision of the future	12	16	3	6	3	2.30
3	Clarifies a central purpose underlying our actions	6	19	8	7	0	2.40
4	Talks enthusiastically about what needs to be	15	12	10	3	0	2.03
5	Focuses my attention on "what it takes" to be	2	13	14	4	7	3.03
6	Expresses his/her confidence that we will achieve our	8	17	10	3	2	2.35
7	Encourages me to express my ideas and opinions	2	13	11	8	6	3.08
8	Seeks differing perspectives when solving problems	2	9	14	4	11	3.33
9	Provides useful advice for my development	2	3	11	10	14	3.78
10	Treats each of us as individuals with different needs.	3	5	11	9	12	3.55
answered question							40
skipped question							0

Figure 5. Summary of Data Collected From Section One of Survey

The rating averages collected from section 1 have been plotted to a 3-D column chart that can be seen in figure 6 below.

With reference to figure 6, Questions 1,2,3,4, and 6 have a rating average of between 2.00 – 2.40 this would suggest that the mean ratings from all respondents for these questions are linked to rating 2 or alternatively the written answer "Frequently". Therefore, for these questions the mean response was that managers "Frequently" take part in such activities.

Further referencing Figure 6, Questions 5,7,8,9 and 10 have average ratings between 3.00 and 3.80. this suggests that the mean response could be linked to response 3, "Sometimes" and questions closer to its upper limit response may represent response 4 "Once in a while" therefore, the average response for these questions suggest that leaders "Sometimes" to "Once in a while" engage in such

activities, with Q8 in particular with an average rating of 3.78 could be attributed to response 4 “Once in a while”.

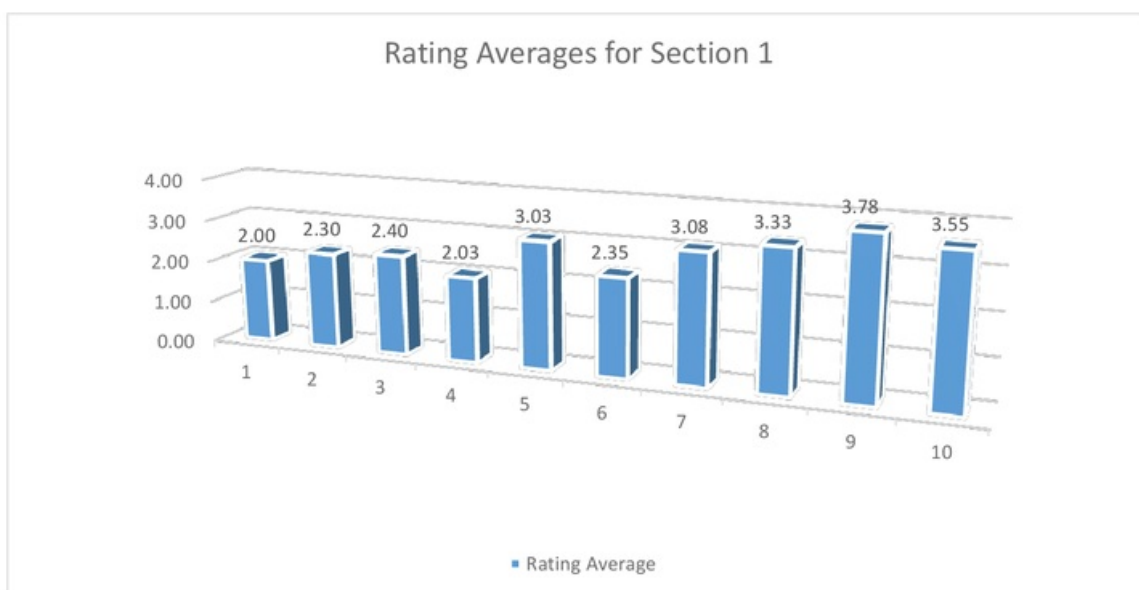


Figure 6. Rating Averages for Section One

There is a visible increase in average rating from question 1 to question 10. This could suggest that the first few questions represented activities that leader’s exhibit frequently, which would be explained by their low average rating. Furthermore, from Q7 to question Q10 the average ratings generally increase, which could indicate that leaders are less likely or only “sometimes” exhibit such behaviours exhibited in later questions. This could suggest that activities covered in Q7 – 10 are less frequently used by leaders within this investigation.

4.2.1.1 Individualised Influence

Questions 1-3 within this section were set to explore the extent that leaders embed ‘Individualised Influence’ as discussed in Chapter 2, 2.3.2.4 Transformational leadership. The responses to the first three questions have been presented in the stacked bar chart visible in figure 7 below.

It is apparent whilst looking at figure 7 that the majority of responses correspond to the ‘Frequently, if not always’ and ‘Frequently’ ratings. Suggesting that with respect to Individualised Influence, the leaders of the surveyed HR managers do in fact practice individualised influence over their followers.

Interestingly Q3 is the only of these three questions in which 0 of the respondents gave the rating ‘Not at all’ as compared to 1 in Q1 and 3 in Q2. This shows that all of the leaders in question do to

some extent clarify a central purpose underlying the actions of their followers, more so than the first two questions.

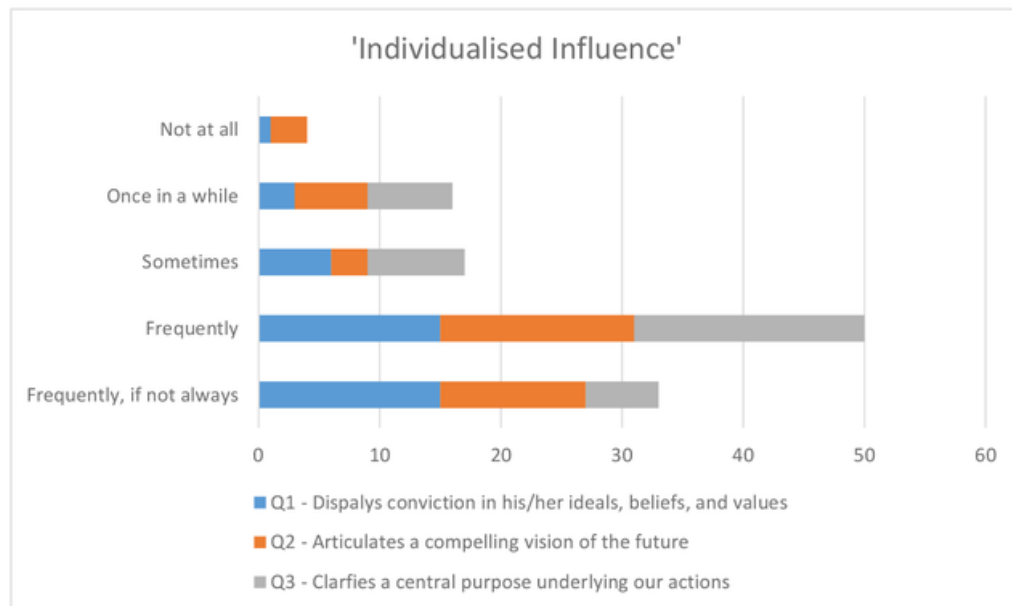


Figure 7. Questions investigating 'Individualised Influence'

4.2.1.2 Individualised Motivation

The next three questions in this set are to explore the tendency for managers to utilise '*inspirational motivation*' into their leader-follower interactions as discussed in Chapter 2, 2.3.2.4 Transformational Leadership. The responses to the next three questions have been presented in the stacked bar chart visible in figure 8 below.

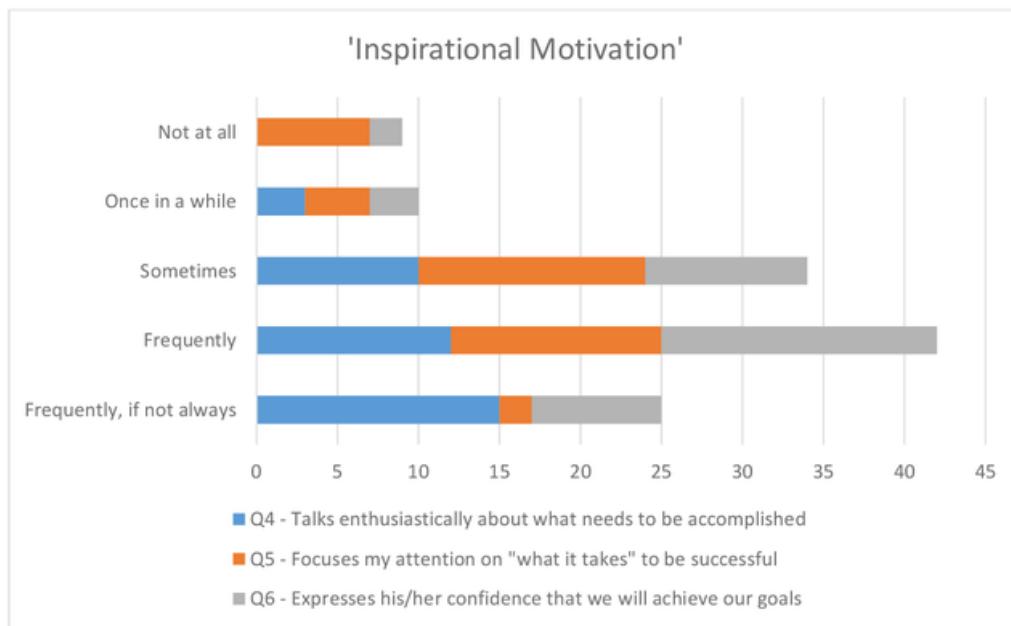


Figure 8. Questions investigating 'Inspirational Motivation'

In contrast to Figure 7, the results displayed in figure 8 appear to have shifted to concentrate mostly around 'Frequently' and 'Sometimes'. These ratings suggest that in terms of inspirational motivation the leadership of the surveyed HR professionals are less likely to convey such practices to their followers as they would have individualised influence.

Similarly to figure 7, there is only one question in which 0 respondents selected 'Not at all' referring to the extent that leaders talk enthusiastically about what needs to be accomplished. This proposes that all of the leadership styles investigated, all leaders spoke enthusiastically at some stage however infrequently.

4.2.1.3 Intellectual Stimulation

The following two questions in this set are to explore the tendency for managers to utilise 'Intellectual Stimulation' into their leader-follower interactions as discussed in Chapter 2, 2.3.2.4 Transformational Leadership. The responses to these questions have been presented in the stacked bar chart visible in figure 9 below.

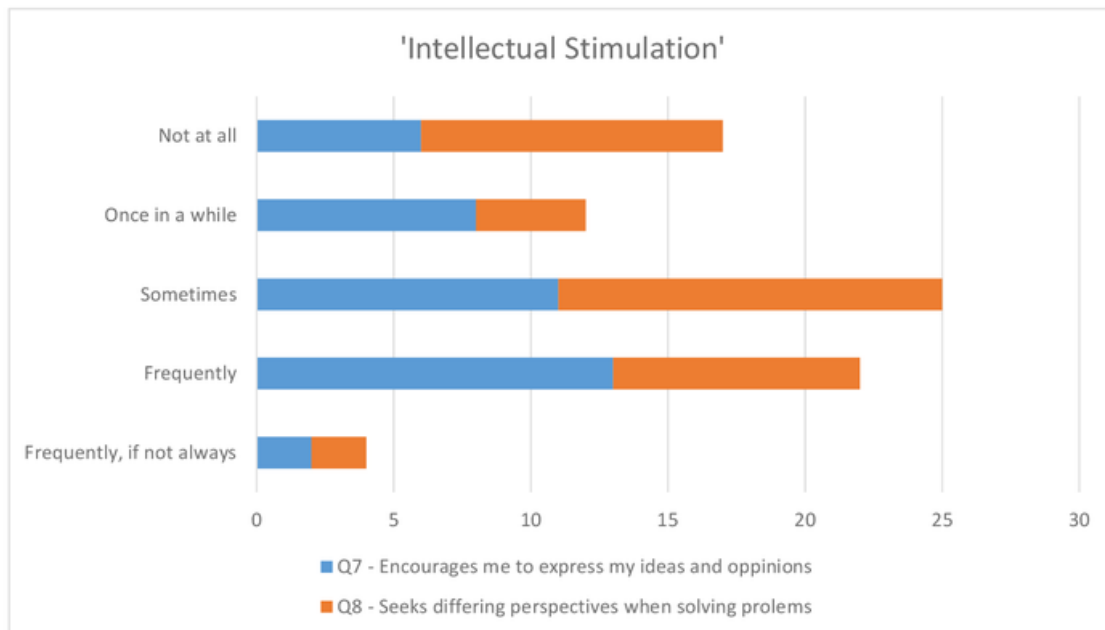


Figure 9. Questions investigating 'Intellectual Stimulation'

In comparison to figures 7 and 8, the responses in figure contain a higher proportion of highly ranked ratings, which relate to the responses 'Sometimes' 'Once in a while' and 'Not at all' for example, the responses for the rating 'Not at all' lies at 21% of responses in figure 9, compared to 7.5% of respondents in figure 8 and only 3.3% of respondents in figure 7.

Although the response 'Frequently' holds 29% of responses, suggesting that leaders do exert intellectual stimulation towards their followers, the response rate for 'Frequently, if not always' has fallen to 5% in figure 9, compared to 20% in figure 8 and 27% in figure one. This suggests that although leaders do engage their workforce with intellectual stimulation, this aspect of transformational leadership is less frequently exhibited than Individualised influence and individualised motivation.

4.2.1.4 Individualised Consideration

The final two questions in this set are to explore the tendency for leaders to utilise 'individualised consideration' into their leader-follower interactions as discussed in Chapter 2, 2.3.2.4 Transformational leadership. The responses to these questions have been presented in the stacked bar chart visible in figure 10 below.

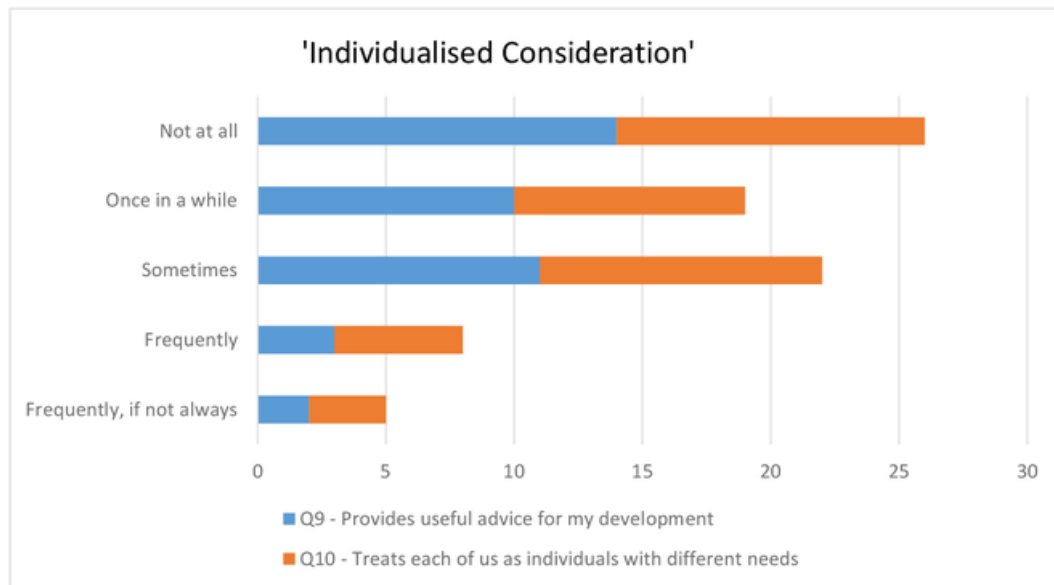


Figure 10. Questions investigating 'Individualised Consideration'

The response for '*frequently, if not always*' has increased to 6.25% in figure 10 compared to 5% in figure 9, suggesting that a proportion of leaders do apply individualised consideration for their followers. Conversely, the reply rate for the response '*Not at all*' has increased to 33% in figure 10 compared to 21% of responses in figure 9, 7.5% of respondents in figure 8 and only 3.3% of respondents in figure 7. This suggests that of the 4I's of transformational leadership, Individualised consideration is the least familiar from the data collected. This may suggest that leaders which utilise individualised consideration would tend to be more transformational than leaders which don't exhibit this at all.

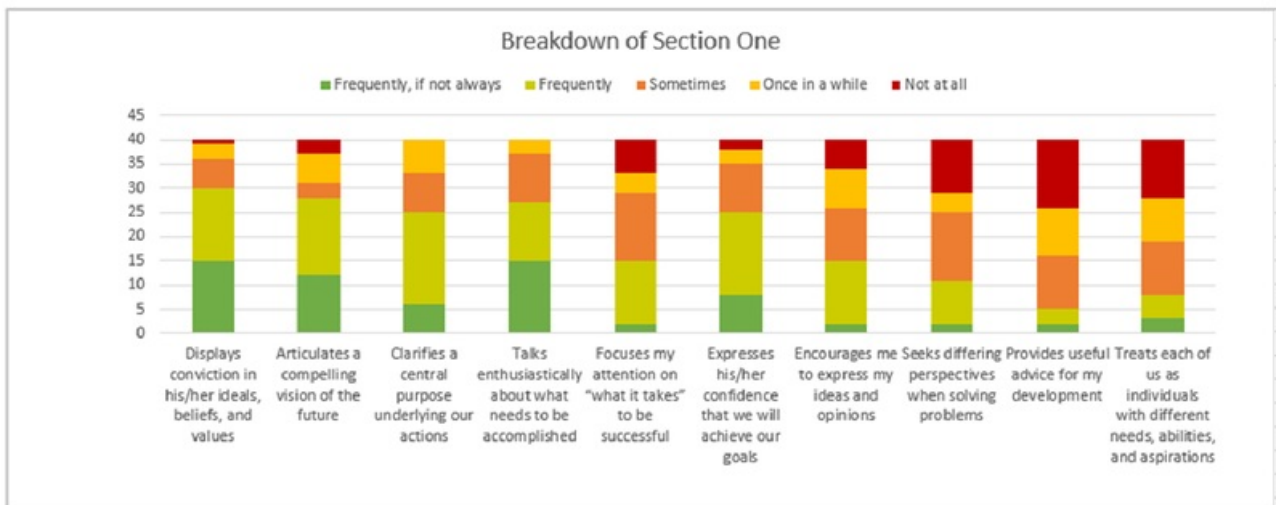


Figure 11. Graphical Breakdown of Section One

Figure 11 shows a graphical breakdown of all responses collected under section one. The chart is colour coded for each response ranging from dark green for 'Frequently, if not always' to dark red for the response 'Not at all'. There is a key for colour coding in the legend of figure 11.

In the first four responses there are high quantities of green where above 50% of leaders frequently displaying these factors. The high number of responses infers that leaders often incorporate these behaviours within their leader-follower interactions.

As the graph descends through questions, the amount of dark and light green responses decrease, as the amount of yellow 'Once in a while' and red responses 'Not at all' increase. This shows that these behaviours are less frequently exhibited, if at all.

There is a small proportion of responses of 'Frequently, if not always' in dark green across the final 4 questions, it could be suggested that leaders that consistently exhibit all of the 4 I's 'Frequently, if not always' or 'Frequently' tend to be transformational within their leadership practices and as such would be expected to create organisational cultures that are welcoming of criticism and welcome whistle-blowing through the formation of an open and compliant organisational culture that strives for best practice with whistle-blowing policies and practices are concerned.

It could be proposed that leaders consistently only exhibit behaviours examined either 'Sometimes', 'Once in a while' or 'Not at all' tend to be more transactional and therefore may be less open to fostering a culture that welcomes whistle-blowing and conversely may leave whistle-blowers without appropriate or effective reporting measures and without protection from retaliation.

4.2.2 Section Two – Organisation's Whistle-blowing Policy

For the second section of questions respondents were asked to complete a Likert scale weighted 1-5 respectively with the unit titles (Strongly Agree = 1, Agree = 2, Neither Agree or Disagree = 3, Disagree = 4, strongly Disagree = 5).

These questions were drafted by the researcher and informed by the literature review in chapter 2. There are 6 questions in the second section. A Summary Table for the data collected from section one of the questionnaire is available in Figure 12 Below.

Organisation's whistle-blowing policy								
Q No	Answer Options	I strongly agree	I agree	Neither agree or disagree	Disagree	Strongly Disagree	Rating Average	Response Count
1	My organisation has clear standards of behavior that	11	19	5	5	0	2.10	40
2	There is a clear code of ethics in action, not merely a	10	20	5	5	0	2.13	40
3	I am aware of my how to raise issues of misconduct	19	18	1	2	0	1.65	40
4	My organisation actively informs and trains all staff	8	18	7	5	2	2.38	40
5	My organisation actively support and promote	6	19	10	3	2	2.40	40
6	My organisation has a range of channels of	6	16	12	5	1	2.48	40
answered question								40
skipped question								0

Figure 12. Summary of Data Collected in Section Two of Survey

The first two questions are drawn from advice issued by (Callahan, et al., 2002) with reference to shaping internal whistle-blowing procedures as discussed in chapter 2, 1.3.1.7 Shaping Internal Whistle-blowing Procedures.

The first question is to assess the organisations whistle-blowing policy regarding accountability and the extent that their organisation has clear rules and standards of behaviour that all employees adhere to. The second question is to assess reliance which regards the trust that employees amount to written and oral policies and standards. The responses for both of these questions is visible in figure 13 below.

The responses to these questions are almost synonymous, the only difference accounting to one additional response in Q1 selecting 'Strongly Agree' than in Q2. And Question two there is one more respondent in 'Agree' rather than 'Strongly Agree'. In both questions 75% of the responses account to 'Strongly agree' or 'Agree' which strongly suggests that of the sample population, respondent's organisations have achieved accountability and reliance within their whistle-blowing procedures. Additionally, for the first two questions there were 0 'Strongly Disagree' responses, which further accentuates this claim.

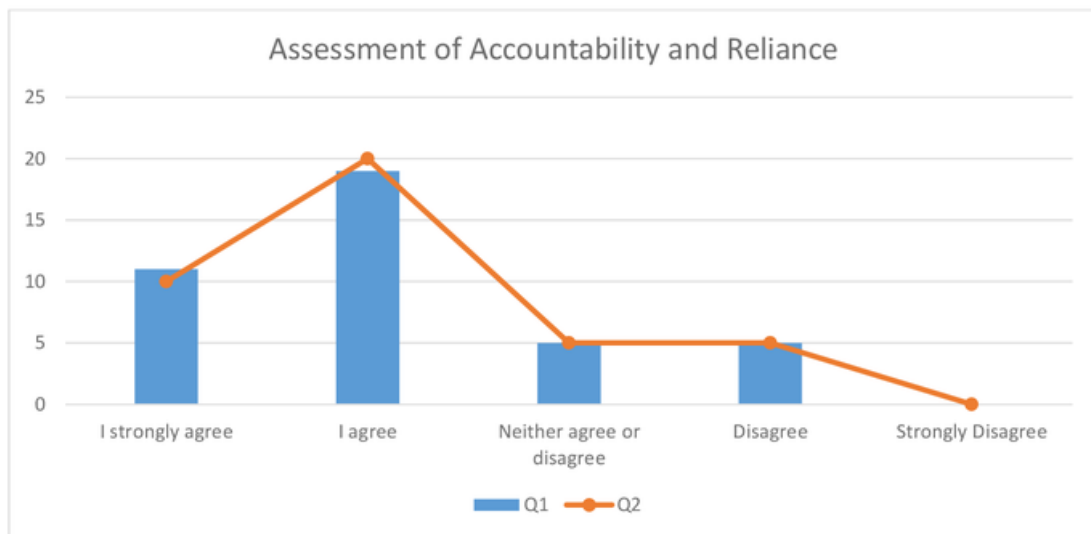


Figure 13. Assessment of Accountability and Reliance

Questions 3 and 4 investigate the extent to which organisations train and inform their employee's regarding their whistle-blowing procedure. The results for Questions 3 and 4 are visible in a stacked column chart in Figure 14 below.

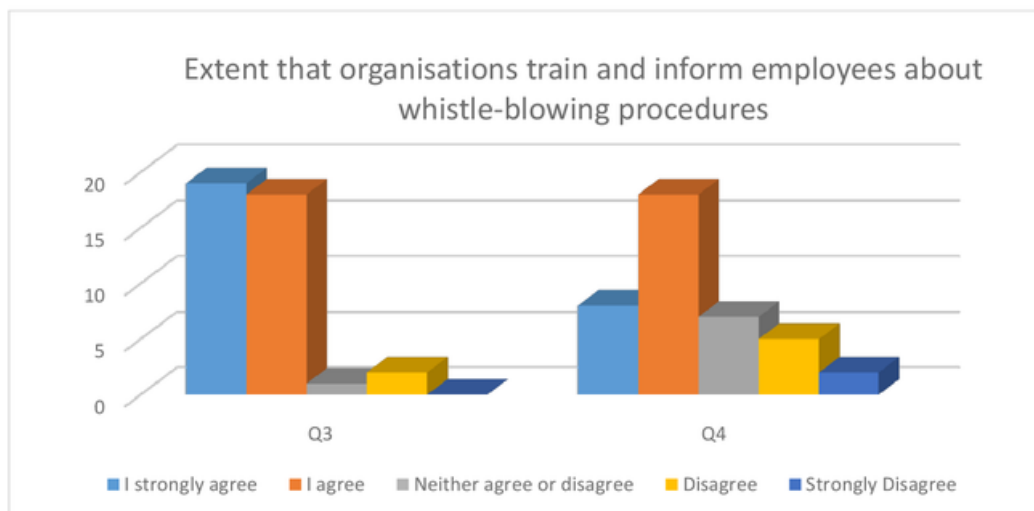


Figure 14. Extent that organisations train and inform employees about whistle-blowing procedures

Both question 3 and 4 have a mean rating of 'Agree' which indicates that of the sample surveyed on average the respondents agree that they are trained and informed about whistle-blowing procedures within their organisation. With reference to Q3, 83% of respondents either 'Strongly agree' or 'Agree' that they are aware of how to raise issues of misconduct within their organisation. This is affirmative that the respondents know how to raise issues within their organisations.

Referring to Q4, which inquired to whether organisations actively train and inform staff requiring internal reporting measures in contrast to Q3 only 65% of the responses belonged to 'Strongly Agree' and 'Agree'. Further 17.5% of responses belong to 'Disagree' and 'Strongly Disagree', and 17.5% selected 'Neither agree or disagree'. This suggests that of the sample selected, employees feel that they are aware of how to raise issues within their organisations and a strong majority agree that they have received training and are informed with regards to internal whistle-blowing procedures. There appears to be a disparity between respondents being aware of how to raise issues and respondents feeling that they have received efficient training in reporting concerns. This may be caused by a lack of clarity within the training process.

Questions 5 and 6 are drawn from the study conducted by Roberts et al (2011) to investigate whether leaders within organisations lead by example with respects to whistle-blowing procedures and the extent that leaders advocate the use of reporting measures as discussed in chapter 2, 2.3.3 Leadership and Whistle-blowing. The results from these questions are visible in figure 15 below.

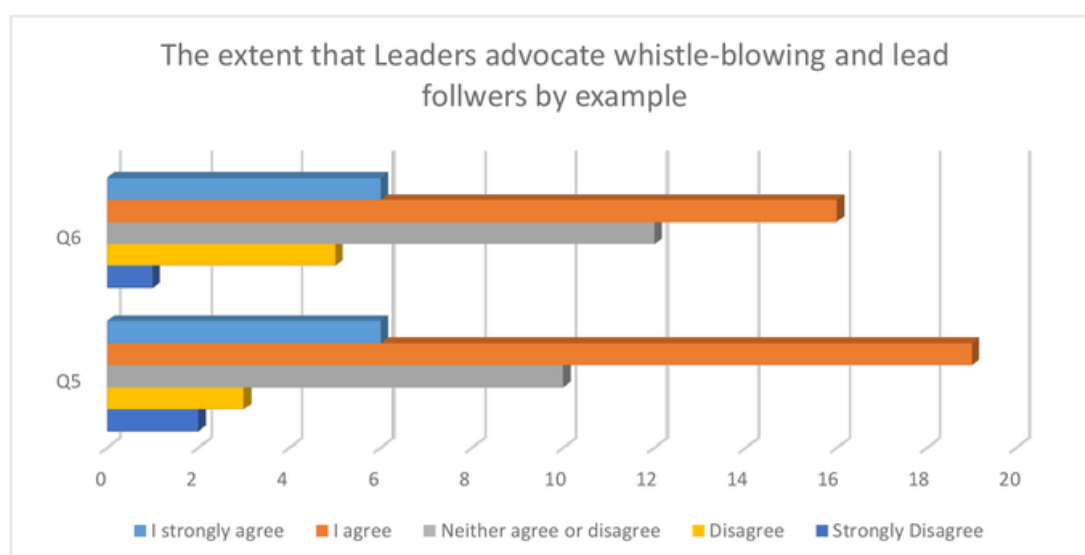


Figure 15. The extent that Leaders advocate whistle-blowing and lead by example

With reference to Q5, 62.5% of responses were attributed to the ratings 'strongly agree' and 'Agree' which suggests that of the CIPD cohort surveyed the majority of leaders actively led by example where whistle-blowing procedures were concerned. Leaders that enthusiastically lead their organisations by example appear to be more transformational in their leadership methods and tend to empower staff by building their confidence that claims of wrongdoing will be handled fairly and appropriately.

12.5% of respondents credited to 'Disagree' or 'Strongly Disagree' in this instance, where leaders do not appear to fully support their organisations whistle-blowing procedures, followers may feel that concerns raised through internal reporting measures may not be handled amicably, and they may be subject to mistreatment as a result of attempting to raise a concern. The final 25% of respondents were neutral and selected the response 'Neither agree or disagree' this could be attributed to a lack of conversation surrounding whistle-blowing procedures between leaders and their followers.

Referring to Q6 which explores whether organisations have a range of reporting systems that allow for user anonymity 55% of respondents selected 'Strongly agree' and 'Agree'. Organisations that provide a range of reporting methods show a commitment to transparency and empowers employees, enabling them to use the most suitable method to appropriately raise their concerns. Organisations that allow anonymity within their reporting measures can allow employees to report trepidations without the risk of being identified or becoming targets for retaliation, this can make employees more willing to report concerns before they become exacerbated. 30% of respondents 'Disagree' and 'Strongly Disagree' with this claim, suggesting that their organisations do not allow anonymity when raising concerns of wrongdoing which may result in reduced amount of concerns being raised. A lack of appropriate reporting procedures could restrict the responsiveness of the organisation as issues or concerns may not be recognised appropriately at an early stage.

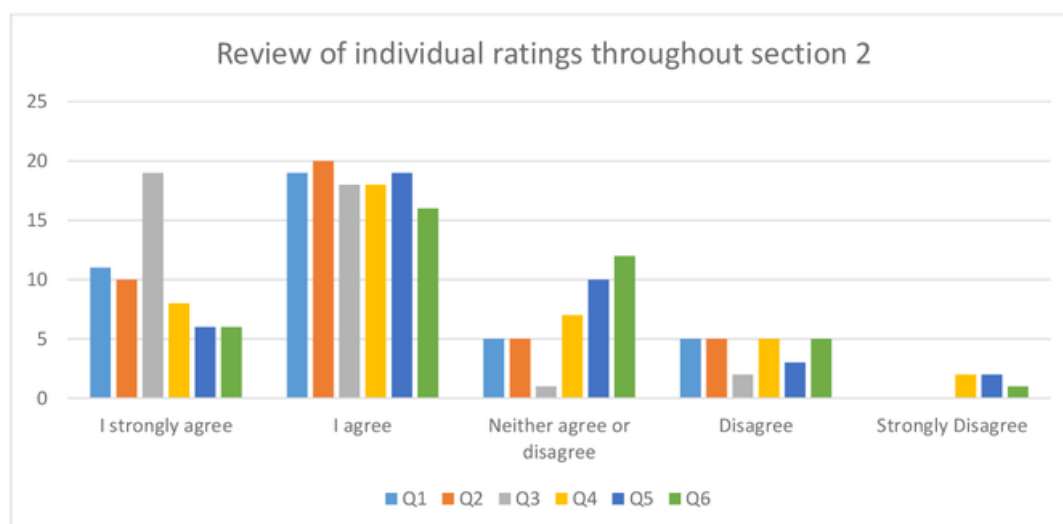


Figure 16. Review of individual ratings throughout section 2

Figure 16 above shows a breakdown of individual responses collected from section 2 of the survey. It is clearly visible that across the 6 questions within section two that the prominent response was

'Agree' followed by *'Strongly agree'*. This suggests that from the data collected, the individual organisations are providing adequate internal whistle-blowing procedures that support a range of reporting measures and protect their user's anonymity, whilst being advocated by management and implemented with appropriate training so that organisation members are aware of how and when to raise concerns. It could be suggested that organisations which have these processes in place lead the way for best practice where concerns are raised and dealt with in a harmonious manner and internal whistle-blowing procedures act as a safety net for risk management as suggested in the conclusion of the literature review in chapter 2.

The response *'Disagree'* was selected by a small proportion of respondents throughout each question with no more than 12.5% of those surveyed selecting this response. Whilst the response *'Strongly disagree'* was only apparent in the final three questions. In terms of respondents that *'Disagree'* or *'strongly disagree'* to these statements, these organisations have some way to go in providing supporting mechanisms and training in concerning internal whistle-blowing procedures to ensure that all members of staff have confidence when reporting issues that could lead to organisational difficulties in the future. It could be presumed that leaders that are not actively encouraging members to come forward with concerns and supporting them through such periods are not transformational in nature and do not strive to raise the morality of their followers, and are instead preoccupied with the transactional nature of their organisations.

4.2.3 Section Three – Organisational Attitudes towards Whistle-blowing

. For the third section of questions, respondents were asked to complete a Likert scale weighted 1-5 respectively with the unit titles (Strongly Agree = 1, Agree = 2, Neither Agree or Disagree = 3, Disagree = 4, strongly Disagree = 5).

These questions were drafted by the researcher and informed by the literature review in chapter 2. There are 6 questions in the second section. A Summary Table for the data collected from section

Organisations attitudes towards whistle-blowing								
Q No	Answer Options	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Rating Average	Response Count
1	I feel confident that leaders in my organisation would	7	18	12	1	2	2.33	40
2	I know of colleagues who have used internal reporting	5	13	16	3	3	2.65	40
3	I am afraid of retaliation from colleagues if I raise a	3	15	8	13	1	2.85	40
4	Leaders in my workplace take a zero tolerance stance	12	14	9	5	0	2.18	40
5	I believe leaders within my workplace will act quickly	6	21	6	7	0	2.35	40
6	I feel confident using internal reporting measures to	4	17	10	6	3	2.68	40
answered question								40
skipped question								0

one of the questionnaire is available in Figure 17 Below.

Figure 17. Summary of data collected from Question Three of Survey

Q1 investigates the importance of line managers safeguarding any employees in the process of whistle-blowing presented by Roberts et al in Chapter 2.3.3 Leadership and Whistle-blowing. The results of question one has been constructed into a pie chart visible in figure 18 below.

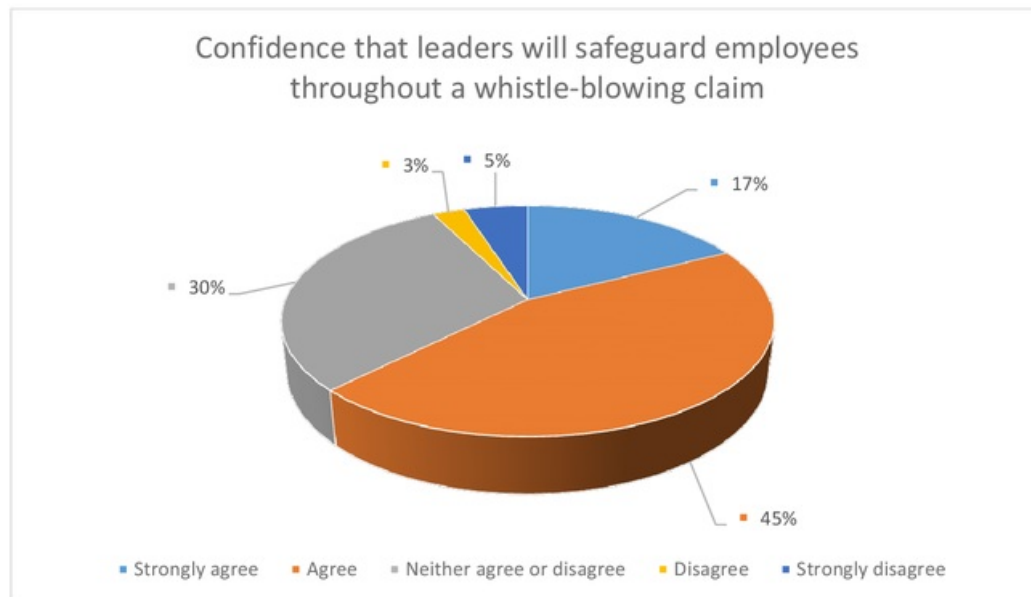


Figure 18. Confidence that leaders will safeguard employees throughout a whistle-blowing claim

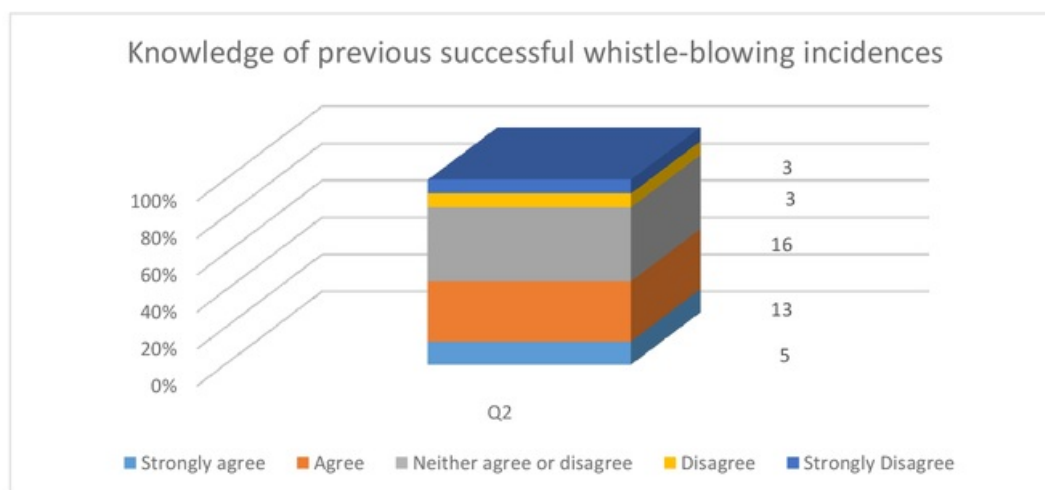
62% of respondents stated that they 'Strongly agree' or 'Agree' that they are confident that their leaders will safeguard employees following the raising of concerns. This is significant as if followers

do not have the support of their they may be open to retaliation or harassment from colleagues or others within their organisation, which could reduce the willingness to raise claims internally.

30% of the responses to this question selected '*Neither agree or disagree*' this could be accredited to a lack of acknowledgement throughout the wider workplace to confidential claims of wrongdoing, further this could be because those surveyed may not have encountered any whistle-blowing cases throughout their career, or simply that they are unsure of their leaders position concerning protecting those who bring forward concerns.

8% of the responses were given the ratings '*Disagree*' and '*Strongly Disagree*'. These ratings may be due to a past knowledge of repercussions cast upon fellow colleagues following the raising of concerns through internal reporting measures. In this instance leaders may be more concerned with protecting their professional image rather than protecting their followers. This behaviour suggests that the leadership within these organisations is more transactional than transformational. It could be suggested that in such conditions followers may be reluctant to raise claims and instead ignore or continue organisational wrongdoing.

Q2 explores the contention provided by Casal and Zalkind (1995) that whistle-blowers experience following a whistle-blowing episode can have a direct influence over the likelihood and willingness of their fellow employees to report organisational wrongdoing in the future as discussed in 2.3.1.6 Reaction to Whistle-blowing. The results are visible in the 3-D stacked column chart in figure 19



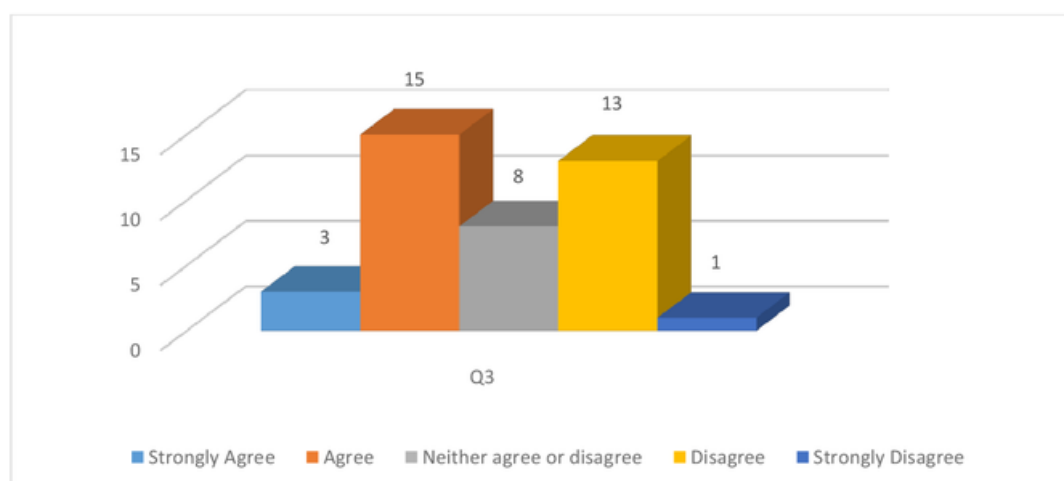
below.

Figure 19. Knowledge of previous successful whistle-blowing incidences

The largest reaction to this question was '*Neither agree or disagree*' which amounts to 40% of the responses for this question. 45% of the responses attributed to the reactions '*Strongly agree*' and '*Agree*' which contends that the leaders within their organisations have acted to safeguard their employees and protect them from retaliation from co-workers following a claim of wrongdoing. Followers may be more willing to come forward with whistle-blowing claims if they have visible examples of claims being dealt with effectively by their leaders.

15% of responses accounted to '*Disagree*' and '*strongly disagree*'. In such instances that whistle-blowing cases have been poorly managed can affect the confidence of other organisational employees to lose their confidence in the fairness and effectiveness of internal whistle-blowing procedures and may result in a reduced impact of such reporting processes.

Q3 is drawn from ch2, 2.3.1.6 Reaction to Whistle-blowing where Ravishamkar (2003) suggests retaliation from colleagues as a barrier to whistle-blowing. 3-D clustered column chart of the responses from Q3 is visible below.



32.5% of respondents '*Disagree*' with the claim that they would be afraid of retaliation from colleagues if they raised a serious issue. Additionally only one respondent (2.5%) commented that they '*seriously disagree*' with this contention. This suggests that the culture within their organisation is one of openness and transparency where employees are protected from retaliation by their leadership and organisational processes. Within such a culture employees are willing to raise concerns of wrongdoing as their feedback is encouraged by their organisations leaders.

45% of replies indorsed the response '*Agree*' or '*Strongly agree*' to this contention. This suggests that these individuals may be reluctant to come forward with serious claims of wrong-doing to prevent themselves receiving any retaliation. In such incidences organisations should strive for best

practice in terms of creating internal whistle-blowing procedures that protect the anonymity of claimants and safeguards employees from any form of retaliation as a result of instigating an investigation. This would ultimately result in the workforce being more willing to use reporting methods to raise concerns.

The final 3 questions within this section are drawn from 2.3.3 with Roberts (2011) where he discusses how effective leaders take a “zero tolerance view to harassment”

The responses for Q6 are visible in figure 20 below. 52% of responses accounted for the ratings ‘Strongly Agree’ and ‘Agree’. This proposes that of the sample surveyed the majority of respondents were confident in using internal reporting procedures to raise concerns. This suggests that leaders within their organisations hold reporting measures with high regard and aim to make the process fair and protects claimants from any form of retaliation by peers. 15% of respondents ‘Disagree’ with the claim and 8% ‘Strongly Disagree’. This shows that 23% of respondents were not confident in using their organisations internal whistle-blowing processes. This could possibly infer that their organisation’s whistle-blowing policy does not effectively protect the whist-blower throughout the process. In such a case where individuals have witnessed a negative consequences as a result of raising claims internally, other potential whistle-blowers may be discouraged to raise their concerns. 25% of respondents ‘Neither agree or disagree’ with this claim, again this may be that they have not previously warranted the use of their organisations procedures and as such have not made the necessary inquiries in order to assess the merits or demerits of utilising internal whistle-blowing procedures.

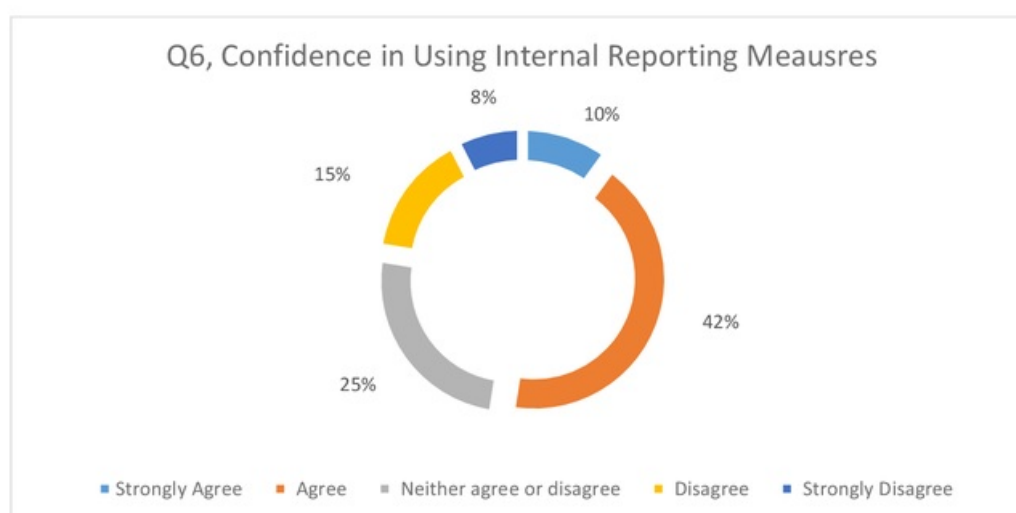


Figure 20. Confidence in Reporting Procedures

4.2.4 Section Four - Thoughts around leadership and whistle-blowing

Finally, in the fourth section of the survey respondents were asked to offer their thoughts on the relationship between leadership style and organisational culture towards whistle-blowing in an open ended text box.

Vitale et al (2008) notes that respondents are less likely to respond to open ended questions if they are asked following a series of closed ended questions. For this section there were a total of 19 respondents (47.5%) out of a possible 40. Meaning that 21 respondents (52.5%) had chosen not to respond.

However, of the 19 respondents there are some very interesting points raised, some of the views collected fell in line with expectations following the review of relevant literature in chapter 2, however there were some responses that highlighted failures in leadership and how that has resulted in a negative organisational culture with respects to internal whistle-blowing procedures.

Three of the most interesting responses have been selected for analysis below.

1. ***"Creating a culture of transparency and open-ness is key to our organisation. This culture is ever changing towards this. However, this stands to be a long standing effort as leadership cannot be just identified by one person, but needs to be strategically aligned to be successful."*** (Participant 24)

This statement highlights the necessity of openness within an organisation, the importance of supportive organisational processes which work in parallel to achieve an environment where all of its members are supportive of internal whistle-blowing procedures. This respondent also confirms that a change in organisational culture is a long standing effort that requires the attention of the entire organisation and may not be achieved if only supported by the organisations leadership team.

2. ***"There needs to be clear, open and honest communication and that all voices have the right to be heard and taken seriously. If someone thinks that something is wrong - we promote a culture of not being afraid of speaking up - without fear of any repercussion."***
(Participant 5)

This comment is supportive of the conclusion of the literature review in chapter 2 in terms of promoting a workforce that is not afraid of retaliation from colleagues following a case of internal whistle-blowing. Leaders that follow up with concerns raised in a timely and appropriate manner whilst safeguarding employees from retaliation, help build confidence in the ability of such

processes to work in favour of the employee. It is important that leaders ensure that all followers are confident in the effectiveness of internal whistle-blowing procedures to endorse a permanent shift in organisational culture.

3. *"I have very poor leaders. Lots of bad practices. I will leave as soon as I can because I don't trust anyone."* (Participant 38)

This observation is a stark contrast to the previous two and exhibits an extreme view with reference to a negative organisational culture and failures of leadership. It is evident that the leadership at this organisation is more concerned with the transactional nature of business processes rather than concentrating on the development of individual team members or developing a culture that supports organisational progressiveness and instead appears to have closed off communication and resulted in a negative working environment. This will ultimately result in a lack of competitiveness for the organisation as employees become disillusioned with their employers and their business practices.

Chapter 4 has examined and discussed the data collected through the primary investigation as detailed within chapter 3. Chapter 5 will present the limitations of this study and the conclusions of the data analysis before proposing a range of recommendations for future research.

Chapter Five – Discussion & Conclusion

5.1 Introduction

This chapter aims to provide an evaluation of how leadership style might affect attitudes towards whistle-blowing within an organisation. First detailing the limitations of the study in terms of research methodology and research approach before an appraisal of the research objectives. Followed by a dialogue which aims to inform the discussion surrounding the effect of leadership style on organisational culture and whistle-blowing attitudes and finally present an assortment of suggestions for future research.

5.2 Limitations of Study

There are a number of limitations to this research project that should be considered.

A chief implication of this study is that it has been carried out by an individual at undergraduate level, with very little financial ability amongst a competitive workload through a set time period. For this reason the progress of this investigation was inspected by an experienced dissertation supervisor in order to reduce any investigator error or bias during the research process. Additionally the dissertation supervisor was able to confirm the reliability of the data collected through the methods described in chapter 3.

There were some limitations with reference to the research design. For instance the size of the recorded sample was small, with 40 respondents it would have been impossible to statistically test the data meaningfully. Fortunately that was not the aim for this investigation and the sample size that was collected did present some interesting data. Another limitation of the study is that the survey did not examine demographic details relating to age, gender, or professional experience that could have aided the data analysis. However demographic information was not collected as part of this study to ensure that the responses remained anonymous and that no link between respondent and their respective organisations could be identified.

A further limitation of the research design was that the surveys were completed with the support of classroom tutors during a coffee interval between classroom based activities for the students enrolled on the CIPD course. This may have affected the responses given for the survey as; first the students may not have applied all of their attention to completing the survey within a busy classroom environment, second the students may have been influenced by their academic surroundings and peers to respond in a way which eludes best practice in accordance with recognised literature and academic theory, and finally it was assumed that the respondents studying towards CIPD qualifications would be familiar with the terminology and key themes within this investigation however this may not have been the case, as some of the sample selected could have

been in the early stages of their careers and whistle-blowing processes may not have been a part of their responsibilities within their organisation.

Furthermore, Students enrolled on CIPD courses often have their fees paid by their employers which may have influenced their responses to the questionnaire. However data collection method was completely anonymous in an attempt to prevent any interference in the truth of responses.

Another limitation in terms of reliability, this sample was of practicing HR managers who appeared to be positive towards the issues investigated. However at different organisations may not share the same views. Therefore the results may not transfer exactly to general managers or managers of other functional areas who may share different views towards organisational culture and whistle-blowing practices as a result of their differing perspectives of employment relations.

Finally, this investigation was conceptually complex and included the use of challenging concepts and vocabulary. The key themes contained within this investigation could have formed individual dissertations so the congruence of the key themes was perhaps ambitious. Albeit the investigation achieved all of its key objectives and can act to inform the discussion around the effect of leadership on organisational culture and whistle-blowing.

5.3 Achievement of Aims

This investigation has achieved a fulfilment of all four of the research objectives as stated in 1.4 Aims and Objectives. Chapter 2 acted to review the key literature around leadership and its impact on organisational culture including attitudes towards whistle-blowing. Due to the extensive nature of the topics under investigation it was necessary to evaluate the literature and evaluate which aspects were most relevant to include within the literature review.

A summary of the key findings in chapter 2 is available in 2.4 Conclusion, where a definable model was constructed that suggested that transformational leaders are confident and secure within their employment. As a result they appear to allow and welcome criticism from followers. Therefore in principle transformational leaders welcome whistle-blowing and support internal processes that are comprehensive in their protection of individuals raising claims and their transparency and openness acts to reduce the need for whistle-blowing.

The research methodology behind the primary investigation is detailed in chapter 3. The selected sample for the data collection were practicing HR managers studying towards CIPD qualifications who it was assumed were knowledgeable in the key themes for this investigation. The survey achieved 40 respondents and the data was analysed using spreadsheet analysis and descriptive statistics.

Chapter 4 preceded to analyse the data collected as part of the primary investigation in order to evaluate the findings and generate conclusions that will act to inform the theory and recommendations for practitioners are to follow.

5.4 Conclusion

The analysis of the data collected as part of the primary investigation as detailed in chapter 3 – Methodology has produced a vast amount of information available for analysis to aid this investigation. Only a small sample of the most interesting data has been presented through chapter 4 due to time restraints and a limited word count. The dissertation supervisor can verify the authenticity of the data collected and the means by which data was gathered.

It mostly seemed that all participants offered their personal evaluations. The truth and verifiability of claims could not be checked, however the survey appeared to be completed by a knowledgeable population, whose general verdict was positive towards their organisations.

The aim of section one was to investigate leadership style using questions adapted from the multifactor leadership questionnaire as to provide an assessment of transformational leadership.

The questions investigating *'individualised influence'* and *'inspirational motivation'* suggested that these interactions were commonly found within leadership practices of the samples surveyed. Interestingly the questions investigating *'intellectual stimulation'* and *'individualise consideration'* however were evidently ranked lower. This suggests that *'inspirational influence'* and *'inspirational motivation'* are often practiced by leaders whereas a smaller proportion of leaders exhibited *'individualised consideration'* and *'intellectual stimulation'*. Therefore it can be inferred that leaders that do exhibit all four of these aspects are predominantly transformational, and those leaders who fall short of the final two appear to be more transactional in their leadership approach.

The second section of questions acted to provide data regarding the individual organisation's whistle-blowing policy. The results for this section were predominantly positive with the average rating for these section being 'Agree' or 'Strongly agree'. This suggests that the organisations which the respondents belong to have created comprehensive internal whistle-blowing procedures in line with the advice issued by ACAS which allows a range of reporting methods, allows for user anonymity, and affords protection for whistle-blowers from any forms of detriment throughout the duration of the claim. Where organisations have comprehensive whistle-blowing frameworks in place and employees are informed about how and when to use such processes, these procedures become a safety net for risk management.

Throughout this section there were a small proportion of responses that *'Disagree'* with the claims, this response was visible throughout all of the questions within this section and lead to suggest that the individuals who disagree with such statements may belong to an organisation that does not have sufficient or accessible means to report concerns without the fear of retaliation or detriment.

The third section of questions acted to provide data regarding the individual organisation's attitudes towards whistle-blowing. Again, the responses were mostly positive with responses *'Strongly agree'* and *'Agree'* gaining a majority of responses overall, indicating that a high proportion of organisations have cultures that welcome whistle-blowing and support employees to raise concerns through internal measures. This view was confirmed with the result of Q6 where 53% of the sample responded *'Strongly agree'* or *'Agree'* to the statement *'I feel confident using internal reporting measures to report organisational wrongdoing.'*

Section three contains the highest number of *'Neither agree or disagree'* responses accounting to between 15% and 40% of responses for each question. This could be caused by some possible ambiguity in the questions asked within this section, or alternatively could be explained by a lack of familiarity with whistle-blowing activities within individual organisations. Particularly this could be the case for younger or less experienced individuals within the chosen population.

The most curious result within this section was that in reference to Q3, 32.5% of respondents stated that they disagree with the claim that they would be afraid of retaliation from colleagues if they raised a serious issue. Additionally only one respondent (2.5%) commented that they *'seriously disagree'* with this contention compared to 37.5% of respondents indicating that they *'Agree'* with this claim. This suggests that the organisational cultures of individuals within the selected sample are diverse in terms of the perceived threat of retaliation following a whistle-blowing claim.

Finally, in the fourth section of the survey respondents were asked to offer their thoughts on the relationship between leadership style and organisational culture towards whistle-blowing in an open ended text box. For this section there were a total of 19 respondents (47.5%) out of a possible 40.

Many of the responses were similar and promoted open organisational cultures and strong leadership which encourages openness and transparency. Given that the surveyed sample were studying towards CIPD qualifications it can be presumed that they would be familiar with best practice concerning whistle-blowing procedures and as such the responses affirmed this. However, there were a small number of examples that expressed a lack of trust with their fellow colleagues and a false sense of transparency within their organisational cultures. One specific example states that *'I will leave as soon as I can because I don't trust anyone'*. This acts as a textbook example of

the results of a negative and oppressive organisational cultures on employees, a destructive work environment can lead to feelings of isolation and can lead to individuals becoming disenfranchised with the organisations that they are a part of.

5.5 Implications of Findings

5.5.1 Business Practitioners

The findings of this research indicate that of the sample selected the majority of individuals were confident in their employer's internal whistleblowing measures and felt that their leaders would protect individuals that chose to raise concerns. These findings are in line with expectations following the literature review in chapter 2. However it must be noted that throughout the sample there were a consistent number of responses that indicated a lack of confidence in organisational processes and a complete lack of constructive leadership. This shows that the culture of other organisations may vary greatly. Additionally this suggests that organisational culture plays a key role in the way that employees perceive an organisation and their place within it. Wherever possible business organisations should strive to achieve best practice in terms of transparency, openness to criticism, and supportive internal measures that allow employees to raise potential issues of misconduct without the fear of retaliation in order to maintain their competitiveness within the business environment.

5.5.2 Management Trainers

This research investigation has acted to confirm the conclusion of chapter 2, which proposes that followers respond positively to leaders who welcome the involvement of their followers and act quickly to deal with concerns as they are raised. By taking active steps to shield the whistle-blower from all forms of retaliation from peers, leaders can uphold the consistency of dealing with concerns raised in a constructive and sensible manner. In this case internal whistle-blowing becomes redundant as any issues raised would be swiftly handled, in turn eliminating the need for extensive internal whistle-blowing procedures. Management trainers should work to incorporate 360 degree feedback and stakeholder management into training programmes so that future leaders are equipped with the aptitude to consider the implications of business processes on a wide range of stakeholders before making business decisions. Additionally 360 Degree feedback can present an open dialogue between leaders and their followers and can act to eliminate concerns before they become heightened.

5.6 Recommendations for Future Research

This research investigation has been carried out using a quantitative approach to data collection, future research in this area could adopt a mixed methods approach including a collection of both quantitative and qualitative data for analysis. A mixed method approach would allow the investigator to triangulate data bringing together the different strengths of the two methods.

All of surveyed population within the study resided within Wales, In order to investigate a difference in regional culture this investigation could be carried out in other areas of the United Kingdom including England, Scotland, or Northern Ireland to investigate whether there are differences between regional cultures regarding the key topics within this investigation.

The data collection exercise was carried out on practicing HR managers to draw their views of organisational culture, leadership, and whistle-blowing policies. It would be interesting in the future to survey general managers across different business functions to explore whether their perceptions of these key issues are similar, and if not why they differ.

The primary investigation within this project used a survey to elicit the views of practicing HR managers and the data was used for analysis to draw conclusions, perhaps future research could conduct a comparative case study where a small number of cases in their real life context are selected, and scores obtained from these cases are analysed in a qualitative manner. A comparative case study may present more useful information in terms of comparing organisational whistle-blowing policies and leadership styles.

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Appendix 1 – Final Questionnaire Layout

Participant Information

This research project is taking place as part of a dissertation for an undergraduate BA (Hons). Management and Leadership degree. The aim of the project is to investigate whether leadership style within an organisation has any effect on that organisations culture regarding internal whistle-blowing procedures.

The data collected from this questionnaire will be analysed and informed by the academic literature in order to widen the discussion around the effect of leadership style on organisational culture, specifically internal whistle-blowing.

You will firstly be asked questions derived from the multi-factor leadership questionnaire (MLQ) to provide a measurement of transformational leadership.

Secondly, you will be asked a series of questions relating to your organisation's whistle-blowing policy.

The questionnaire will then go on to ask a series of questions relating to your organisation's culture and more specifically organisational attitudes towards internal whistle-blowing procedures.

You will have a chance to offer your thoughts on the relationship between leadership style and organisational culture towards whistle-blowing in the final section.

Withdrawal, anonymity, and confidentiality

Note that by completing this questionnaire, you are giving your consent for the information collected to be used within this study only. Your information will not be shared with any third parties.

As this is a sensitive topic every effort has been made to ensure that all data collected from questionnaires will remain completely anonymous. There are no questions within the survey that would allow in any way for your responses are linked back to you or your organisation.

We ask that you do not write your name or any other identifying information in your questionnaire responses. Once this questionnaire has been completed and returned you will not be able to withdraw your responses.

The credibility of the researcher as a student can be verified by the dissertation supervisor:
Steve Griffiths,
Assistant Dean Faculty of Business and Management,
Swansea Business School,
University of Wales Trinity Saint David,
High St, Swansea, SA1 1NE,
E-mail: steve.griffiths@uwtsd.ac.uk,
Tel: +44 (0) 1792 481118.

Leadership Style

**Firstly, this set of questions are to identify your organisation's leadership style.
Please select the most appropriate response to each question below.**

1. How often does your organisation's leader participate in the following activities

	Frequently, if not always	Frequently	Sometimes	Once in a while	Not at all
Displays conviction in his/her ideals, beliefs, and values	☐	☐	☐	☐	☐
Articulates a compelling vision of the future	☐	☐	☐	☐	☐
Clarifies a central purpose underlying our actions	☐	☐	☐	☐	☐
Talks enthusiastically about what needs to be accomplished	☐	☐	☐	☐	☐
Focuses my attention on "what it takes" to be successful	☐	☐	☐	☐	☐
Expresses his/her confidence that we will achieve our goals	☐	☐	☐	☐	☐
Encourages me to express my ideas and opinions	☐	☐	☐	☐	☐
Seeks differing perspectives when solving problems	☐	☐	☐	☐	☐
Provides useful advice for my development	☐	☐	☐	☐	☐
Treats each of us as individuals with different needs, abilities, and aspirations	☐	☐	☐	☐	☐

Organisations whistle-blowing policy

This second set of questions are related to your organisations whistle-blowing policy.
Please select the most appropriate response to each question below.
(Section drafted by the researcher)

2. Organisation's whistle-blowing policy

	I strongly agree	I agree	Neither agree or disagree	Disagree	Strongly Disagree
My organisation has clear standards of behavior that all employees adhere to and management are willing to hold all to these explicit expectations	☐	☐	☐	☐	☐
There is a clear code of ethics in action, not merely a written description of expected behaviors	☐	☐	☐	☐	☐
I am aware of my how to raise issues of misconduct within my organisation	☐	☐	☐	☐	☐
My organisation actively informs and trains all staff regarding internal reporting measures	☐	☐	☐	☐	☐
My organisation actively support and promote colleagues to raise issues internally	☐	☐	☐	☐	☐
My organisation has a range of channels of communication which respect the reporter's anonymity	☐	☐	☐	☐	☐

3

Organisations attitude towards whistle-blowing

Almost finished! This set of questions are to understand your organisations culture, regarding internal whistle-blowing. .

Please select the most appropriate response to each question below.

(Section drafted by researcher)

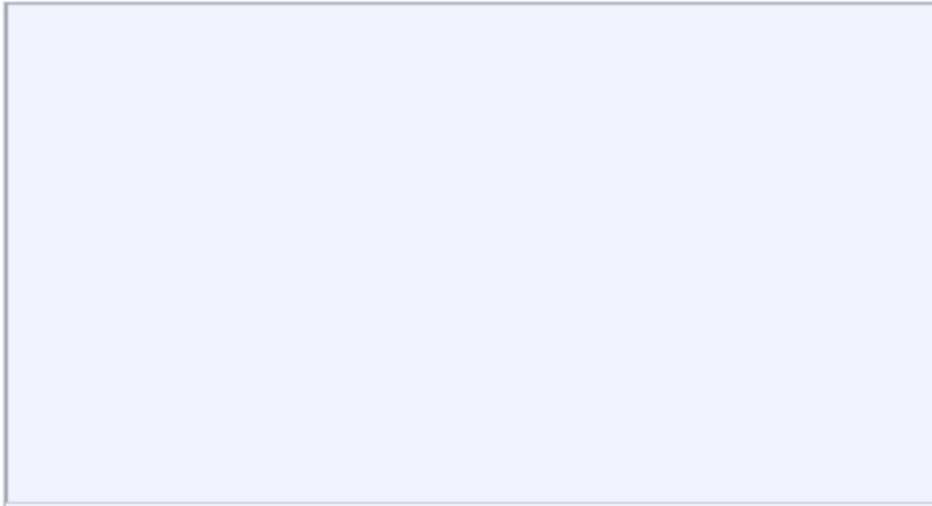
3. Organisations attitudes towards whistle-blowing

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I feel confident that leaders in my organisation would safeguard any employee throughout reporting concerns of wrongdoing	☐	☐	☐	☐	☐
I know of colleagues who have used internal reporting procedures and received positive results	☐	☐	☐	☐	☐
I am afraid of retaliation from colleagues if I raise a serious issue internally	☐	☐	☐	☐	☐
Leaders in my workplace take a zero tolerance stance on bullying and harassment	☐	☐	☐	☐	☐
I believe leaders within my workplace will act quickly and exactly with disclosures	☐	☐	☐	☐	☐
I feel confident using internal reporting measures to report organisational wrongdoing	☐	☐	☐	☐	☐

P138685

Finally

4. Please state any thoughts on the importance of leadership, culture, and whistle-blowing, either from your experience or your observations.



5

Appendix 2 – Excel Spreadsheet of Data Collected From Survey

Actual Raw Data Collected from Survey

Disertation Survey Results (Compatibility Mode) - Excel

How often does your organization's leader participate in the following activities?

Survey Actual Data

Quantified Raw Data Collected from Survey

Disertation Survey Results (Compatibility Mode) - Excel

How often does your organization's leader participate in the following activities?

Survey Quantified Data

Appendix 3 – Completed Ethics Form



PRIFYSGOL CYMRU

Y Drindod Dewi Sant

UNIVERSITY OF WALES

Trinity Saint David

E3 FORM

APPLICATION FOR ETHICAL APPROVAL – BA level

CAIS AM GYMERADWYAETH MOESEGOL – Lefel BA

Mae'r ffurflen hon i'w chwblhau gan bob BA myfyrwr. Rhaid i bob ffurflen gael ei ystyried gan diwtor y modiwl.

Dylai un copi o'r ffurflen yn cael ei roi ar y ffeiliau Gyfadran ac un copi cadw ar y ffeil myfyrwr.

This form is to be completed by all BA students conducting research, projects or productions. This form should be completed by the student. All forms must be considered by the Module tutor. A copy of the form must be kept centrally and on the student file.

ADRAN 1 – MANYLION MYFYRIWR

SECTION 1 - STUDENT DETAILS

Enw Llawn Full Name	Steven Vanstone		
Ysgol/Cyfadrn/ School/Faculty	Business	Rhif Myfyriwr Student Number	P138685
Cydlynnydd prosiect / Tiwtor Module Tutor/ Programme Co-ordinator	Jayne Woodman	Enw'r Gradd Name of Degree	Management and Leadership
Teitl dangosol yr Traethawd Hir:		Indicative Title of Dissertation:	

'An Evaluation of How Leadership Style Might Affect Attitudes Towards Whistle Blowing Within an Organisation.'

ADRAN 2 – MANYLION CYFRANOGWYR / SECTION 2 - PARTICIPANT / AUDIENCE CYNULLEIDFA DETAILS

Pwy yw'r cyfranogwyr arfaethedig?	Who are the intended participants?	Ydw / Yes	Na / No
Myfyrwyr / staff Y Drindod Dewi Sant	Students / staff of Trinity Saint David	/	
Oedolion (dros oed 16 ac yn gymwys i gydsynio)	Adults (over the age of 16 and competent to give consent)	/	
Plant a phobl ifanc dan oed	Children / legal minors		/
Cleifion neu gleientiaid gweithwyr proffesiynol	Patients or clients of professionals		/
Rhywun sy'n cael ei gadw yn y ddalfa neu y mae'r llys wedi cymryd cyfrifoldeb amdano	Anyone in custodial care or for whom the court has assumed responsibility		/
Aelod o unrhyw sefydliad lle mae'n bosibl bod angen i unigolyn arall hefyd gydsynio.	A member of any organisation where another individual may also need to give consent.		/
Eraill: Nodwch: / Others: please identify:			

Nifer, Oed a Ffynhonnell y Cyfranogwyr Rhowch fanylion yr demograffeg y cyfranogwyr / gynulleidfa.			Participant / Audience Number and Age Provide details of the demographics of the participants / audience.
Nifer o Gyfranogwyr / yn y Gynulleidfa	Participant/ number	Audience	30
Grŵp oedran y Cyfranogwyr/y Gynulleidfa	Participant/ age group	Audience	18-60

ADRAN 3 – GWEITHGAREDD YMCHWIL SECTION 3 – RESEARCH ACTIVITY

1.	Ydy'r prosiect yn cynnwys:	Does the project include:	Ydy / Yes	Nac ydy/No
	Defnyddio holiadur neu offeryn ymchwil tebyg	Use of questionnaire or similar research instrument	/	
	Defnyddio prawf ysgrifenedig neu gyfrifiadurol	Use of written or computerised test		/
	Cyfweiliad (cysylltwch gwestiynau posibl)	Interview (attach provisional questions)		/
	Dyddiaduron	Diaries		/
	Arsylwi ar gyfranogwyr a hwythau'n ymwybodol o hynny	Participant observation with their knowledge		/
	Arsylwi ar gyfranogwyr a hwythau ddim yn ymwybodol o hynny	Participant observation without their knowledge		/
	Recordio fideo neu sain	Video or audio-taping	/	

Mynediad i wybodaeth personol neu gyfrinachol heb gydsyniad penodol y cyfranogwyr	Access to personal or confidential information without the participants specific consent		/
Defnyddio unrhyw gwestiynau, ysgogiadau prawf, cyflwyniad y gallai rhai cyfranogwyr eu profi fel rhywbeth sy'n achosi niwed / tramgwydd corfforol, meddyliol neu emosiynol	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive		/
Cyflawni unrhyw weithredoedd allai achosi embaras neu effeithio ar hunan-barch	Performance of any acts which may cause embarrassment or affect self-esteem		/
Ymchwilio i gyfranogwyr sy'n ymwneud â gweithgareddau anghyfreithlon	Investigation of participants involved in illegal activities		/
Gweithdrefnau lle defnyddir twyll	Procedures that involve deception		/
Gweini unrhyw sylwedd, cyfrwng neu blasebo	Administration of any substance, agent or placebo		/
Dull arall o gasglu data neu fformat cyflwyno (esboniwch)	Other method of data collection or presentation format (please explain)		/

2.	Restru eich dull o gasglu data	List your method of data collection:
Online Survey, Focus group		

3. Risg Posibl: (corfforol, seicolegol, cyfreithiol, cymdeithasol neu economaidd)		Potential Risk: (physical, psychological, legal, social or economic)	
A oes unrhyw risg bosibl i:		Is there any potential risk to:	Ydw / Na / Yes / No
A	Cyfranogwyr?	Participants?	/
B	Ymchwilydd?	Researcher?	/
C	BrifYsgol/Cyfadrn?	University?	/

4. Rheoli Risg: Os oes, beth yw'r risg a sut y bydd yn cael ei reoli?	Management of Risk: If yes, what is the risk and how will it be managed?

5. Os ydych yn delio â phlant a / neu oedolion agored i niwed, rhaid i chi gyflwyno eich tystysgrif DBS i'ch tiwtor goruchwyllo i'w cymeradwyo cyn i unrhyw gysylltiad â cyfranogwyr hyn.	If you are dealing with children and/ or vulnerable adults you must present your DBS certificate to your supervising tutor for approval before any contact with these participants.		
		Ydw / Na / Yes / No	
A	Ydych chi wedi gwneud cais am dystysgrif DBS?	Have you applied for a DBS certificate?	/
B	A yw eich tiwtor weld a'i gadarnhau eich tystysgrif DBS?	Has your tutor seen and approved your DBS	/

		certificate?		
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6.	A fyddwch yn cael cydsyniad gwybodus ysgrifenedig gan eich cyfranogwyr?	Will you obtain written informed consent from your participants?		
			Ydw / Yes	Na / No
A	Os na fyddwch, pam hynny?	If no, why not?		/
B	Os byddwch, sut byddwch yn sicrhau cydsyniad gwybodus?	If yes, how will you secure informed consent?		
Rhowch eglurhad / Please explain: All recoded data will remain anonymous				
Cynhwyswch gopi o'r ffurflen gydsynio os ydych yn defnyddio un.		Please include a copy of the consent form if you are using one.		

ADRAN 4		SECTION 4	
CEFNOGWYD /APPROVED		NIS CEFNOGWYD/ NOT SUPPORTED	
Datganiad Mae'r wybodaeth a gynhwysir yma yn gywir, hyd eithaf fy ngwybodaeth a'm cred. Rwyf wedi ceisio dynodi unrhyw risgiau a phroblemau sy'n gysylltiedig â'r prosiect / ymchwil neu gynhyrchiad ac rwyf yn cydnabod fymrwymadau innau a hawliau'r cyfranogwyr.		Declaration The information contained herein is, to the best of my knowledge and belief, accurate. I have attempted to identify any risks and issues related to the project/research or production and acknowledge my obligations and the rights of the participants.	

Llofnodau

Dylai'r ffurflen hon gael ei chwblhau a'i llofnodi gan y myfyriwr a'r Cydlynnydd y prosiect /Twitor

Signatures

This form should be completed and signed by the student and the Module tutor/Programme Co-ordinator.

Myfyriwr / Student	Dyddiad: / Date:
Steven Vanstone	17/11/15
Cydlynnydd y prosiect /Twitor	Dyddiad: / Date:
Project co-ordinator / Tutor	