Leading MSMEs Through Times of Uncertainty: The Impact of Responsible Leadership on Employee Resilience and Well-Being

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DECLARATION

I certify that, to the best of my knowledge, this thesis represents my research efforts and that I have not used any other sources than those acknowledged. Any portion quoted from other sources is adequately cited. This thesis has not been submitted to any other university programme.

Nattanapa Veesapen

September 2023

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STATEMENT OF ORIGINALITY

I hereby certify that all of the work described within this dissertation is the original work of the author. Any published (or unpublished) ideas and/or techniques from the work of others are fully acknowledged in accordance with the standard referencing practices.

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ABSTRACT

Responsible leadership (RL) involves making ethical and transparent decisions that prioritise the best interests of all stakeholders, including employees, consumers, and the community (Maak and Pless, 2006; Pless, 2007). It is distinguished by the qualities of empathy, integrity, and a commitment to long-term sustainability rather than short-term gain (Maak and Pless, 2006; Pless, 2007; Voegtlin, 2016). This study aims to investigate the impact of RL on employees' resilience and well-being during times of uncertainty. The three parts of this study have significant theoretical and practical implications, The review of literature indicates wide research gaps with a lack in research on the effects of RL on employee performance through times of uncertainty. Existing research focuses primarily on larger firms and overlooks smaller enterprises in unique cultural context such as the MSMEs in Thailand. Therefore, the first study focuses on the systematic literature review (SLR) of RL and is based on the framework of the ABC model, which has been used as the foundation in this five-step analytical approach, 74 empirical studies published between 2015 to February 2023 have been studied. The study indicates that RL is in an emerging stage of development. The findings also reveal that RL is a desirable leadership requirement of all kinds of businesses to embrace in changing situations. Drawing on The Social Identity Theory of Leadership (SITL), the second study explores the relationship between RL and employee resilience by examining the mediating role of leader group prototypicality and employee psychological empowerment. An online survey is conducted among 328 MSMEs employees in Thailand after the pilot study. The structural equation modeling analysis indicated that the RL effects on employee resilience is partially mediated by group prototypicality and psychological empowerment. Drawing on The Leader-Member Exchange theory (LMX), the third study investigates into the mediating role of trust in leaders and organisational justice between RL and employee well-being and the moderating role of transparent communication

in the relationship between RL and trust in leaders. The findings provide better guidance to alleviate existing RL practices in the context of Thai MSMEs in uncertainty business environment.

Keywords: Responsible leadership, employee resilience, leader group prototypicality, employee psychological empowerment, employee well-being, trust in leaders, organisational justice

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LIST OF ABBREVIATIONS

ABC	Antecedents, behaviour, consequences model
AMOS	Analysis of Moment Structures (software)
ASV	Average shared variance
AVE	Average variance extracted
CFA	Confirmatory factor analysis
CR	Composite reliability
CSR	Corporate social responsibility
EFA	Exploratory factor analysis
EMR	Employee resilience
EnvMP	Environmental management practices
EWB	Employee well-being
GI	Green initiative
HRM	Human resource management
IDL	Idealist
INT	Integrator
KMO	Kaiser-Meyer-Olkin
LGP	Leader group prototype
LMX	Leader-member exchange theory
MSA	Measure of sampling adequacy
MSMEs	Micro, small, and medium-sized enterprises
MSV	Maximum shared variance
OCB	Organisational citizenship behaviour
OCBE	Organisational citizenship behaviour for the environment
OPS	Opportunity seeker

ORJ	Organisational justice
PSM	Psychological empowerment
RL	Responsible leadership
RLC	Responsible leadership categorisation
SEM	Structural equation modelling
SITL	Social identity theory of leadership
SLR	Systematic literature review
SR	Social responsibility
TBL	Triple bottom line
TEC	Traditional economist
TIL	Trust in leadership
TRC	Transparent communication
UPB	Unethical pro-organisational behaviour
WDB	Work deviant behaviour

CHAPTER 1 – INTRODUCTION

Summary

This research aimed to explain the role of RL in employee resilience and well-being in times of uncertainty, particularly in the context of Thai MSMEs. Chapter 1 provides an introduction to and overview of the research. Specifically, it includes the research background, theories, methodology, and a summary of the overall structure. The chapter also includes the research objectives and the significance of the research. Chapter 2 provides a deeper understanding of the framework of the ABC model of RL at multiple levels of analysis through a systematic literature review. It synthesises eight years of RL-related research findings by analysing 74 empirical studies. The outcomes facilitated the conduct of empirical studies in Chapter 3 and Chapter 4 based on the theoretical findings. Chapter 3 comprises an empirical investigation into the extent to which leaders adjust their own responsible leadership to specific circumstances (e.g., crises and uncertainty) in order to promote employee resilience. The purpose of this research is to gain a better understanding of how employee resilience is facilitated by the RL behaviours of MSME business leaders and to investigate the mechanisms by which they do so. Chapter 4 empirically examines the processes by which leadership behaviour has an impact on employee well-being, specifically by considering the influence of RL on employee well-being, as this has significant direct and indirect effects on organisational performance and profitability. Therefore, the mechanism of the impacts of RL on employee well-being is studied. The overall conclusions are presented in Chapter 5. Conclusions regarding all the research objectives are incorporated into this section. The implications of the research and the scope for further research are also articulated in this chapter.

1.1 Overview

Leading through periods of uncertainty remains the ultimate responsibility of leadership. The increasing number of challenging issues around the world and the demand for ethical business practices from a variety of stakeholders are exerting significant pressure on business leaders (Voegtlin, 2016; Shi and Ye, 2016). Therefore, interest in the type of leadership that is responsible and accountable to both internal and external stakeholders, a concept known as responsible leadership (RL), has significantly increased (Maak and Pless, 2006; Shi and Ye, 2016; He, Morrison and Zhang, 2019; Marques *et al*., 2021). In addition, the topic of RL has gained greater recognition within the business sector (Stahl and Sully de Luque, 2014; Voegtlin, 2016; Shi and Ye, 2016; Marques, Reis and Gomes, 2018; Marques *et al*., 2021). As a consequence, there is a growing need to explore the mechanisms of RL. Despite the effect of RL on business performance being a well-researched area, there remain lesser-known facets to this topic. First, the framework relating to the antecedents, behaviours, and consequences of RL lack systematisation and categorisation (Haque, Fernando and Caputi, 2019c). This lack of systematisation and categorisation implies several issues. For example, the RL field may suffer from a lack of coherence, where various studies and theories address different aspects of RL without a unified structure. This fragmentation makes it difficult to build a comprehensive understanding of RL. Besides, without a systematic framework, researchers might use different terms or definitions for similar concepts, leading to confusion and difficulty in comparing studies. Furthermore, without rigorous categorisation of research on RL, generalising findings across many contexts or businesses might become difficult. This constrains the pragmatic utilisation of research discoveries.

Second, the study on the effect of RL on employee performance, particularly when businesses encounter a global crisis and other uncertainties, is limited. For example, the relationship between RL and employee resilience in times of crisis is not very clear (Haque,

Fernando and Caputi, 2019). Since no prior studies in the existing literature have explored the relationship between RL and employee resilience, this study aims to do so. Leadership theories often emphasize the role of leaders in fostering resilience among employees, but specific empirical studies on RL and resilience during crises are lacking (Avolio, Walumbwa and Weber (2009). In addition, no prior studies have explored the mediating impact of leader group prototypes and psychological empowerment on the aforementioned relationship through times of crisis (Spreitzer, 1995), which this study intends to do.

Third, there is evidence in the extent literature that RL does have an impact on employee well-being (He, Morrison and Zhang, 2019; Marques *et al*., 2021). However, these studies do not address both work-related and non-work-related employee well-being, which together include four dimensions: psychological, social, workplace, and subjective well-being. Moreover, research by Marques and colleagues (2021) highlights the benefits of RL on employee well-being but similarly falls short of addressing the comprehensive aspects of well-being and the interplay of trust, organizational justice, and communication. In addition, no prior research has examined the mediating effects of trust in leaders and organisational justice on the relationship between RL and employee well-being (He, Morrison and Zhang, 2019). Furthermore, the moderating impact of transparent communication on the relationship between RL and trust in leaders has never been explored (He, Morrison and Zhang, 2019).

Finally, no prior research has investigated the above-mentioned relationships in the context of MSMEs. The majority of studies investigated the direct and indirect effects of RL on employee outcomes without considering the context of uncertainty and ambiguity. MSMEs typically have fewer resources for leadership development and employee support programs (Campos, 2021; Nurani, Suganda, Hermina and Sutisna, 2023). RL can play a crucial role in optimizing these limited resources to enhance employee well-being. Moreover, the underlying cohesion of MSMEs implies that leadership styles can exert a more immediate and discernible

influence on employee well-being and organisational culture (Fawwaz, Ichsan, Anggraeni, and Fortunisa, 2023). Therefore, discusses resilience and the need for adaptive leadership in small businesses, underscoring the potential impact of RL in such settings. Consequently, a critical research gap exists in this regard.

Six research objectives were set in this research to address the above-mentioned research gaps (details of the research objectives are given in Section 1.4).

- To explore the antecedents, behaviours, and consequences of RL at multiple levels of analysis (Study 1).
- To examine the relationship between RL and employee resilience (Study 2).
- To examine the mediating role of leader group prototypicality and employee psychological empowerment in RL and employee resilience (Study 2).
- To explore the relationship between RL and employee well-being (Study 3).
- To examine the mediating role of trust in leaders and organisational justice between RL and employee well-being (Study 3).
- To examine the moderating role of transparent communication in the relationship between RL and trust in leaders (Study 3).

A number of mechanisms are employed to explore the research objectives listed above. The antecedent, behaviour, consequence (ABC) model of RL is the first mechanism to be investigated. Existing literature shows no evidence of a study examining RL in an uncertainty context. Consequently, this research addresses this critical research gap by studying the influence of RL on uncertain circumstances. This research also considers relevant contextual factors in relation to employee outcomes, particularly from the perspective of resilience and well-being. In other words, this study investigates how RL can build the resilience and increase the overall well-being of employees during times of uncertainty. In addition, the empirical part of this research explores MSMEs in a developing economy (Thailand), an area that has never

been explored in the existing literature. Consequently, this research contributes to the literature on RL and employee performance, firm strategy, and entrepreneurship, which will benefit practitioners such as researchers, educators, and policymakers.

In addition to its scholarly contributions, the findings of this research have practical implications for entrepreneurs or MSME owners who will be encouraged by the findings to focus more attention on enhancing their RL skills, which in turn will improve business performance by fostering employee resilience and well-being. Moreover, the findings also suggest that entrepreneurs or MSME owners can utilise their prototypicality and psychological empowerment to improve employee resilience. Also, the results instruct these business leaders on how to skillfully build trust and manage organisational justice in order to further enhance employee well-being.

As for policymakers and government sectors, the findings of this study can strengthen MSME development policies by creating responsible leadership programmes for entrepreneurs, as there is a scarcity of these types of programmes in Thailand.

The core concept of this research is introduced next in this chapter, followed by the critical theories used in the research. Following that, research objectives and questions will be provided, followed by the research model. Next, the structure of the research will be explained, followed by methodology, including approach, sampling, and data. Finally, the conclusion of this chapter will be presented.

1.2 The Concept of Responsible Leadership

1.2.1 The Emergence of Responsible Leadership

The practice of RL has come at a time when the traditional hierarchical set-up in organisations calls for a modern structure in which leaders are seen as the weavers of “different kinds of people into the fabric of society” (Maak and Pless, 2006, p. 104). Importantly, responsible leaders are at the centre of the stakeholders’ network, rather than at the top, as in

traditional hierarchical organisations (Maak and Pless, 2006; Pless, 2007). Voegtlin, Patzer and Scherer (2012) also claim that in a central positioning, leaders are more likely to access resources and obtain stakeholders engagement than when they are in the traditional, top position. Therefore, the metaphor of leaders as "bridge builders" (Maak, 2007) enhances the network of leader-follower relationships (Maak and Pless, 2006). In addition, the concept of RL has gained greater recognition and awareness among policymakers, educators, and global business leaders (Marques, Reis and Gomes, 2018). The shift in focus is attributed to the following reasons:

1) The emergence of crisis management on a global level for business leaders to comply with ethical business operations standards as a means to bring the concept of leadership to the forefront of business ethics research (Greige Frangieh and Khayr Yaacoub, 2017). Firms that focus solely on maximising profits are no longer acceptable in the international economic arena (Maak and Pless, 2006). Instead, firms are required to focus on the concept of ethics and responsibility to fulfil societal needs (Maak and Pless, 2006; Waldman and Galvin, 2008). This is vital, especially in a situation where pervasive management misconduct has eroded public faith and business leaders are under increasing scrutiny (Waldman and Galvin, 2008).

2) An increasing number of challenging issues around the world, such as greater complexity and connectedness in society, increasing awareness of public interest, environmental problems and so forth, are causing a serious problem with respect to trust in business leaders (Stahl and Sully de Luque, 2014).

3) Various stakeholders are pressuring organisations to practice ethically (Maak and Pless, 2006). Questions about the appropriateness of leaders are raised worldwide (Greige Frangieh and Khayr Yaacoub, 2017). These intensified pressures have led various organisations to launch a range of corporate social responsibility (CSR) initiatives to contribute

to the triple bottom line (TBL) of social, environmental, and economic sustainability (Witt and Stahl, 2016). In addition, leaders who bring the practices of business ethics, CSR, and sustainability into their organisation's cultures are specifically needed (Maak and Pless, 2006). Consequently, the type of leadership that is responsible has arisen. This creates "responsible leadership", with the foundation of integrating stakeholders into the corporate decision-making process in order to dedicate organisational efforts towards the development of society (Waldman and Galvin, 2008).

1.2.2 Definitions of Responsible Leadership

Discussion of how RL should be regarded has gained increasing attention, as there is yet to be a consensus on how it should be defined. This matter has been raised in various research projects (Pless and Maak, 2011; Waldman, 2011; Waldman and Balven, 2014). The issue was debated in an article written by Waldman and Siegel (2008) in *The Leadership Quarterly*, in which they define responsible leadership as the responsibility of managers to maximise the firm's profits and shareholder wealth. In other words, managers have an obligation to utilise the resources of the organisation efficiently in accordance with its facilities and strategic viewpoints to maximise the prosperity of the firm. In contrast, Waldman broadens the definition by writing that responsible leadership encompasses the needs of non-financial stakeholders. In 2015, the debate and discussion around the dimensions of RL allowed Muff, Liechti and Dyllick (2020) to produce a formal definition (based on Liechti, 2014):

> A responsible leader demonstrates a deep understanding of the interdependencies of the system and the own person, is distinguished by an ethical and values-based attitude, and able to build long-term relations with different stakeholders embracing their needs, while initiating change towards sustainable development. (Muff, Liechti and Dyllick, 2020, p.4)

However, in the face of growing societal and environmental challenges, along with higher civil society demands to overcome management crises, the definition of RL began to incorporate various perspectives (Muff, Liechti and Dyllick, 2020). Therefore, there is an

agreement that interaction with stakeholders and the scope of societal responsibilities should be important aspects of RL (Pless and Maak, 2011; Voegtlin, Patzer and Scherer, 2012; Doh and Quigley, 2014).

1.2.3 Responsible Leadership as a Paradigm Shift in Leadership Research

The existing definitions of leadership have been advanced by RL because it points out the way leaders use their power to meet the needs of all stakeholders (internal and external), not just those of their employees. The RL model first introduced by Maak and Pless (2006) in the *Journal of Business Ethics*, acts as a significant grounding for almost all of the articles that followed in the next few years (Voegtlin, 2016). As remarked by Maak and Pless (2006, p. 103), RL acts as a new paradigm shift in leadership theory and is perceived as "a relational and ethical phenomenon, which occurs in the process of social interaction particular with those who affect or are affected by leadership and have a stake in the purpose and vision of the leadership relationship". From this perspective, RL signifies the harmonisation of external needs and the expectations of stakeholders with leaders' internal integrity to serve multiple contexts. A roles-oriented model presented by Maak and Pless (2006; 2009) illustrates the differentiation in the roles of responsible leaders and other roles of business leaders when organising within stakeholder connections. RL is derived from stakeholder theory, with an ethical focus whereby employees are viewed as primary stakeholders by a responsible organisation (Freeman, 1994; Freeman, Wicks and Parmar, 2004). In addition, RL is frequently considered as an "umbrella concept to rethink the concept of leadership in the context of stakeholder theory" (Gond *et al*., 2011, p. 116).

1.2.4 Responsible Leadership as a New Business Management Phenomenon

The concept of responsible leadership links leadership, CSR, sustainability, and ethics to business performance (Doh and Stumpf, 2005; Maak and Pless, 2006). Since the first call

for responsible leadership in 2006, RL has rapidly grown and emerged as a movement and research field with substantial practical significance (Doh and Stumpf, 2005; Maak and Pless, 2006; Pless and Maak, 2022a; 2022b). RL is contributing to addressing significant societal challenges, with the intention of bettering the world (Maak and Pless, 2006; Pless and Maak, 2022a; 2022b). The increasing number of business leaders who are required to react to global change requires a new leadership style that emphasises relational intelligence, incorporation of stakeholders, commitment to the common good, and societal impact (Pless and Maak, 2022a; 2022b). In other words, many business leaders have realised that a transforming world requires a new leadership style that emphasises societal impact and commitment to the common good (Maak and Pless, 2006; Pless and Maak, 2022a; 2022b). Leaders need to realise that their organisations operate in multi-stakeholder environments and that many of these stakeholders may have legitimate claims that should be considered through inclusive value creation (Pless and Maak, 2022a; 2022b).

1.2.5 The Relationship Between Responsible Leadership and CSR

Leadership and CSR are two of the most widely studied topics and have generated extensive literature. However, confusion abounds due to the overlapping of definitions. Dahlsrud (2008) analysed the content of 37 definitions of CSR and identified five dimensions: stakeholder, social, economic, voluntariness, and environmental. Each dimension is a multilayer concept with different responsibilities: economic (to gain profits); legal (to obey the law), ethical (to act rightly, justly, and honestly), and philanthropic (to be a good citizen).

Ideologically, an organisation can be a positive force in facilitating social changes while generating returns on investment from CSR initiatives. Furthermore, as cited by Font, Garay and Jones (2016), CSR activities benefit a company's social legitimacy and appeal to the socio-cultural norm of its institutional environment. Responsible leadership goes beyond ethical perspectives, and can be understood as "a relational [and purpose-driven] influence process

between leaders and stakeholders geared towards the establishment of accountability in matters pertaining to organisational value creation" (Maak, Pless and Voegtlin, 2016, p. 464). From this perspective, RL and CSR are not the same thing, but are relevant to and correlates of each other.

At the firm level, CSR refers to actions or policies that promote social good, whereas RL operates at an individual level, whereby leadership thrives on meeting social missions (Waldman, 2014). When organisations use CSR as an instrument for improving performance, they consider the leadership role as an essential element in achieving better organisational and social outcomes (Maak and Pless, 2006). Conversely, firms need leaders who can embrace an ethical business performance to successfully secure CSR practices (Waldman *et al*., 2006). Therefore, responsible leaders assist firms in driving CSR and performance into action (Székely and Knirsch, 2005; Pless, Maak and Waldman, 2012; Filatotchev and Nakajima, 2014).

The emerging view of RL as linking to CSR comes from several studies by researchers such as Doh and Stumpf (2005), Maak and Pless (2006), and Waldman and Galvin (2008). These studies reflect the prevalence of globalisation challenges confronting organisations and raise calls for more responsible leaders. In these circumstances, business leaders are now expected to be more accountable for responsibility toward social and environmental phenomena beyond the economic issues (Baranova and Meadows, 2017). This significant integration of the concepts of CSR and leadership has emerged as a critical point that reinforces a greater understanding of RL (Maak and Pless, 2006). In addition, recent papers from both disciplines (i.e., CSR and leadership) have shared their interests in scholarly exchanges, since both areas of the literature enable the provision of a better-defined organising framework for researchers and stronger understanding of the relationship between the concepts of leadership and CSR (Maak and Pless, 2006). Waldman *et al*. (2006) argue that leaders who are involved

effectively in ethical business practices will, in parallel, lead firms to perform well in respect of CSR. This in turn accelerates the role of RL in developing firms' environmental management strategies (Aguilera *et al*., 2007), sustainable development (McWilliams, Siegel and Wright, 2006), corporate reputation (Turban and Greening, 1997), and financial performance (McWilliams and Siegel, 2011).

In recent years, many organisations that have experienced global pressure to focus more on the issue of social responsibility (SR) have embraced a definition that encompasses corporate actions as a strategic means to advance the desires of both stakeholders and shareholders (Waldman, Siegel and Stahl, 2020; Deng *et al.*, 2022). This is clear in the formulation of SR strategies implemented by managers/leaders (Waldman, 2014). In this sense, the study of RL is distinguished from CSR research because the former concerns improvement in corporate responsibility and sustainability issues. These types of involvement allow RL to generate beneficial relationships with all relevant stakeholders and facilitate the adoption and application of ethical principles which allow the creation of sustainable values and positive social change (Miska and Mendenhall, 2018).

As maintained by Waldman and Galvin (2008), responsibility is missing from established leadership descriptors that appear to be the core concept of effective leadership. In addition, some researchers have mentioned that established leadership remains principally focused on the relationship between leader and employees (Bass, 1990; Rost, 1993; Yukl, 2010). However, the established leadership does not take into account stakeholder (both internal and external) interactions, which become vital for capturing the legitimacy of an organisation (Freeman, Wicks and Parmar, 2004). Crucially, from the RL perspective, stakeholders embrace a broad array of different interest groups, encompassing shareholders, employees, customers, the environment, the broader community, or a notion within which the organisation operates. Consequently, these leaders need to concern and balance their decision

making with meeting the needs and expectations of each of these groups or interests, as each perspective is valid and legitimate (Freeman, Wicks and Parmar, 2004). In such a challenging context, RL becomes a new demand that reduces complexity and uncertainty, bringing desirable scenarios for the future that need to be shared by leaders (Marques, Reis and Gomes, 2018). Moreover, organisations are today no longer solely evaluated by their financial performance, but also in terms of accountability and responsibility (Kooskara, 2010). Hence, the idea that organisations require responsible leaders is becoming more common. Inevitably, as noted by Shi and Ye (2016), the responsibility and ethical behaviours of managers and leaders have received greater attention in the last decade. This phenomenon of strong organisational responsiveness has, according to Pfeffer (2015), been under greater public scrutiny than before. As further suggested by Tiba, van Rijnsoever and Hekkert (2018), this challenging issue is also encountered by entrepreneurs who establish firms and adopt socially responsible practices. According to this paradigm, financial benefit will no longer be the main factor of success (PWC, 2016). As such, the requirements of leaders to act responsibly, respectfully, and accountably have become key characteristics of interest in business (Pless, 2007; Maak and Pless, 2009). However, these expectations pose some difficulties for business leaders with regard to how they should perform and think that are far beyond what is usually required of these individuals (Maak and Pless, 2009).

The evolution above illustrates RL as primarily driver in enhancing the relationship of leaders towards others or to those for whom they should be responsible (e.g., shareholders and stakeholders) and meeting their interests concerning society and the environment (Maak and Pless, 2006; Waldman and Galvin, 2008; Pless, Maak and Stahl, 2011). This aspect has also been identified by various scholars who have maintained responsible leaders' different perspectives are influenced by the extent of their interests in stakeholders and the scope of

societal responsibilities, which distinguishes RL from theories of CSR and leadership (Maak and Pless, 2006).

1.2.6 Responsible Leadership and Other Leadership Styles

In comparison with other values-based leadership approaches, such as ethical leadership (Treviño, Brown and Hartman, 2003; Brown, Treviño and Harrison, 2005; Brown and Treviño, 2006), transformational leadership (Bass, 1985; Bass and Avoloi, 1995), authentic leadership (Luthans and Avolio, 2003; Gardner, Avolio and Walumbwa, 2005), and servant leadership (Greenleaf, 1977; 2002), RL has been viewed as a broader and more comprehensive leadership style (Pless and Maak, 2011). Marques, Reis and Gomes (2018) recognise RL's distinctive characteristics that vary from other perspectives of leadership styles. First, the above-mentioned leadership styles solely focus on the relationship between leader and subordinate inside the organisation (Pless and Maak, 2011; Miska and Mendenhall, 2018). In contrast, RL terms followers as stakeholders, both inside and outside the organisation, who have legitimate claims on its corporate activities (Waldman, 2011; Voegtlin, 2016), whereas the above-mentioned leadership approaches focus on owners or shareholders as their only legitimate body (Miska and Mendenhall, 2018). In this type of condition, RL is considered a social and relational phenomenon that broadens the leader-follower relationship, described by Maak and Pless (2006, p. 40) as "the art of building and sustaining good relationships to all relevant stakeholders". In other words, a concern with and a balancing of the needs and expectations of multiple stakeholders reflect an important aspect based on the stakeholders' perspectives of RL.

Second, Pless and Maak (2011) pinpointed a distinct difference between RL the other values-centred leadership approaches referred to earlier. Pless and Maak (2011) maintain that RL improves the effectiveness of both employees and organisations. Simultaneously, it seeks to achieve the relational aspect of a leader-stakeholder. This, in turn, signifies the contrast

between RL and an ethical leadership style in terms of the direction leaders take to improve leadership outcomes. From the perspective of transformational leadership, RL focuses on a broader range of stakeholders' satisfactions with and responses to higher social objectives, whereby responsible leaders consider the needs of stakeholders from within and outside the organisation. RL is less individualistic and values the aspect of leadership in terms of inclusion, collaboration, and stakeholder integration (Pless and Maak, 2011). Based on the perspective of motivations and focus, leaders who follow servant leadership both develop and serve their followers (Van Dierendonck and Nuitten, 2011). In comparison, leaders who apply RL understand the principles of following the right thing to do in order to generate and sustain both business and social values (Pless, Maak and Waldman, 2012). As for authentic leadership, the purpose of this leadership style is to build consistency between personal lives and actions in an organisation through the leader's performance and behaviours (Freeman and Auster, 2011). As such, instead of being inspired to reach ethical and sustainable performance for the corporation and its stakeholders, leaders are differentiated with having different views in their personal and professional lives (Pless, Maak and Waldman, 2012). However, there are some overlaps between values-based leadership styles and RL. Take, for example, authentic and transformational leadership styles, which are directly or indirectly linked to business sustainability and social responsibility (Metcalf and Benn, 2013). In addition, RL corresponds to authentic leadership, as both styles desire to do what is ethically correct and deploy moral traits such as trustworthiness and integrity (Freeman and Auster, 2011).

Despite the differences, there are some similarities between RL and transformational leadership in the areas of leaders' common notion of vision, inspiration, and intellectual stimulation (Pless and Maak, 2011). Significantly, transformational leaders motivate followers to higher standards of ethical responsibility by inspiring them to transcend their self-interest for the good of the team, organisation, and community (Stahl and Sully de Luque, 2014). As

with RL, servant leadership emphasises the leader's association with followers through empathy, ethical behaviour, and acceptance. The latter applies relational intelligence to connect with people (van Dierendonck and Nuijten, 2011).

Third, RL is a unique entity in leadership theory because of its strong linkage to the notion of responsibility (Maak and Pless, 2006) and acting responsibly for the greater good (Walsh, Weber and Margolis, 2003). Reinforcing this concept, Pless, Maak and Stahl (2011) added that RL focuses on society and the environment, sustainable value creation, and positive change. Traditional forms of leadership, such as ethical leadership, do not sufficiently acknowledge the surrounding environment in which leaders operate and the stakeholders with whom they interact (Voegtlin, 2016). The relationships of responsible leaders are defined by their inherent moral responsibility to be responsive and accountable to all stakeholders and their interests (Maak and Pless, 2006). At the same time, RL sustains an ethical perspective (Voegtlin, Patzer and Scherer, 2012) and associates responsible actions with what is correct, ethical, or favourable (Walsh, Weber and Margolis, 2003). Table 1.1 presents a summary of the comparison between RL and different leadership-oriented approaches. The areas of focus, as well as overlapping characteristics, are highlighted.

Table 1.1 RL in comparison with other leadership-oriented approaches

Leadership approach	Interaction	Area of focus
Transformational leadership	Followers within the organisation	"leaders and followers raise one another to higher levels of morality and motivation" (Burns, 1978, p. 20).
Transactional leadership		"motivates followers by appealing to their self-interest and exchanging benefits" (Yukl, 1981, p.321).
Servant leadership		Fulfilling the needs of followers who are the primary concerns of organisations (Greenleaaf, 1970; Patterson, 2003).
Authentic leadership		"greater self-awareness and self-regulated positive behaviours on the part of leaders and associates, fostering positive self-development" (Luthans and Avolio, 2003, p. 243).
Ethical leadership		"the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships" (Brown, Treviño and Harrison, 2005, p. 120).
Responsible leadership	A multitude of stakeholders inside and outside the organisation	Focuses on the notion of responsibility, society and the environment, sustainable value creation, and positive change on the global scale (Maak and Pless, 2006).

1.3 Responsible leadership and uncertainty in Thai MSMEs

Uncertainty refers to the state of being unsure about future events and outcomes (Knight, 1921; Coulson, 2024; Petrova, 2024). It encompasses situations where the likelihood of different outcomes is unknown, making it difficult to predict what will happen (Andersen, Vedøy and Dehlin, 2024). Uncertainty can arise from various factors, including incomplete information, complex systems, and unpredictable external influences (Lapshun and Fusch, 2023; Petrova, 2024). In the context of Micro, Small, and Medium Enterprises (MSMEs), uncertainty refers to the unpredictability and potential variability in the business environment that can affect the operations and outcomes of these enterprises (Subagio, 2024; Susilawati, 2024). This uncertainty can stem from multiple sources, including economic conditions, market dynamics, regulatory changes, and technological advancements (Sharma and Sharma, 2024; Sunyoto, 2024). For MSMEs in Thailand, uncertainties can arise from various sources such as economic fluctuations, regulatory changes, technological advancements, and socio-political factors (UNCTAD, 2021). Responsible leadership can play a critical role in navigating uncertainties by prioritising ethical decision-making, which can help build trust with stakeholders (Maak and Pless, 2006; Waldman and Galvin, 2008; Pless and Maak, 2022a; 2022b). This trust is crucial in times of uncertainty as it can foster a supportive network that helps the business weather crises. Responsible leadership involves a focus on sustainability and long-term success rather than short-term gains (Pless *et al.*, 2021; 2022; Pless and Maak, 2022a; 2022b). This approach can help MSMEs prepare for future uncertainties by investing in sustainable practices and innovations that ensure long-term viability (Walsh, Johnston and Gabriel, 2024). Furthermore, responsible leaders frequently promote a culture of resilience and adaptability within their organisations (Välikangas and Li, 2020; Walsh, Johnston and Gabriel, 2024), which can improve MSMEs' ability to respond to unanticipated changes and obstacles.

1.4 Theories Used in this Research

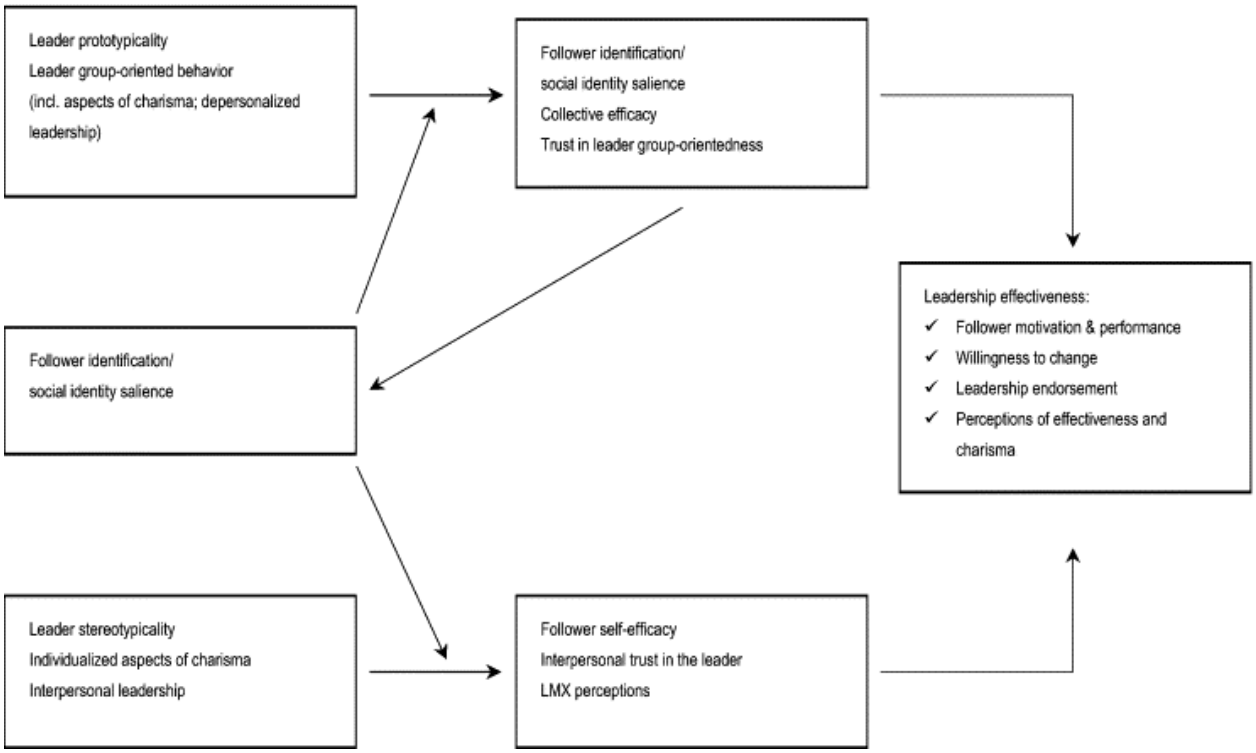
Two main theories are used in the analysis conducted in this dissertation: the social identity theory of leadership (Hogg, 2001; Hogg and van Knippenberg, 2003) and leader-member exchange theory (Graen and Uhl-Bien, 1995). The social identity theory of leadership (SITL) is applied in Study 2 to analyse the relationship between RL and employee resilience and the associated mediating relationships. Leader-member exchange (LMX) theory is applied in Study 3 to analyse the relationship between RL and employee well-being and the associated moderating and mediating relationships.

1.4.1 The Social Identity Theory of Leadership

The SITL was formulated by social psychologists (Hogg, 2001; Hogg and van Knippenberg, 2003) who reconnected leadership to social psychological research. The theory explains leadership as a social influence phenomenon in organisational and management contexts (Hogg and van Knippenberg, 2003). The origin of the theory is the formalisation and application of social identity theory and self-categorisation theory (Tajfel and Turner, 1986; Ashforth and Mael, 1989; Hogg and Terry, 2000). Since its original development, the SITL has received increasing attention (Hogg, 2001; Hogg and van Knippenberg, 2003). It has not only been systematically tested, but also conceptually developed and applied (e.g., Hogg, 2010; 2013; van Knippenberg, 2011; 2012; Haslam, Reicher and Platow, 2020). In addition, the theory has generated a strong empirical foundation of support from both laboratory and field studies (e.g., Fielding and Hogg, 1997; Hogg, Hains and Mason, 1998; Duck and Fielding, 1999; Platow and van Knippenberg, 2001; Hains, Hogg and Duck, 2006). The premise of the theory is that group members play a significant role in determining the characteristics of their group's leadership and, therefore, group prototypical leaders receive greater support and are perceived as more effective (Hogg, 2001; Hogg and van Knippenberg, 2003). More specifically, the theory views leadership as a group process generated by three core mental

processes (Hogg, 2001). First, prototypicality is the basis for the perception and evaluation of self and others (Hogg, 1993). In other words, the initial step is the process of categorising oneself and others into social groups through self-categorisation or a group identification process (Hogg, 1993). Next, people who identify with a group will modify their personal attitudes and behaviours through a depersonalisation process (Hogg, 1993). Second, a prototypical group member actively influences others and gains acceptability through the social attraction process (Hogg, 1993; 2003). Finally, an effective leader empowers group members through psychological connections and information processes (Hogg, 2001; Hogg and van Knippenberg, 2003; Hogg, van Knippenberg and Rast, 2012). Unique to this theory is the notion that a leader acts as a group member, which, in turn, influences the responses of followers to the leader (Haslam and Platow, 2001; Hogg, 2001; van Knippenberg and Hogg, 2003). Figure 1.1 presents an illustration of the SITL.

Figure 1.1 Social identity theory of leadership



Source: Hogg and van Knippenberg (2003)

In the past two decades, the SITL has received considerable attention from scholars. Most of the earlier research concentrated on theoretical articulation and the dimension of leader prototypicality that contributes to leadership effectiveness (Hogg, 2001; van Knippenberg and Hogg, 2003; Cicero *et al.*, 2008; Steffens *et al.*, 2021; van Knippenberg, 2023). In this regard, leadership is viewed as relational, whereby individuals are able to influence others to embrace new beliefs, goals, and values as if they were their own (Hogg and van Knippenberg, 2003). This is comparative to views of charismatic leadership (i.e., proactive, motivating, and inspiring) and transformational leadership (i.e., change-oriented) (Hogg and van Knippenberg, 2003). Moreover, several studies have summarised empirical evidence indicating that when leaders are viewed as group prototypical, they receive significant support from followers, including in relation to fairness (Lipponen, Koivisto and Olkkonen, 2005; De Cremer, van

Dijke and Mayer, 2010), trustworthiness (Giessner and van Knippenberg, 2008), and employee performance effectiveness (van Knippenberg and van Knippenberg, 2005; Li *et al*., 2013).

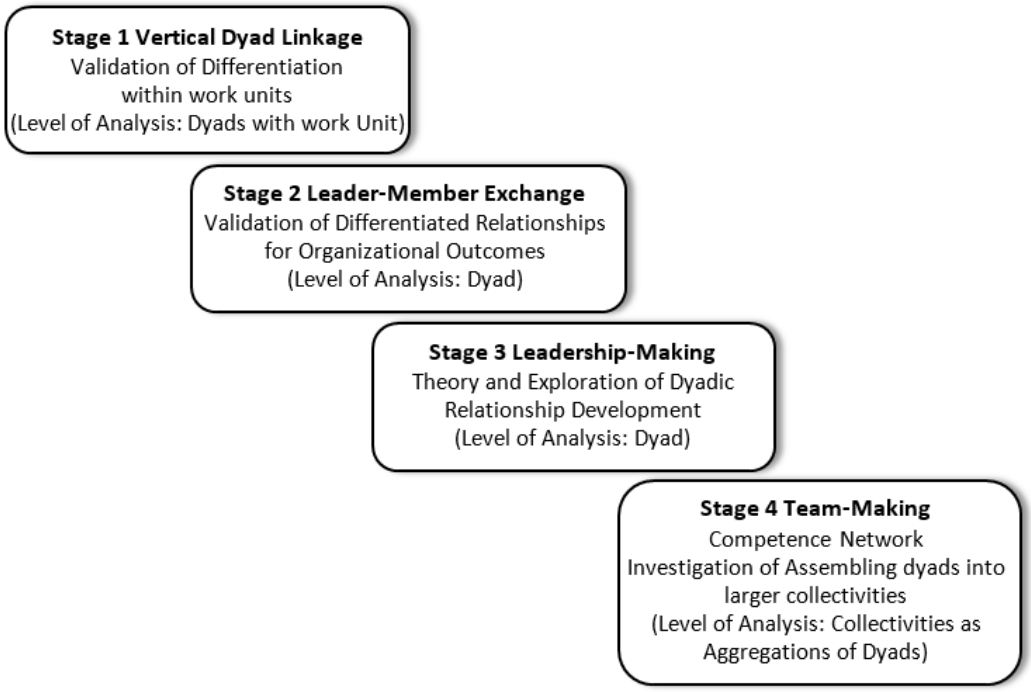
The current research seeks to advance the SITL by demonstrating the theory's central concept of leader group prototypicality with more clarity. For this reason, this research demonstrates how responsible leaders' identification can spill over to their followers. In other words, this research examines how employees identify with the groups and organisations for which they work. Furthermore, this research also examines another indicator of leadership effectiveness through employee performance, which is resilience. This is because employees look towards their leaders for guidance, support, and confidence in times of uncertainty. Resilience has become a powerful response to the effects of adversity (Luthans *et al*., 2010; Kuntz, Näswall and Malinen, 2016; Kuntz, Malinen and Näswall, 2017). The answers to these types of questions are discussed in Chapter 3.

1.4.2 Leader-Member Exchange Theory

Leader-member exchange (LMX) theory (Graen and Uhl-Bien, 1995) focuses on the relationship between leaders and members. The core principle of the theory relates to the quality of the dyadic relationships between leaders and followers (Graen and Uhl-Bien, 1995; Gerstner and Day, 1997; Liden, Sparrowe and Wayne, 1997). Leaders develop different types of exchanges with their followers, leading to relationships of different quality (Dansereau, Graen and Haga, 1975; Graen and Uhl-Bien, 1995; Gerstner and Day, 1997; Liden, Sparrowe and Wayne, 1997). This affects how they exchange attention, favours, and resources (Graen and Uhl-Bien, 1995). LMX theory conceptualises leadership as a process that is centred on the interactions between leaders and followers. Accordingly, leadership occurs when leaders and followers are able to develop high-quality relationships that are characterised by balanced exchange and mutual loyalty and support (Graen and Uhl-Bien, 1995; Uhl-Bien *et al.*, 2022). The quality of the exchange relationship developed between leaders and followers applies to

behaviours and emotions such as mutual trust, respect, loyalty, support, openness, and honesty (Graen and Uhl-Bien, 1995; Liden and Maslyn, 1998). According to Graen and Uhl-Bien (1995), followers with high-quality relationships (in-group members) are more motivated and receive greater attention and resources. Therefore, they are less likely to experience role-related stress than out-group members. In low-quality relationships, followers (out-group members) might be more sensible with inequity or unfair treatment by their leader. Following this, followers may engage in unproductive behaviours that are detrimental to the leader and the organisation. By contrast, employees with high-quality relationships with leaders (in-group members) are more likely to be afforded additional developmental opportunities, including promotion and more challenging tasks (Wakabayashi and Graen, 1984; Graen and Scandura, 1987; Graen and Uhl-Bien, 1995; Liden and Maslyn, 1998). Employees would then be motivated to support the given leader through high performance, more commitment, and loyalty (Conger, 1999; Bernerth and Hirschfeld, 2016).

Figure 1.2 Leader-member exchange (LMX) theory



Source: Graen and Uhl-Bien (1995)

LMX theory has gained popularity in the field of leadership (Yammarino *et al*., 2005). In addition, researchers show that high-quality LMX relationships relate to a variety of positive employee outcomes, including trustworthiness (Graen and Scandura, 1987; Harris, 2004), task performance and organisational citizenship behaviour (Park, Park and Liden, 2022), employee attitude and behaviour (Dulebohn *et al*., 2012; Martin, Côté and Woodruff, 2016), and employee well-being at work (Bernerth and Hirschfeld, 2016; Gordon *et al*., 2019).

This current research seeks to advance LMX theory by demonstrating its central concept of developing a high-quality relationship between leaders and followers with more clarity. For this reason, this research demonstrates how responsible leaders build a high-quality relationship with their followers. In other words, it examines how responsible leaders develop sustainable trusting relationships with their employees and ultimately foster trustworthy business settings. The answers to these questions are discussed in Chapter 4.

1.5 Research Objectives

The concepts outlined above will be explored through the following research objectives:

Study 1

1) To explore the antecedents, behaviours, and consequences of RL at multiple levels of analysis.

Study 2

1) To explore the relationship between RL and employee resilience.
2) To examine the mediating role of leader group prototypicality and employee psychological empowerment between RL and employee resilience.

Study 3

1) To explore the relationship between RL and employee well-being.

2) To examine the mediating role of trust in leaders and organisational justice between RL and employee well-being.
3) To examine the moderating role of transparent communication in the relationship between RL and trust in leaders.

1.6 Research Questions

Based on the above discussion, this dissertation seeks to address one overarching question: How does responsible leadership behaviour affect MSMEs' employees in times of uncertainty? I consider this question from three perspectives.

1) What are the conceptual antecedents and consequences of RL that drive the behaviour of organisational leaders? (Study 1)
2) How does a leader adapt their responsible leadership behaviour based on specific situations (e.g., crises and uncertainty) to advance employee resilience? (Study 2)
3) How does a leader adjust their responsible leadership behaviour based on specific situations (e.g., crises and uncertainty) to strengthen employee well-being? (Study 3)

Investigating these three research questions should show whether we can improve responsible leadership from the employees' perspective when organisations encounter crises and unprecedented uncertainties. The findings from this dissertation should provide a better understanding of RL from the perspectives of Thai MSME employees during times of uncertainty.

1.7 Structure of the Research

Chapter 1 provides an introduction to and overview of the research. Specifically, it includes the research background, theories, methodology, and a summary of the overall structure. The chapter also includes the research objectives and the significance of the research.

Chapter 2 addresses research question 1. Through a systematic literature review, a deeper understanding of the framework of the ABC model of RL at multiple levels of analysis is explored. This chapter synthesises eight years of RL-related research findings by analysing 74 empirical studies. The outcomes facilitated the conduct of empirical studies in Study 2 and Study 3 based on the theoretical findings.

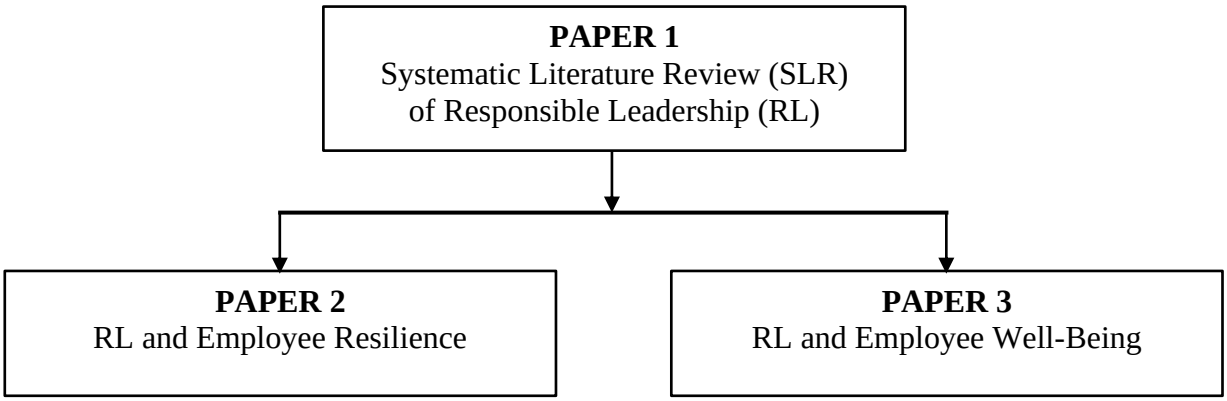
Chapter 3 addresses research question 2. It comprises an empirical investigation into the extent to which leaders adjust their own responsible leadership to specific circumstances (e.g., crises and uncertainty) in order to promote employee resilience. The purpose of this research is to gain a better understanding of how employee resilience is facilitated by the RL behaviours of MSME business leaders and to investigate the mechanisms by which they do so.

Chapter 4 addresses research question 3. This chapter empirically examines the processes by which leadership behaviour has an impact on employee well-being, specifically by considering the influence of RL on employee well-being, as this has significant direct and indirect effects on organisational performance and profitability. Therefore, the mechanism of the impacts of RL on employee well-being is studied in the research.

The overall conclusions of the research are presented in Chapter 5. Conclusions regarding all the research objectives are incorporated into this section. The implications of the research and the scope for further research are also articulated in this chapter.

Based on the above discussion, the research model of this research is depicted in Figure 1.3.

Figure 1.3 Research model



1.8 Research Approach

The objective of this research is to enhance our understanding of the leading of MSMEs through RL during uncertain times in the context of Thailand by focusing on employee resilience and well-being. For this reason, this study adopted a quantitative research method to allow the researcher to collect data and achieve the objectives of this dissertation. As recognised by Bryman and Bell (2007), a quantitative approach provides a logical structure, including the use of theories, hypotheses, questionnaires, data collection and analyses, empirical contributions, and findings. Consequently, in this study, a quantitative research approach was deemed appropriate.

Structural Equation Modelling (SEM) is applied in this study. Although SEM often complex and requires specialised knowledge and software (e.g., AMOS, LISREL, Mplus), it is applicable to a wide range of conditions. Running a SEM is particularly suitable for this research over running Multilevel Analysis (MLA) due to various reasons. First, it enables researchers to simultaneously analyse numerous variables. This is especially valuable in complicated research designs where numerous independent and dependent variables are interconnected (Kline, 2015; Schumacker and Lomax, 2016). Second, it allows for inclusion of latent variables, which are not explicitly measured but rather inferred from other variables.

This is essential for constructs that are challenging to explicitly quantify, such as attitudes, values, or behavioural intentions (Hair, Black, Babin and Anderson, 2018). Third, it integrates aspects of factor analysis and multiple regression, offering a comprehensive approach to evaluate both the measurement and structural models in a single analysis. This is especially beneficial for verifying constructs and conducting simultaneous tests on theoretical models (Byrne, 2016; Schumacker and Lomax, 2016). Finally, SEM is well-suited for testing complex hypotheses about relationships between variables. It allows researchers to specify and test theoretical models that include mediating and moderating variables (Schumacker and Lomax, 2016; Tabachnick and Fidell, 2019). Overall, SEM offers a robust, flexible, and comprehensive method for testing complex theoretical models, making it particularly suited for thesis research. Its ability to handle multiple variables, latent constructs, and measurement errors while providing rigorous model fit assessments makes SEM an invaluable tool for researchers aiming to contribute meaningful insights to their field (Byrne, 2016; Tabachnick and Fidell, 2019).

1.9 Sampling and Data

A systematic literature review (SLR) was conducted to fulfil the research objectives of Study 1. An SLR is an acknowledged method for producing reliable knowledge by employing an evidence-based approach. The ABC model was also utilised, as a tool for analysing changes in behaviour. The ABC model comes from the field of psychology, where it is used as a tool to understand behaviour in general and organisational behaviour in particular (Kahn, 1999; Maag, 2016). Therefore, the issues of the antecedents, behaviours, and consequences related to RL are extracted and synthesised, aiming to create a point of reference and better understanding of the various research perspectives currently operational in the field. An extensive investigation was carried out to collect published articles dating from 2015 to February 2023 from four databases: Business Source Ultimate, Web of Science, Scopus, and JSTOR. Within

each database, the study applied the Boolean search term “responsible leader*, Responsible Manager, Responsible Global Leader” (the exact syntax depended on the search engine) to identify all publications that contained the words responsible and leader and related terms, such as leadership. A total of 628 studies were collected and reviewed. At the final screening, 74 empirical studies qualified for inclusion in the SLR.

For Studies 2 and 3, we collected the necessary data through a field survey. We developed a questionnaire and conducted a pilot study survey among employees of MSMEs in Thailand. Data were collected by approaching employees working in various sectors who had worked in MSMEs (not self-employed) for at least one month. The goal of the sample selection was to cover a diverse range of business communities to improve the generalisability of the data. The research used individual-level analysis to examine how employees assess their business owners or entrepreneurs. For this research the MSMEs were classified based on the classification of the Office of SMEs Promotion, Thailand (OSMEP, 2019). The micro business size is not more than 5 employees, while the small size is 5-50 employees and 30-100 employees for medium size business.

In addition, the study contributes to the literature by examining how different categorisations of RL may affect employee resilience (Study 2) and employee well-being (Study 3). The participants were chosen under conditions of anonymity and confidentiality, and they were offered the choice to discontinue their involvement at any point during the survey. The purpose and confidential nature of the study were explained in a covering letter. In this study, participation was entirely voluntary and no incentive was offered. In all, 500 self-administered questionnaires were distributed, of which 328 usable questionnaires were returned.

1.10 Conclusion

This chapter presents the context (background) of this research. It also provides an overview of the research methodology utilised for the research. The initial literature review around the research topic assisted in identifying the research gap (the key aspects that have not yet been examined). This chapter also outlined the primary research model and the objectives of the research. It also discussed the significance of the research and outlined the overall structure of the research.

CHAPTER 2 - STUDY 1: A SYSTEMATIC LITERATURE REVIEW OF RESPONSIBLE LEADERSHIP: ANTECEDENTS, BEHAVIOUR, AND CONSEQUENCES

Summary

Responsible leadership (RL) has been one of the most influential leadership styles of recent decades. It currently contributes to addressing significant societal challenges with the aim of changing the world for the better. Yet research on RL show the lack of a systematisation and categorisation of the framework related to antecedents, behaviour, and consequences (ABC model) to study the change in behaviour. This research seeks to explore the antecedents, behaviours, and consequences of RL at multiple levels of analysis through reviewing studies of the phenomenon. A total of 74 empirical studies qualified for reviewed, dating from 2015 to February 2023. The findings of this study led to the conclusion that RL is an interesting field of study and in an emerging stage of development and requires more studies in general. The review also identified RL as going beyond business considerations, which indicates that it has become a desirable requirement for leaders of all kinds of businesses to embrace not only economic and financial issues, but also social and environmental aspects. This research makes three contributions. First, it provides the most comprehensive and up-to-date review of RL from a management perspective. Second, it offers a framework of antecedents, behaviour, and consequences in multiple level of analysis. Finally, it allows leaders, entrepreneurs, and policy makers to consider how to develop RL in way that contribute to the organisational performance.

2.1 Introduction

Businesses today encounter mounting societal challenges, especially with the outbreak of the COVID-19 pandemic. Other issues such as the rising concern for the adverse effects of climate change, the impacts of global economic fragility, the pressure for inclusive growth, as well as sustainable and equitable business development have led businesses to acquire and adapt to new approaches to effective leadership. Crucially, learning what and how leaders are motivated to think and act responsibly has facilitated vital insights for researchers, educators, and policymakers. Over the past 10 years responsible leadership (RL) has emerged (Doh and Stumpf, 2005; Maak and Pless, 2005; Maak and Pless, 2006) and become a key concept for addressing significant societal challenges with the goal of bettering the world (Pless *et al.*, 2021; 2022; Pless and Maak, 2022a; 2022b). RL acts as a new business phenomenon, with the expansion in the definitions of leadership encompassing the concepts that effective leadership supports improvement in employees' lives and having a responsible leadership mindset can help to address societal challenges (Marques, Reis and Gomes, 2018; Pless and Maak, 2022a; 2022b).

To date there has been three systematic literature reviews of RL (Frangieh and Yaacoub, 2017; Haque, Fernando and Caputi, 2021; Foldoy *et al.*, 2021). Frangieh and Yaacoub (2017) considered challenges, outcomes and practices of RL by synthesising both empirical and conceptual studies. Haque, Fernando and Caputi (2021) reviewed RL and employees' motivational outcomes, especially presenteeism. Foldoy *et al.* (2021) analysed RL survey instrument and mapped antecedents and outcomes of RL in private sector businesses. Despite their usefulness, there were limited to number of articles, only a subset of the articles reviewed here were examined, and thus lacks a systematisation and categorisation of the framework related to antecedents, behaviour, and consequences (ABC model) to study the change in behaviour.

In addition to offering a more inclusive systematic review, this study provides a unique framework of antecedents, behaviour and consequences (ABC model) of RL in multiple level of analysis. In response to changes in leader behaviour, the ABC model is a tool for analysing behaviour. It comes from the field of psychology, where it is used as a tool to understand behaviour in general and organisational behaviour in particular (Kahn, 1999; Maag, 2016). The model posits that antecedent factors will trigger acceptable behaviour, leading to certain actions. Therefore, this unique framework helps explain the mechanisms by which antecedents affect behaviours and outcomes of RL. This is a significant development towards explaining the essence of RL.

The widespread interest in RL, from both scholars and practitioners, can be track back to the publication of Maak and Pless's (2006), whom RL model laid an important foundation for articles in the next 10 years. The model sets the direction for the evolution of the RL field and encompasses stakeholder perspectives (Maak and Pless, 2006; 2009; Stahl, Pless and Maak, 2013), CSR, and sustainability (Hahn *et al*., 2014). Therefore, significant amounts of research has been carried out, focusing on the relevant scope of stakeholders and the perspective of responsibility that business leaders should practise. Later, scholars proposed that the study of RL needed to focus on a variety of levels of analysis in terms of both antecedents (Stahl and Sully de Luque, 2014) and outcomes (Voegtlin, Patzer and Scherer, 2012). Miska and Mendenhall (2018) place emphasis on mapping the theoretical, methodological, and empirical state of the RL field through multiple levels of analysis based on the available literature. These researchers also found two significant issues in the RL domain: first, by highlighting a shift from a micro-level perspective with intentional macro-outcomes to a broader perspective with multiple levels of analysis; and secondly, the development process in terms of antecedents and outcomes over the last 10 years. More recently, according to Haque, Fernando and Caputi (2019c), there is a gap in the literature on RL, particularly regarding its

antecedents and consequences for employee outcomes. This research responses to these calls by review the existing literature on RL, solely empirical studies. In this regard, there is a considerable need to provide ordering and systematisation in this research with a reference point on RL. This can be achieved by examining more closely the various interactions among antecedents, behaviour, and consequences at multiple levels of analysis and creating a framework to better understand the domain of RL that can be referred to or tested empirically for future research.

The purpose of this paper is to conduct an SLR via the antecedents, behaviour, consequences (ABC) model at multiple levels of analysis relating to RL. An SLR is an acknowledged method for producing reliable knowledge from an evidence-based approach. Thereby, there is a clear need for a systematic review that will allow entrepreneurs, practitioners, policymakers, and professionals to make informed decisions and keep up to date with the advances in this field. This present study takes stock of the evidence across different perspectives through the lens of multiple levels of analysis, particularly from published articles dating from the period from 2015 to 2023. The issue of antecedents, behaviour, and consequences related to RL in the reviewed articles is extracted and synthesised, with the aim of creating a point of reference and better understanding of the various research perspectives currently operational in the field. In addition, this study integrates the key findings from the reviews into a framework indicating informed antecedents, behaviour, and consequences and develops a comprehensive agenda for future research.

This study contributes in the following ways. First, it provides the most comprehensive and up-to-date review of RL from a management perspective, synthesising and integrating the current state of knowledge into a comprehensive and connective framework. Second, this study develops a framework of antecedents, behaviours and consequences of RL in multiple level of analysis that helps explain why and under what conditions RL occurs. Finally, this review aims

to help scholars to understand the phenomenon of RL and allow leaders, entrepreneurs, and policy makers to consider how to develop responsible leaders in way that contribute to the organisational performance.

This study intends to answer the following research question: What are the conceptual antecedents and consequences of RL that drive the behaviour of organisational leaders? and three related sub-questions: (1) What are the antecedents, behaviour, and consequences of RL at the micro, meso, and macro levels? (2) What are the potential mediators and moderators of RL at the micro, meso, and macro levels? (3) What avenues for future research emerge from current literature?

Based on the review, a comprehensive agenda for future research can be developed.

The structure of the paper is presented as follows:

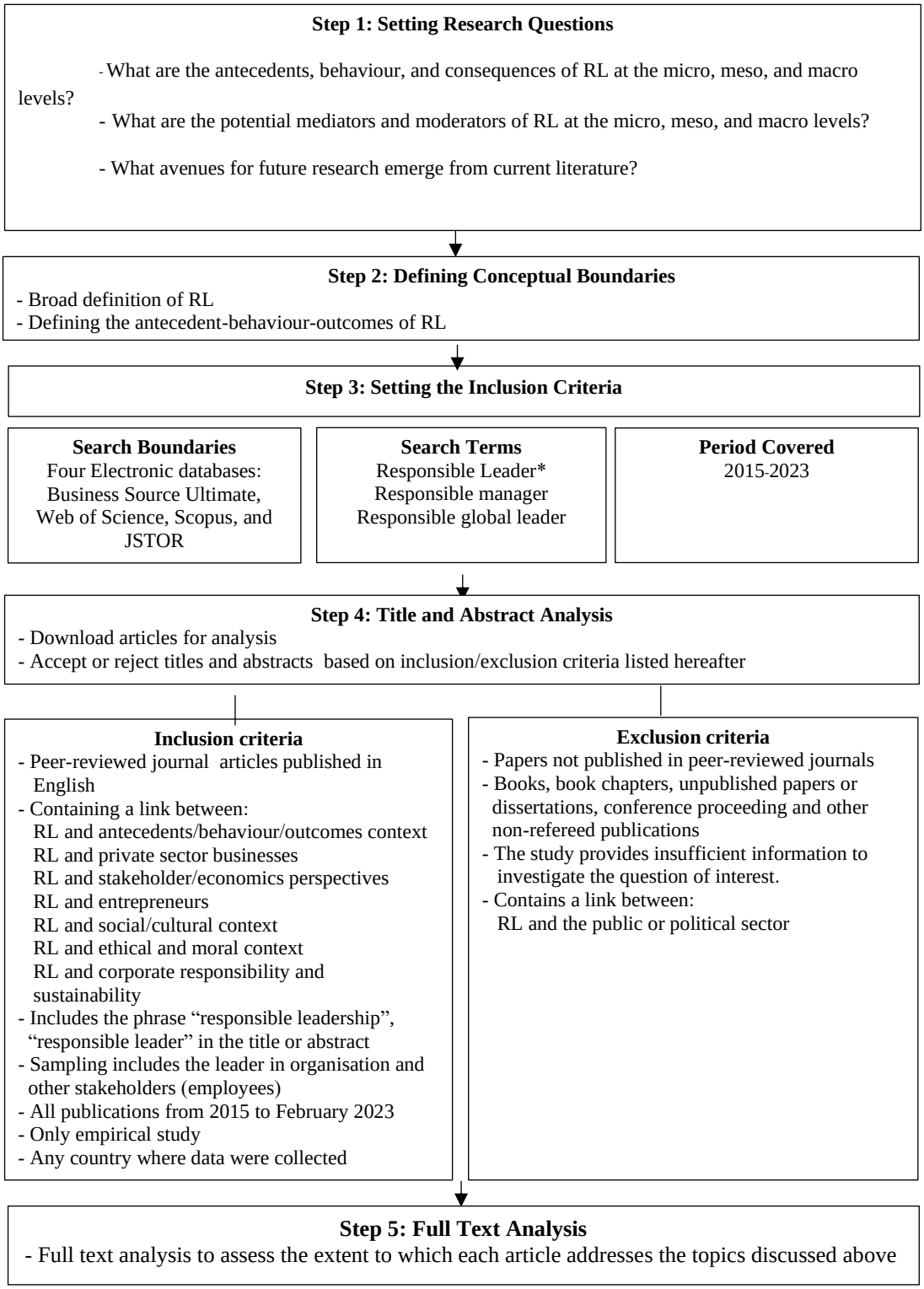
1) An introduction to the background of the review and dominant perspectives on RL.
2) A summary of the method used to select and review the literature with details of the search strategy, analysis, and quality assessment of the studies reviewed.
3) A presentation of the findings and results of the SLR in micro, meso, and macro levels.
4) Future directions for theory development, methodology, and content areas focusing on the three dimensions.
5) A conclusion as the final part of the paper with remarks that take into consideration the strengths and weaknesses of the review, contributions of the study, research limitations, existing research gaps and future research avenues.

2.2 Methodology

The SLR approach developed by Denyer and Tranfield (2009) and Macpherson and Jones (2010) and applied in this paper was conducted in five stages to provide support for the

conceptual development of RL. The conceptual approach used in this paper is the ABC model, for identifying research gaps based on the existing RL literature. The aim is to integrate each of the studies related to the antecedents, behaviour, and outcomes of RL in a multilevel analysis from other countries, industries, and perspectives by generating what we know about RL. Antecedents represent the cause of connecting to a particular behaviour, whereas behaviours are described along with the outcomes that occur after the performance of the behaviour (Kahn, 1999; Maag, 2016). The present study uses four databases: Business Source Ultimate, Web of Science, Scopus, and JSTOR. Figure 2.1 presents a summary of the SLR process used in this study.

Figure 2.1 Summary of the SLR process



2.2.1 Review Method and Overview of Reviewed Studies

Step 1: Setting research objectives/questions

The following research question guided the SLR: What are the conceptual antecedents and consequences of RL that drive the behaviour of organisational leaders?

The related sub-questions are as follows:

1) What are the antecedents, behaviour, and consequences of RL at the micro, meso, and macro levels?

2) What are the potential mediators and moderators of RL at the micro, meso, and macro levels?

3) What avenues for future research emerge from current literature?

1) ***Step 2: Conceptual boundaries***

The study began the SLR process by defining the research objectives and conceptual boundaries (Denyer and Tranfield, 2009). The study conceptualised RL content along the following dimensions: a) conceptualisations or definitions of RL; (b) dimensions of RL antecedents and behaviours; and (c) consequences of RL at the micro, meso, macro, and cross levels.

Step 3: Setting the inclusion criteria

The study follows the protocols outlined by Denyer and Tranfield (2009) and Macpherson and Jones (2010), using four databases: Business Source Ultimate, Web of Science, Scopus, and JSTOR. Within each database, the study applied the Boolean search term "responsible leader*, Responsible Manager, Responsible Global Leader" (the exact syntax depended on the search engine) to identify all publications that contained responsible, leader, and related terms such as leadership. To ensure the quality of the articles used in the literature review, the study only included those that met the following criteria. First, the study set the search parameters to focus on peer-reviewed academic journal articles since they are

considered validated knowledge (Podsakoff *et al*., 2005). In contrast, due to the variability in the peer review process and the more restricted availability, books, chapters, and conference papers were excluded as the author was unable to verify the quality of the research given the lack of peer review (Jones, Coviello and Tang, 2011). Second, the author searched the title and abstract fields using a number of carefully selected key Boolean search terms. The search included all publications from 2015 to February 2023. Articles published after the search date of 28 February 2023 are not included in the review. Furthermore, the search included only empirical research studies due to the findings from empirical evidence being synthesised. Third, the principal criterion for inclusion or exclusion should contain a link between RL and entrepreneurs, private sector businesses, multiple levels of analysis, ethical and moral contexts, stakeholder and economic perspectives, antecedents, behaviour, consequences, and corporate responsibility (CR) and sustainability. Fourth, sampling comprising leaders in the organisation and other stakeholders (employees) is included on the basis of relevancy to RL. The author coded these results for inclusion in the review based on reading the title and abstract. Once the sources were considered relevant, the researcher explored the RL at multiple levels of analysis. The analysis included identifying or exploring a link between RL at a micro level with a focus on the context of individuals, a meso level with a focus on organisational context, a macro level with a focus on culture and society, and a cross level with a focus on intersections among and between the levels of analysis. To keep the review manageable, the author focused on explanatory studies that show the linkage of RL at various levels of analysis and on empirical studies.

Sources were excluded for the following reasons:

1) Sources are mentioned but refer to promoting or developing RL in fields other than business. For instance, the future of schools in developing RL and RL from the perspective of educational organisations.

2) Articles that mention the role of leadership in the public, political, and military sectors. In addition, articles that do not present the link between those constructs or do not elaborate on them at all were excluded.

3) Students as a sample of populations without reported work experience, as well as articles designed for educational purposes, were excluded from this study.

An initial search identified a total of 628 unique publications among the four databases. The author first removed a total number of 331 duplicated articles and then refined, the initial data. By excluding 34 more publications which had weak or non-existing evidence of linkage between RL and various levels of analysis. Of the remaining total of 297 articles, only 96 were considered relevant under the inclusion and exclusion criteria. As such, at the initial phase screening, 74 empirical studies qualified for the SLR. In an attempt to consolidate the quality of the database, these are 74 empirical studies were further categorised under the micro, meso, and macro dimensions of RL. The author imported each set of results into the reference management software Zotero (including full-text .pdf files where available).

Step 4: Title and abstract analysis

The researcher followed Rashman, Withers and Hartley's (2009) recommendation to read all titles and abstracts to make an assessment in accordance with the basic criteria of relevance. As such, titles and abstracts were read by the author with extra attention to make sure that only applicable studies would be included in the review. The author also eliminated articles that were outside the scope of the study, an approach based on the guidelines provided by Bakker (2010), Keupp, Palmié and Gassmann (2012) and Adams *et al*. (2016). In following the advice of Thorpe *et al*. (2005), the author further refined the list down to 74 empirical studies that formed the basis of this review.

Step 5: Full text analysis

A total of 74 empirical studies were admitted after reading the complete text. The author then read the full text in cases in which the classification was doubtful to decide whether to keep or discard the study in the final data set. When analysing the final sample using an Excel data extraction sheet (Rashman, Withers and Hartley, 2009), both the descriptive elements (e.g., authors, publication information, methodology, theory) and the main results, findings, and contributions were gathered for each article. A description of the total number of publications is presented in Table 2.1.

Table 2.1 Number of publications in the SLR process

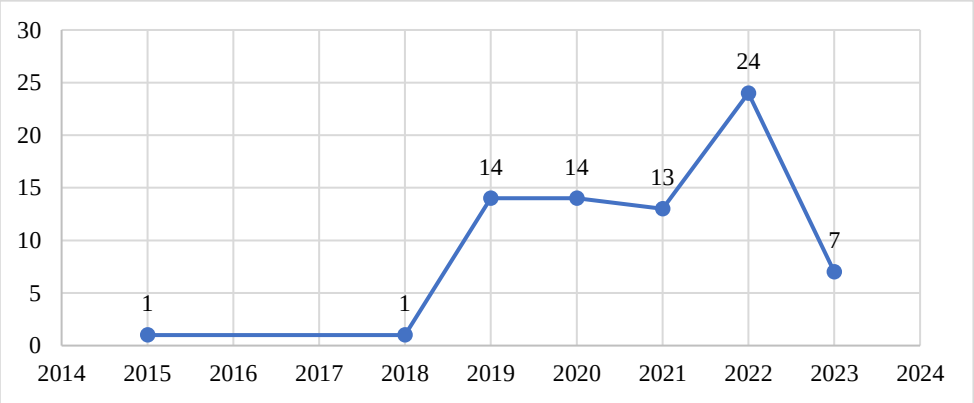
Description	*Business Source Ultimate*	*Web of Science*	*Scopus*	*JSTOR*	*Total*
Articles with selected keywords	167	209	224	28	**628**
After deleting duplicates					**297**
After applying inclusion and exclusion criteria					**96**
After reading the titles and abstracts					**84**
After reading the full articles					**74**

2.2.2 Overview of Reviewed Studies

This section offers descriptive elements of the sampled articles. The distribution of articles per year reveals that the topic of RL receives growing attention. The 74 empirical articles were published between 2015 and 2023 (see Figure 2.2). The bar chart presented below illustrates the surge in the number of publications over the period. Noticeably, there was an increase of more than tenfold within a single year from 2018 to 2019 and more than twofold from 2018 to 2022. The continuity in publication has been prevalent over the years, with the highest number of 24 articles in 2022. Interestingly, many of the issues related to organisational commitment and behaviours, employee engagement, CSR, and environmental issues received

considerable attention in 2022. However, the expansion in interest over the period of the selected literature is explained by the deliberate effort and widening of knowledge in this field.

Figure 2.2 Responsible leadership articles published per year



Articles on RL have appeared in different academic journals, from business ethics management to leadership and CSR journals, as well as those with a focus on environmental management. Evidence of the expansion of RL into other fields of research is shown in the range of journals concerned. However, the Frontiers in Psychology emerges as the one in which most of the publications have appeared. Of the 44 different journals selected, the top five in terms of number of accepted articles on the topic are *Frontiers in Psychology* (11 articles), *Leadership and Organisation Development Journal* (6 articles), *Corporate Social Responsibility and Environmental Management* (4 articles), *Sustainability* (3 articles), and *Sustainability* (a Swiss journal with 3 articles). The list of academic journals reviewed in this SLR is presented in Table 2.2 below.

Table 2.2 Academic journals with RL-related publications

Journal	*No. of articles*	*Percentage (%)*
Frontiers in Psychology	*11*	*15*
Leadership and Organisation Development Journal	*6*	*8*
Corporate Social Responsibility and Environmental Management	*4*	*5*
Sustainability	*3*	*4*
Sustainability (Switzerland)	*3*	*4*
International Journal of Environmental Research and Public Health	*3*	*4*
International Journal of Contemporary Hospitality Management	*3*	*4*
Journal of Business Ethics	*2*	*3*
Journal of Business Research	*2*	*3*
International Journal of Manpower	*2*	*3*
Personnel Review	*2*	*3*
33 journals with 1 article each	*33*	*44*
Total	*74*	*100*

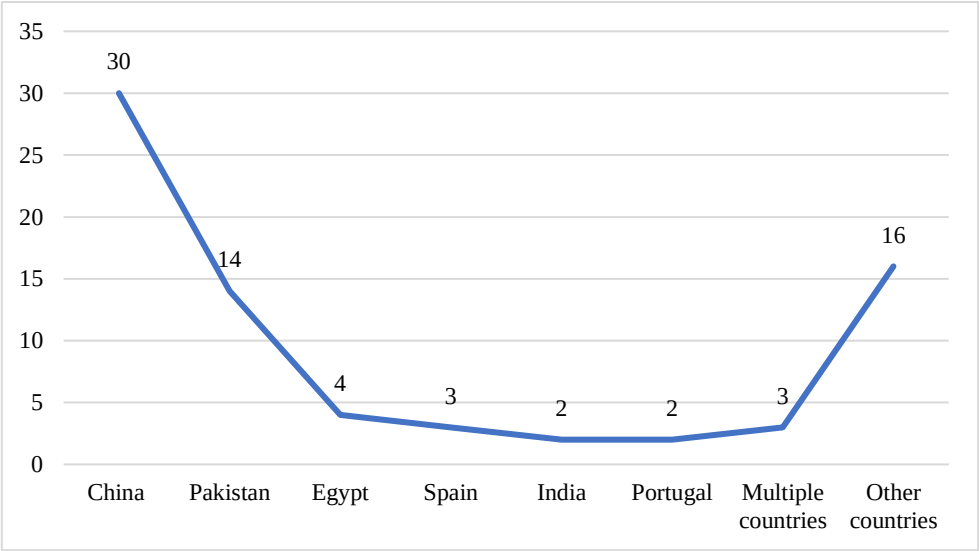
The five most-cited articles in total received 487 citations. Among them, the most frequently cited references or the highest number of forward citations on RL consist of Afsar *et al*. (2020), Han, Wang and Yan (2019a), Cheng, Wei and Lin (2019), Lips-Wiersma, Haar and Wright (2020), and Zhao and Zhou (2019), with 128, 105, 87, 84, and 83 citations, respectively (see Table 2.3). These five articles account for just over 49% of the total number of citations (283 out of 574).

Table 2.3 Top 5 most-cited references

Author (year)	Title of journal	Title of article	No. of citations
Afsar *et al*. (2020)	*Corporate Social Responsibility and Environmental Management*	Responsible leadership and employee's pro-environmental behaviour: The role of organisational commitment, green shared vision, and internal environmental locus of control	128
Han Wang and Yan (2019a)	*Sustainability (Switzerland)*	How responsible leadership motivates employees to engage in organisational citizenship behaviour for the environment: A double-mediation model	105
Cheng, Wei and Lin (2019)	*Journal of Business Research*	The trickle-down effect of responsible leadership on unethical pro-organisational behaviour: The moderating role of leader-follower value congruence	87
Lips-Wiersma, Haar and Wright (2020)	*Journal of Business Ethics*	The effect of fairness, responsible leadership and worthy work on multiple dimensions of meaningful work	84
Zhao and Zhou (2019)	*Sustainability (Switzerland)*	exploring the impact of responsible leadership on organisational citizenship behaviour for the environment: A leadership identity perspective	83

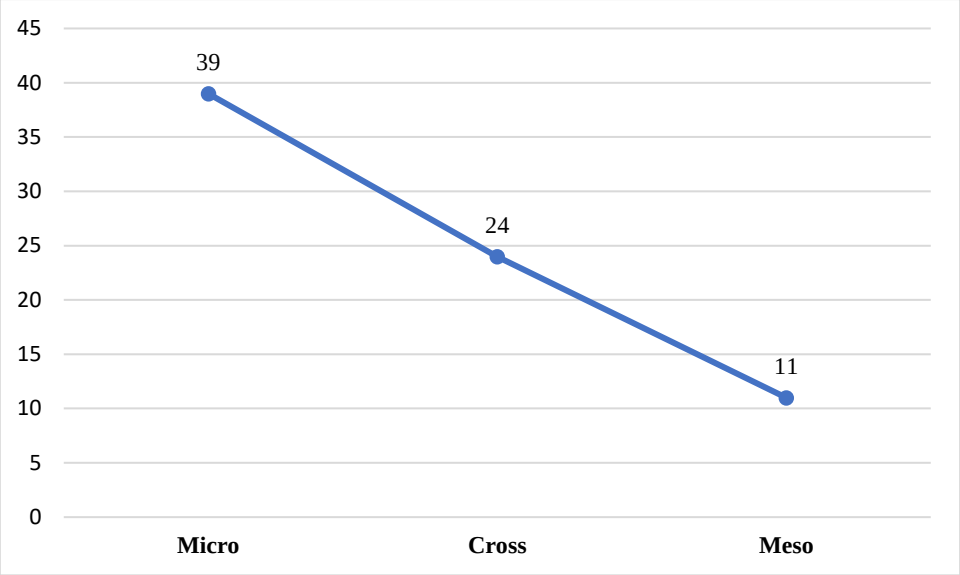
In terms of the number of articles per geographic area of study, the geographic areas of study varied. The review included publications from multiple countries and/or territories. The analysis also suggested that in certain countries the RL domain is more attractive to researchers than others. The majority of countries that demonstrated substantial research interest comprised China (30 articles), followed by Pakistan (14 articles), Egypt (4 articles), Spain (3 articles), India (2 articles), Portugal (2 articles), multiple countries (3 articles), and other countries (16 articles). In comparison with others, Chinese researchers indicated greater interest in the study of RL in recent years (see Figure 2.3).

Figure 2.3 Number of articles per geographic area



The researcher coded all studies in detail with a range of RL characteristics. This allowed the researcher to cluster the studies by level of analysis. The studies focused on the RL of individuals at a micro level of analysis (39 papers, 53 % of the total number of selected paper samples); RL in cross levels of analysis (24 papers or 32 %); and in an organisational context at a meso level of analysis (11 papers or 15 %) (see Figure 2.4).

Figure 2.4 Number of articles clustered by level of analysis



2.2.3 Summary of Reviewed Studies

The current investigation indicates that there is increasing interest in the topic of RL among researchers around the world, with a significant number of articles published in recent years. Among the journals with significant contributions is *Frontiers in Psychology*. The research by Afsar *et al*. (2020), entitled 'Responsible leadership and employee's pro-environmental behaviour: The role of organisational commitment, green shared vision, and internal environmental locus of control', has received the most attention, with a high citation rate of 128 papers according to the data presented by Google Scholar. In terms of the country with the highest publication rate, China leads among the other nations. Noticeably, a significant number of publications were analysed at the micro level.

2.3 Findings

To answer the research questions, the researcher employed thematic analysis to synthesise the findings. This study inductively analysed the key data from each study and organised into a table using the following steps. First, key information was coded included main study focus and an overview of results to generate initial codes. Key information was obtained from article abstracts where possible, with extra information (e.g. antecedent, behaviour, consequence, mediator, and moderator) being obtained from the full text article (Table 2.5). Second, the researcher searched for patterns arising from the initial codes. Codes that shared common patterns were put into groups, from which analytical themes emerged. Third, all analytical themes were investigated to build possible core themes. Finally, the themes were named based on patterns and the coding was checked.

This study, therefore, addressed each discussion in detail to show the particularities of the notion of RL's antecedents, behaviours, and consequences (the ABC model) and link them to related concepts at multiple levels of analysis (Table 2.4). This section provides a synthesis of the data that were extracted from the reviewed articles. The researcher categorised the final set of 74 empirical studies according to the multiple levels of analysis that are manifested in the RL research, which is in line with Miska and Mendenhall (2018). The majority of the papers (55 articles) in the data set attempt to identify factors related to the consequences of RL. This was followed by antecedent factors (8 articles). The smallest set of publications (1 article) draws on the construct of behaviours in RL.

The researcher also provides a summarising framework of how the subject matter of the articles is distributed over the ABC model with multiple levels of analysis and the variables of moderator and mediator (Figure 2.5) that emerged from the cluster analysis of the literature. The numbers in each block in Figure 2.5 represent what we call 'thematic counts'. Every time a variable is used in an article, we count it as one occurrence.

Section 2.3.1 discusses the antecedents of RL, Section 2.3.2 discusses the research on behaviour, and Section 2.3.3 discusses the direct and indirect consequences of RL. To make the classification more meaningful, the researcher discusses how these studies were built on existing research, either to refine previous arguments, propose new arguments from new theoretical perspectives, refresh empirical evidence, or develop new theoretical arguments.

Table 2.4 Categories and empirical studies within each category

Concept	Category	Description	Citations
2.3.1 Antecedents of RL	*Micro-level* Characteristics of RL	Investigates how responsibility of individual leaders influence RL (i.e., leader's empathy, positive affect, universal values, holistic thinking)	Voegtlin *et al.*, 2020; Zulfiqar, Khan and Huo, 2022
	Meso-level The organisational context of RL	Investigates how organisational context influences RL (i.e., relationship building, sharing orientation, supervisor-subordinate *guanxi*, atmosphere of respect; leadership practices, green HRM practices)	Han, Wang and Yan, 2019b; Mousa and Puhakka, 2019; Amir, Siddique and Ali, 2022; Garcia *et al*., 2022; Tuan, 2022; Taştan & Davoudi, 2019.
	Macro-level The institutional, cultural and environmental context of RL	Investigates how institutional, cultural and environmental factors influence RL (i.e., social interaction ties)	Ahmad Rizal *et al.*, 2022
2.3.2 Behaviour of RL	*Micro-level* Responsible behaviour of leaders	Investigates the behaviour of responsible leaders (i.e., ethical codes)	Sharma, 2019; Castañeda et al., 2023.
2.3.3 Consequences of RL	*Micro-level* The effects of RL on employees	Investigates the effects of RL on employees (i.e., organisational commitment, organisational citizenship behaviour for the environment (OCBE), work engagement, turnover intention, green behaviour)	Han, Wang and Yan, 2019a; 2019b; Mousa, 2019; Zhao and Zhou, 2019; Almohtasb, Aldehayyat and Alaodat, 2021; Bouichou, Wang and Feroz, 2021; Xiao *et al.*, 2021; Abbas *et al.*, 2022; Castro-Gonzalez, Bande and Vila-Vazquez, 2022; Gomes, Marques and Cabral, 2022; Lu *et al.*, 2022; Piñeros, 2022; Tuan, 2022; Cheng et al., 2022; Yang *et al.*, 2022; Haque, Fernando & Caputi, 2020.
	Meso-level The organisational context of RL	Investigates the effects of RL on organisation (i.e., business sustainable performance, triple bottom line (TBL) performance, organisational inclusion, financial performance and innovation performance, safety performance)	Mousa and Puhakka, 2019; Mantikei *et al*., 2020; Amir, Siddique and Ali, 2022; Garcia *et al.*, 2022; Saleem and Malik, 2022; Xuecheng *et al.*, 2022; Ur Rehman *et al.*, 2023; Wang *et al.*, 2015; Zhang *et al.*, 2021; Castañeda *et al.*, 2023; Li *et al.*, 2023; Taştan & Davoudi, 2019; Thakur & Sharma, 2019; Javed *et al.*, 2020a; Javed *et al.*,2020b.
	Macro-level The institutional, cultural and environmental context of RL	Investigates the effects of RL on environment (i.e., environmental innovation and performance, environmental management practices [EnvMP], firm's social performance)	Javed *et al.*, 2021; Wang et al., 2021; Ur Rehman *et al.*, 2023; Mousa, Puhakka, & Abdelgaffar, 2019; Tian, & Suo, 2021; Espinosa, 2022; Ismail & Hilal, 2023; Luu, 2023; Akhtar *et al.*, 2023.

Figure 2.5 Multi-dimensional Framework of RL in ABC model (number of studies in brackets)

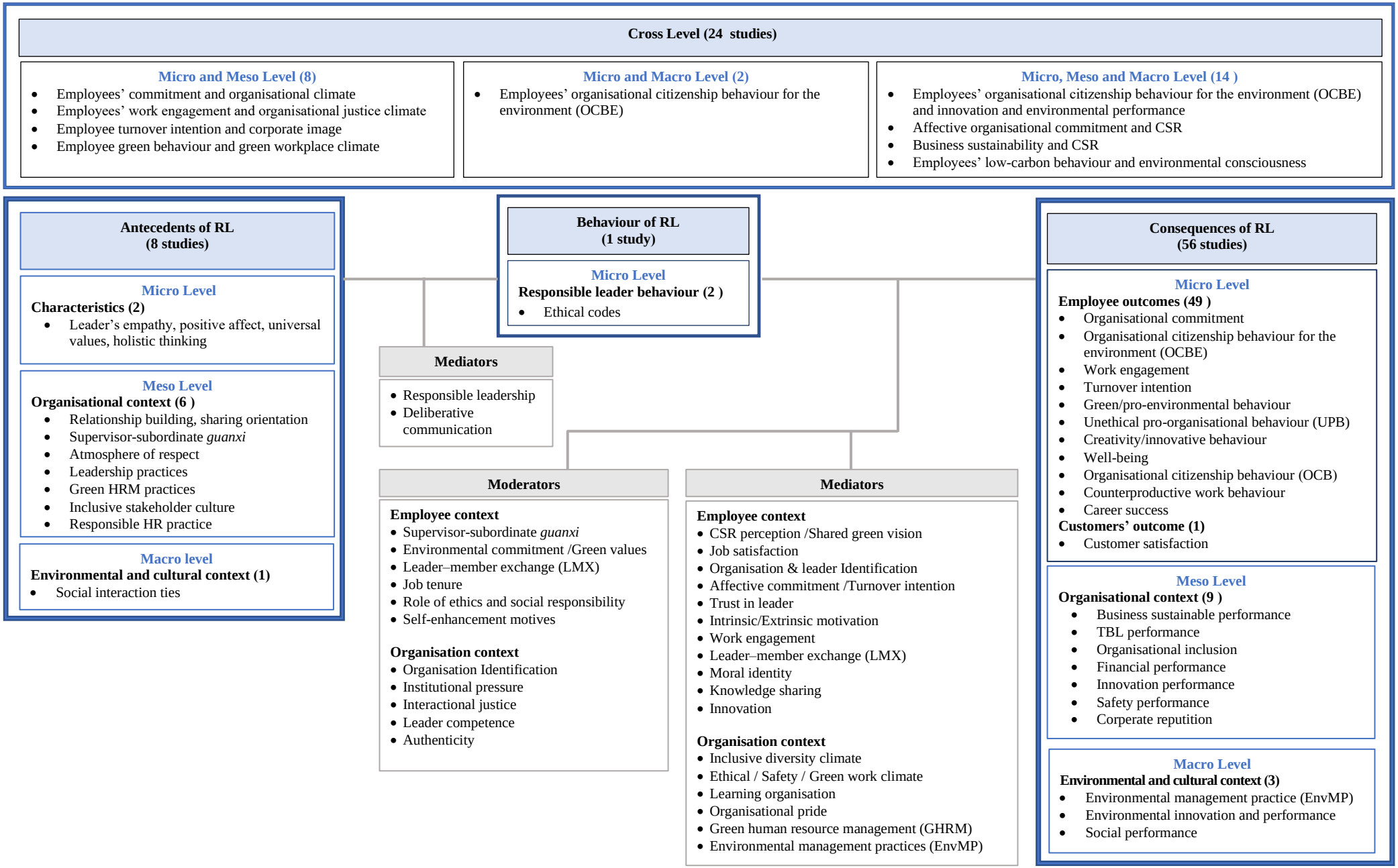


Table 2.5 Data abstraction of variables at the micro, meso, and macro levels

Micro level					
Citation	**Antecedent**	**Behaviour**	**Consequence**	**Moderator**	**Mediator**
Liu and Lin, 2018			Turnover intentions, Helping intention	Organisational identification (+), Organisational uncertainty	
Castro-González, Bande and Fernández-Ferrín, 2019			Creativity		CSR-perceptions, Job satisfaction, Identification with organisation
Cheng, Wei and Lin, 2019			Pro-organisational behaviour, Low-level leader RL	Value congruence	
Han, Wang and Yan, 2019b	Supervisor-subordinate *guanxi*		Employee's commitment OCBE	Supervisor-subordinate *guanxi*	Felt obligation for constructive change
He, Morrison and Zhang, 2019			Employee well-being, Performance		
Mousa and Puhakka, 2019	An atmosphere of respect, equality and sameness in the workplace		Organisational inclusion, Employee's commitment		
Haque, Fernando and Caputi, 2019b			Intention to quit		Affective commitment
Afsar, Masood and Umrani, 2019			Employees' pro-environmental behaviour	Employees' internal environmental locus of control	Shared green vision
Agarwal and Bhal, 2020			Followers' moral courage, Citizenship behaviours towards stakeholders		
Lin, Huang and Huang, 2020			Work engagement, Helping initiatives	Job tenure	
Yasin *et al*., 2020			Turnover intentions		Ethical climate
Han, Wang and Yan, 2019a			OCBE		Intrinsic motivation, Extrinsic motivation
Zhao and Zhou, 2019			OCBE	Perceived role of ethics and social responsibility	Leader identification
Lips-Wiersma, Haar and Wright, 2020			Meaningful work		
Akhtar *et al.*, 2020			Whistle blowing intentions		Trust in leader, Person-organisation fit
Ahmad *et al.*, 2020			Work deviant behaviour (WDB)		Trust, Turnover intention (TI)
Bouichou, Wang and Feroz, 2021			Employees' commitment, Organisational citizenship behaviours (OCBs)		Responsible leadership

Table 2.5 Data abstraction of variables at the micro, meso, and macro levels (Cont.)

Micro level (Cont.)					
Citation	**Antecedent**	**Behaviour**	**Consequence**	**Moderator**	**Mediator**
Haque, Fernando, and Caputi, 2020			Organisational commitment		RL
Marques *et al.*, 2021			Cross-cultural adjustment, Employee well-being		
Almohtasb, Aldehayyat and Alaodat, 2021			Affective commitment		
He, Morrison and Zhang, 2021			Employee green behaviour and performance		
Freire and Gonçalves, 2021			Organisational citizenship behaviours (OCBs)		Perception of social responsibility and organisational identification
Inam *et al.*, 2021			Unethical pro-organisational behaviour (UPB)		Leader–member exchange (LMX)
Xiao *et al.*, 2021			Organisational citizenship behaviour for the environment (OCBE)		Subordinates' moral identity
Zhu *et al.*, 2021			Counterproductive work behaviour		
Dong and Zhong, 2021			Innovative behaviour		Perceived socially responsible human resource management (HRM) and organisational pride
Zhou *et al.*, 2022			Voluntary workplace green behaviour	Green values	Green work climate, Organisational identification
Ansong, Agyeiwaa and Gnamkob, 2022			Duty orientation		Job satisfaction
Zulfiqar, Khan and Huo, 2022	RL characteristics		Employee creative behaviour		Knowledge sharing
Megheirkouni, Naylor and Oshimi, 2022			Work engagement		Learning organisation
Luu, 2022			Team's customer relationship performance		Task interdependence, outcome interdependence and their interaction
Dong and Zhong, 2022			Work engagement	Interactional justice	Intrinsic corporate social responsibility (CSR) attributions
Castro-Gonzalez, Bande and Vila-Vazquez, 2022			Organisational commitment	RL	Organisational pride
Cheng *et al.*, 2022			Unethical pro-organizational behavior	Leader competence	Customer-oriented perspective taking
Yang et al., 2022			Project citizenship behavior	Collective moral sensitivity	Moral identity

Table 2.5 Data abstraction of variables at the micro, meso, and macro levels (Cont.)

Meso level					
Citation	**Antecedent**	**Behaviour**	**Consequence**	**Moderator**	**Mediator**
Wang *et al.*, 2015			Corporate Financial Performance		CSR Practices
Tastan and Davoudi, 2019	Managerial support, Inclusive stakeholder culture, Responsible HR practices		Organisational Ethical climate		Relational transparency
Thakur and Sharma, 2019			Corporate Financial Performance		CSR Practices
Liao and Zhang, 2020			Incremental environmental innovation		
Javed et al., 2020a			Triple-bottom-line (TBL) performance		Corporate reputation (CR), Innovation
Javed et al., 2020b			Corporate reputation, Firm financial performance	RL	
Wang *et al*., 2021			Environmental innovation		
Zhang *et al*, 2021			Voluntary workplace green behavior	Green values	Organizational identification, Green work climate
Chen, Kwan and Xin, 2022			Unethical pro-organisational behaviour	Leader competence	Customer-oriented perspective taking
Xuecheng *et al.*, 2022			Sustainable performance		Knowledge sharing
Li et al., 2023			Employees' creativity		Distributive justice climate, Perceived supervisor support, Work engagement
Castaneda *et al.*, 2023		Societal orientation, Ethics, Stakeholder involvement, Power-sharing, Environmental orientation	RL practices for SMEs		

Table 2.5 Data abstraction of variables at the micro, meso, and macro levels (Cont.)

Cross level					
Citation	**Antecedent**	**Behaviour**	**Consequence**	**Moderator**	**Mediator**
Mousa, 2019			Organisational commitment		Inclusive diversity climate
Sharma, 2019		Ethical codes			
Mousa, Puhakka, and Abdelgaffar, 2019			Physicians' affective, Continuance, Normative commitment		RL
Voegtlin *et al.*, 2020	Leader's empathy, Positive affect, Universal values, Holistic thinking				
Mantikei *et al*., 2020			TBL performance		Innovation
Yasin, 2021			Employee turnover intention		Ethical climate, Corporate image
Zhang, Zhao and Chen, 2021			Employees' green behaviour, Green workplace climate		
Javed *et al*., 2021			Firm's social performance, Community citizenship behaviour among employees	Authenticity	
Tian & Suo, 2021			Employees' pro-environmental behaviors		RL
Lu *et al*., 2022			Employee organisational citizenship behaviour for the environment (OCBE)		Green human resource management (GHRM) and employee environmental felt responsibility
Li, Yang and Akhtar, 2022			Employees' work engagement/ employee career success	Self-enhancement motives	General distributive justice climate and perceived supervisor support

Table 2.5 Data abstraction of variable at the micro, meso, and macro levels (Cont.)

Cross level					
Citation	**Antecedent**	**Behaviour**	**Consequence**	**Moderator**	**Mediator**
Garcia *et al*., 2022	5 leadership practices: societal orientation, ethics, stakeholder involvement, power-sharing and environmental orientation		Financial performance and innovation performance		
Abbas *et al*., 2022			Employees' organisational citizenship behaviour for the environment (OCBE)	Employee environmental commitment	Employee psychological ownership
Tuan, 2022	Green HRM practices		Organisational citizenship behaviour for the environment (OCBE)		Employees' felt responsibility for the environment
Saleem and Malik, 2022			Safety performance	RL	Safety consciousness and safety climate
Ahmad Rizal *et al.*, 2022	Social interaction ties		Smallholders' participative behaviours		Deliberative communication and responsible leadership
Piñeros, 2022			Affective organisational commitment		Corporate social responsibility
Mohebi, Zandi and Fotovat, 2022			Caring behaviours		Role of organisational pride
Huo *et al*., 2022			Employees' green innovation (GI)	LMX	Knowledge sharing
Gomes, Marques and Cabral, 2022			Organisational commitment and work engagement		Organisational identification
Amir, Siddique and Ali, 2022	Relationship building, relationship governance, and sharing orientation		Business sustainability	Managerial discretion	Role of corporate social responsibility
Espinosa, 2022			Affective organizational commitment (AOC)		CSR
Zhang, Liu and Zhang, 2023			Followers' low-carbon behaviour		Employees' environmental apathy, employees' environmental consciousness
Ur Rehman *et al*., 2023			Firm performance (financial and nonfinancial)	Institutional pressure	Environmental management practices (EnvMP)
Akhtar *et al.*, 2023			Green innovation	Strategic Posture	Organizational Ethical Culture
Ismail & Hilai, 2023			Employees green behaviors	Green moral identity	Psychological ownership
Luu, 2023			Unethical pro-organizational behavior (UPB)	RL	Corporate social responsibility (CSR) engagement

2.3.1 Antecedents of RL

In response to RQ1, this study uncovered three factors that drive RL. These are personal or individual values and characteristics (micro level), organisational context (meso level), and institutional, cultural, and environmental context (macro level).

2.3.1.1 Micro level: Personal values and characteristics

Personal or individual values and characteristics refer to an individual's abilities and the basic personality characteristics that lead to behaviour. A total of two studies investigated what is responsible for an individual leader's influence on RL (Voegtlin *et al*., 2020; Zulfiqar, Khan and Huo, 2022). For example, one paper explicitly stated that RL behaviour is facilitated by a leader's empathy, positive affect, personal values, and holistic thinking (Voegtlin *et al*., 2020). In this study, Voegtlin and colleagues (2020) argue that it is a leader's ability to perceive the needs of others (empathy), the compulsion to consider those needs to be relevant (personal values and positive affect), and the ability to process those needs cognitively and simultaneously (holistic thinking) that drive a perception of responsibility.

2.3.1.2 Meso level: Organisational context

A total of six papers investigated how organisational context influences RL behaviour (Han, Wang and Yan, 2019b; Mousa and Puhakka, 2019; Tastan and Davoudi, 2019; Amir, Siddique and Ali, 2022; Garcia *et al*., 2022; Tuan, 2022). First, two papers demonstrated the connection between leader and subordinate (Han, Wang and Yan, 2019b; Amir, Siddique and Ali, 2022). It is argued that when a leader is involved in relationship building, relationship governance, and a sharing orientation, this enables the firm to develop strong connections with stakeholders, which, in turn, helps the firm better understand and fulfil the interests of those stakeholders (Amir, Siddique and Ali, 2022). Another study showed how significant building a high-quality relationship between leaders and followers is as a sign of success and the effectiveness of RL (Han, Wang and Yan, 2019b). Supervisor-subordinate *guanxi* acts as an

informal relationship between a leader and follower outside the working context, especially in Chinese society, which develops and exchanges emotional resources (Han, Wang and Yan, 2019b). Second, one paper explicitly states that an atmosphere of respect, equality, and sameness in the workplace fosters the effectiveness of responsible leaders because when employees perceive fair treatment from their leaders, they tend to do their best to fulfil organisational objectives (Mousa and Puhakka, 2019). Third, one paper illustrated that organisational leaders that prioritise inclusive stakeholder culture towards external parties and responsible HR practices will enhance desired organisational outcomes, including employee morale, commitment, organisational citizenship behaviour, ethical conduct, morality, and the reputation and value of the organization (Tastan and Davoudi, 2019). Finally, two papers added that it is important for leaders to have leadership practices (Garcia *et al*., 2022; Tuan, 2022). Garcia and colleagues (2022) found that five leadership practices (i.e., societal orientation, ethics, stakeholder involvement, power sharing, and environmental orientation) enable improvements in the financial and innovation performance of firms. Another study described how green HRM practices enhance RL (Tuan, 2022). The antecedent role of HRM practices is to strengthen leaders' own sustainable actions (i.e., responsible leadership), which, in turn, fosters employees' feelings of responsibility for the organisation's green goals and sustainability (Tuan, 2022).

2.3.1.3 Macro level: Institutional, cultural and environmental context

The environment is a key determinant and has been studied as a potential influence on RL. Only one paper investigates how institutional, cultural, and environmental influences affect RL (Ahmad Rizal *et al.*, 2022). This paper explicitly states that RL mediates the relationship between social interaction ties and certification for sustainability. Through social ties and interactions, RL ensures all relevant claims made by followers are considered before making decisions (Ahmad Rizal *et al.*, 2022).

2.3.2 Behaviour of RL

In response to RQ2, this study uncovered only a micro level of analysis related to the behaviour of RL.

2.3.2.1 Micro level: Personal values and characteristics (an ethical aspect)

Two papers found that an ethical perspective is crucial in developing RL (Sharma, 2019; Castaneda et al., 2023). One study revealed that the ethical practices (i.e., visible ethical actions and traits, setting ethical standards and accountability, and broad ethical awareness) of responsible leaders lead to customer satisfaction, enhanced performance, and positive word of mouth (Sharma, 2019). Similarly, five RL behaviours can be deemed vital in a SME restaurant setting: society orientation, ethics, stakeholder involvement, power-sharing, and environmental orientation, the practice of ethical behaviour by leaders is recognised as the most crucial in SMEs restaurants (Castaneda et al., 2023).

2.3.3 Consequences of RL

In response to RQ3, the review revealed 32 consequences of RL, of which 20 related to employees, seven to organisational context, and five to environmental context.

2.3.3.1 Micro level: Personal values and characteristics

Employee performance-related outcomes

A total of 20 consequences related to employee outcomes were identified. First, nine papers highlighted a positive association between RL and organisational commitment (Han, Wang and Yan, 2019a; Mousa, 2019; Almohtasb, Aldehayyat and Alaodat, 2021; Bouichou, Wang and Feroz, 2021; Castro-Gonzalez, Bande and Vila-Vazquez, 2022; Gomes, Marques and Cabral, 2022; Piñeros, 2022; Haque, Fernando and Caputi, 2020; Espinosa, 2022). Second, seven articles showed that RL strengthened employees' feeling of responsibility for the environment or organisational citizenship behaviour for the environment (OCBE) (Han, Wang

and Yan, 2019a; 2019b; Zhao and Zhou, 2019; Xiao *et al*., 2021; Abbas *et al*., 2022; Lu *et al*., 2022; Tuan, 2022). Third, five papers investigated the effects of RL on employees' work engagement (Lin, Huang and Huang, 2020; Dong and Zhong, 2022; Gomes, Marques and Cabral, 2022; Li, Yang and Akhtar, 2022; Megheirkouni, Naylor and Oshimi, 2022). Next, four studies found a link between RL and the perspective of employees' turnover intention (Liu and Lin, 2018; Haque, Fernando and Caputi, 2019b; Yasin, 2021; Yasin *et al.*, 2020). For example, Haque, Fernando and Caputi (2019b) clearly indicated that RL can increase employee attachment and attraction to their leader and organisation. These, in turn, reduce the negative effects of employee turnover intention. In addition, there are various feelings, such as loyalty, affection, warmth, belongingness, happiness, and pleasure, that show employees' affective commitment, which ultimately becomes psychological attachment to their organisations. Next, five papers examined green behaviour and employee green innovation (GI) (He, Morrison and Zhang, 2021; Zhang, Zhao and Chen, 2021; Zhou *et al*., 2022; Huo *et al*., 2022; Ismail and Hilal, 2023). Moreover, three papers showed that RL fosters employees' creativity and innovative behaviour (Castro-González, Bande and Fernández-Ferrín, 2019; Dong and Zhong, 2021; Zulfiqar, Khan and Huo, 2022). For example, Castro-González, Bande and Fernández-Ferrín (2019) indicate a positive relationship between RL and salespeople's creative performance in areas such as creating new ways to sell products or services, generating effective ideas, and responding to customers in an innovative style to enhance CSR perceptions. Furthermore, four studies found an influence of RL on unethical pro-organisational behaviour (UPB) (Inam *et al.*, 2021; Cheng *et al.*, 2022; Cheng,Kwan and Xin, 2022; Luu, 2023). Moreover, two studies found a positive relationship between RL and employee well-being (He, Morrison and Zhang, 2019; Marques *et al.*, 2021). Marques et al. (2021) indicated that RL is positively associated with expatriates' affective well-being at work, which ultimately increased working performance. The study shows that RL plays a significant

role in enhancing expatriate life during cross-cultural adjustment. It was also suggested that leaders with responsibility foster positive effects in employees by providing resources that enable the well-being of followers (He, Morrison and Zhang, 2019). In addition, two studies examined organisational citizenship behaviours (OCBs) (Bouichou, Wang and Feroz, 2021; Freire and Gonçalves, 2021). Finally, several studies found that RL shows a strong significant effect upon a variety of employee consequences, such as caring behaviours (Mohebi, Zandi and Fotovat, 2022), followers' low-carbon behaviour (Zhang, Liu and Zhang, 2023), pro-environmental behaviour (Afsar, Masood and Umrani, 2019; Tian and Suo, 2021), moral courage (Agarwal and Bhal, 2020), meaningful work (Lips-Wiersma, Haar and Wright, 2020), work deviant behaviour (WDB) (Ahmad *et al*., 2020), cross-cultural adjustment (Marques *et al*., 2021), counterproductive work behaviour (Zhu *et al*., 2021), duty orientation (Ansong, Agyeiwaa and Gnamkob, 2022), and employee career success (Li, Yang and Akhtar, 2022) (see Table 2.6).

Table 2.6 Employee consequences

Employee consequences	***Citations***
Organisational commitment (+)	Han, Wang and Yan, 2019a; Mousa, 2019; Almohtasb, Aldehayyat and Alaodat, 2021; Bouichou, Wang and Feroz, 2021; Castro-Gonzalez, Bande and Vila-Vazquez, 2022; Gomes, Marques and Cabral, 2022; Piñeros, 2022; Haque, Fernando & Caputi, 2020; Espinosa, 2022
Organisational citizenship behaviour for the environment (OCBE)	Han, Wang and Yan, 2019a; 2019b; Zhao and Zhou, 2019; Xiao *et al*., 2021; Abbas *et al*., 2022; Lu *et al*., 2022; Tuan, 2022.
Employees work engagement	Lin, Huang and Huang, 2020; Dong and Zhong, 2022; Gomes, Marques and Cabral, 2022; Li, Yang and Akhtar, 2022; Megheirkouni, Naylor and Oshimi, 2022.
Employee turnover intention (+)	Liu and Lin, 2018; Haque, Fernando and Caputi, 2019a; 2019b; Yasin, 2021; Yasin *et al*., 2020.
Green behaviour	He, Morrison and Zhang, 2021; Zhang, Zhao and Chen, 2021; Zhou *et al*., 2022; Ismail & Hilal, 2023; Huo *et al*., 2022
Unethical pro-organisational behaviour (UPB)	Inam *et al*., 2021; Cheng,Kwan and Xin, 2022; Cheng et al., 2022; Luu, 2023
Creativity	Castro-González, Bande and Fernández-Ferrín, 2019; Zulfiqar, Khan and Huo, 2022
Employee well-being	He, Morrison and Zhang, 2019; Marques *et al*., 2021
Organisational citizenship behaviours (OCBs)	Bouichou, Wang and Feroz, 2021; Freire and Gonçalves, 2021.
Community citizenship behaviour	Javed *et al*., 2021; Yang *et al.*, 2022
Caring behaviours	Mohebi, Zandi and Fotovat, 2022
Employees' low-carbon behaviour	Zhang, Liu, Zhang, 2023

Pro-environmental behaviour	Afsar, Masood and Umrani, 2019; Tian and Suo, 2021
Employees' moral courage	Agarwal and Bhal, 2020
Meaningful work	Lips-Wiersma, Haar and Wright, 2020
Work deviant behaviour (WDB)	Ahmad *et al*., 2020
Cross-cultural adjustment	Marques *et al*., 2021
Counterproductive work behaviour	Zhu *et al*., 2021
Duty orientation	Ansong, Agyeiwaa and Gnamkob, 2022
Employees' career success	Li, Yang and Akhtar, 2022

2.3.3.2 Meso level: Organisational context

Organisational climate

A total of seven consequences related to organisational context were identified: business sustainable performance (Amir, Siddique and Ali, 2022; Xuecheng *et al*., 2022); financial performance and innovation performance (Garcia *et al*., 2022; Ur Rehman *et al*., 2023); organisations' TBL performance (Mantikei *et al*., 2020); organisational inclusion (Mousa and Puhakka, 2019); and organisational safety performance (Saleem and Malik, 2022). First, two papers found that responsible leadership has a significant impact on society, the environment, and the economy, which leads to sustainable business performance (Amir, Siddique and Ali, 2022; Xuecheng *et al*., 2022). For example, Amir and colleagues (2022) indicate that the more responsible leaders are, the better the concerns of their firm's stakeholders in terms of relational and orientational perspectives, which, in turn, assists them in satisfying stakeholders' and society's demands. In addition, four studies found that RL significantly enhances financial and innovation performance (Wang *et al.*, 2015; Thakur and Sharma, 2019; Garcia *et al*., 2022; Ur Rehman *et al*., 2023). Two papers found that RL can positively enhance organisations' TBL performance, which measures a firm's financial, social, and environmental performance simultaneously (Mantikei *et al*., 2020; Javed *et al.*, 2020a). Next, two papers indicates that there is a positive relationship between RL and organisational inclusion (Mousa and Puhakka, 2019) and ethical climate (Tastan and Davoudi, 2019). These effects consist of a sense of respect for others, equality, and sameness within the organisation

through neutral communication; appreciating individual dissimilarity; enhancing intergroup cultural correspondence; and valuing organisational fairness (Mousa and Puhakka, 2019). One paper shows that RL moderates safety consciousness, safety performance, and safety climate (Saleem and Malik, 2022). Another paper finds that responsible leadership significantly predicted voluntary workplace green behaviour (Zhang *et al.*, 2021). Finally, one paper shows that socially responsible activities for different stakeholders have a major and positive impact on corporate reputation and financial performance (Javed *et al.*, 2020b). (see Table 2.7)

Table 2.7 Organisational consequences

Organisational consequences	***Citations***
Business sustainable performance	Amir, Siddique and Ali, 2022; Xuecheng *et al*., 2022
Financial performance and innovation performance	Thakur and Sharma, 2019; Garcia *et al*., 2022; Ur Rehman *et al*., 2023; Wang *et al.*, 2015
TBL performance (+)	Mantikei *et al*., 2020; Javed *et al.*, 2020a
Organisational inclusion, ethical climate	Mousa and Puhakka, 2019; Tastan and Davoudi, 2019
Safety performance	Saleem and Malik, 2022
Workplace green behaviour	Zhang *et al.*, 2021
Corporate reputation	Javed *et al*., 2020b

2.3.3.3 Macro level: Institutional, cultural and environmental context

Environmental development and innovation

A total of five consequences related to environmental context were identified: environmental management practices (EnvMP) (Ur Rehman *et al*., 2023); environmental innovation and performance (Wang *et al*., 2021; Ur Rehman *et al*., 2023); a firm's social performance (Javed *et al*., 2021) climate change (Mousa, Puhakka and Abdelgaffar, 2019) and green innovation (Akhtar *et al.*, 2023). For example, Wang *et al*. (2021) indicated that responsible CEOs influence their firm's engagement in environmental innovation, such as reducing carbon emissions and pursuing eco-innovation. Moreover, responsible leaders in hospitals have an impact on the relationship between climate change and affective, continuous, and normative commitment (Mousa, Puhakka, & Abdelgaffar, 2019). (see Table 2.8).

Table 2.8 Environmental consequences

Environmental consequences	*Citations*
Environmental management practices (EnvMP)	Ur Rehman *et al*., 2023
Environmental innovation and performance	Wang *et al*., 2021; Ur Rehman *et al*., 2023
Firm's social performance	Javed *et al*., 2021
Climate change	Mousa, Puhakka, & Abdelgaffar, 2019.
Green innovation	Akhtar *et al.*, 2023

2.4 Discussion

Through its systematic review of studies, with the aim of designating the antecedents, behaviour, and consequences of RL at multiple levels of analysis, this study found various dimensions. This is a critical step in comprehending the evolution of RL and establishes an important development in an academic approach to studying the phenomenon of RL. The discussion is structured as follows: first, we address RQ1 by critically reflecting on the antecedents, behaviour and consequences found through the analysis; we then move to mediators and moderators in RQ2 and discuss avenues for future in RQ3, respectively.

2.4.1 Antecedents of RL - discussion

Micro-level antecedents: Studies conducted on the micro-level antecedents of RL revealed substantial insights into personal traits and characteristics (Voegtlin *et al*., 2020; Zulfiqar, Khan and Huo, 2022). This understanding plays an important role in the formation and development of RL. Little is known about how these contributions can become relevant in determining the antecedents of RL and how they lead to different RL behaviours. Future researchers should also take a closer look at the role of training, education, and development programmes in fostering RL for the upcoming leadership generation. For example, it has been argued that a deeper understanding of the attitudes, values, and behaviours of Generation Y in relation to social and responsible issues will enable human resource practitioners to develop more suitable approaches to education and training programmes.

Meso-level antecedents: In terms of meso-level antecedents of RL, the existing research has investigated the relationship between RL and relevant organisational elements, such as positive organisational climate (Han, Wang and Yan, 2019b; Mousa and Puhakka, 2019; Amir, Siddique and Ali, 2022; Garcia *et al*., 2022; Tuan, 2022). Unfortunately, only a few studies have explored the linkage between RL and other relevant organisational contexts, such as unethical circumstances. To some extent, organisational context determines what is considered responsible and ethical. Future research can, for example, investigates the effect of unethical climates such as corruption to determine how leaders overcome such circumstances if they personally disagree with the action taken.

Macro-level antecedents: From the SLR, there is only one paper that investigates how institutional, cultural, and environmental influences affect RL (Ahmad Rizal *et al.*, 2022). However, there are still more culturally valued orientations, such as the supernatural, and a pandemic to take into consideration. Hence, future studies could seek to identify the linkage of an emerging global situation or pandemic condition to identify its potential relevance and influence on RL behaviours and outcomes. This would ultimately provide insights into the particular challenges of responsible leaders' antecedents and, in turn, strengthen the macro-level antecedents of RL research.

2.4.2 Behaviour of RL - discussion

The literature has examined the significance of an ethical aspect in developing RL (Sharma, 2019; Castañeda et al., 2023). However, this review of the empirical evidence shows a lack of research on the behavious of RL. In spite of such a research direction, little is known about how a variety of cultural factors can have a significant impact on individuals' traits and values, since the development of an individual's moral awareness embeds relational value within society.

2.4.3 Consequences of RL - discussion

Micro-level outcomes: A considerable number of studies examined the effectiveness of RL as it relates to internal stakeholder outcomes, especially employee outcomes concerning turnover intention, job satisfaction, organisational commitment, and work performance (Han, Wang and Yan, 2019a; 2019b; Mousa, 2019; Almohtasb, Aldehayyat and Alaodat, 2021; Bouichou, Wang and Feroz, 2021; Castro-Gonzalez, Bande and Vila-Vazquez, 2022; Gomes, Marques and Cabral, 2022; Piñeros, 2022). However, little is known about the related outcomes of the external stakeholders. This is crucial for future research, as having a multi-stakeholder lens could enhance the quality of measurement with regard to outcomes.

Meso-level outcomes: Recent work has predominantly focused on positive outcomes, such as an organisational climate that relates to business sustainable performance (Amir, Siddique and Ali, 2022; Xuecheng *et al*., 2022); financial performance and innovation performance (Garcia *et al*., 2022; Ur Rehman *et al*., 2023); organisations' TBL performance (Mantikei *et al*., 2020); organisational inclusion (Mousa and Puhakka, 2019); and organisational safety performance (Saleem and Malik, 2022). However, there is a limited number of studies on the negative outcomes of the implementation of RL. Consequently, future researchers can, for example, consider economic, non-economic and negative outcomes in order to develop a multi-stakeholder perspective.

Macro-level outcomes: Previous studies on RL outcomes at a macro-level have examined RL based on a number of beneficial aspects. Among these factors, Mehta, Sarvaiya and Chandani (2020) highlighted the importance of community engagement, which includes factors such as continuous communication, trust, and transparency in leadership. Another positive factor mentioned is environmental development, which relates to sustainable environmental welfare and responsiveness to climate change (Mousa, Puhakka and Abdelgaffar, 2019). Despite the extensive literature on positive outcomes at the macro level,

little is known about other, negative outcomes related to RL behaviours. Future research can, for example, study whether and how leaders who are unable to build or maintain the legitimacy of organisations may regulate the negative affects their licence to operate in society.

2.5 Contributions

Having reviewed the existing empirical research on RL, researchers can now address the questions of why and under what conditions RL occurs. First, the study offered a multi-dimensional framework, which synthesised the findings from previous research (Figure 2.5). An important insight offered by this framework is that all antecedents, behaviour, and consequences of RL offer the mechanisms to enhance the understanding of how to cultivate responsible leaders, promote RL behaviour. The inclusion of these variables helps researchers directly evaluate the relationships among antecedents, behaviour, and outcomes of RL. This framework represents a valuable step towards achieving a certain level of cohesion within the RL discipline, while also providing a foundation for the development of novel investigations pertaining to RL. Another contribution is an importance insight from this review, which is the limited research on the RL behaviour. This is concerning given the prevalent belief that ethical behaviour and decision-making are fundamental RL behaviours. In term of HR practice, this framework offers a clear picture on how to advance human resource management training and development programme that enhance RL, not only to owners-managers-entrepreneurs of MSMEs but also to employees that allows them to become a responsible member of the organisation.

2.6 Limitations

The main limitation of this study is the small sample size of the literature selected. For this SLR, the research was selected from four major databases: Business Source Ultimate, Web of Science, Scopus, and JSTOR. Hence, for the extendability of the research, other databases should also be included in future investigations. In addition, future research should provide greater clarity through the wider use of databases. This would allow more findings to be included in the conclusions with the support of broader samples to ensure accurate results related to the field. Crucially, future studies should explore journal articles that have been published in languages other than English. This is due to the context of RL in other countries and cultures having the potential to have different antecedent, behaviour, and outcome dimensions.

2.6 Conclusion

The present study conducted a systematic review of prior research on RL by using an SLR technique on the topic related to RL from 2015 to February 2023 in four databases: Business Source Ultimate, Web of Science, Scopus, and JSTOR. The study examined how RL has been measured in previous research and reviewed existing work on its antecedents, behaviour, and consequences to improve our understanding of the literature and the theoretical structure that supports the field. A total of 74 empirical articles were included in this review. The investigation reveals that, in 2022, researchers' interest in the topic had increased, with a corresponding rise in the number of publications (21 articles). *Frontiers in Psychology* appears to be the leading journal in terms of the number of RL articles per academic journal (8 articles) identified.

The findings of this study led to the conclusion that RL is an interesting field of study. Almost all researchers agree that the field of RL is in an emerging stage of development and

requires more studies in general (Han, Wang and Yan, 2019a; 2019b; Mousa and Puhakka, 2019; Amir, Siddique and Ali, 2022; Garcia *et al*., 2022; Gomes, Marques and Cabral, 2022; Tuan, 2022). Although RL does not have a unified definition in the literature, due to scholars not having yet reached a consensus on this, there is general agreement that interaction between RL and multiple levels of analysis is critical. An importance insight from this review is the limited research on the behaviour of RL. Therefore, further research on the behaviour of RL is needed, which can explain the reasons for variable findings on its impact. One of the substantial contributions that can be drawn from the analysis of the selected articles is the framework for the review of the literature, which synthesised the findings from previous research (Figure 2.5). An important insight offered by this framework is that all antecedents, behaviour, and consequences of RL offer the mechanisms to explain the change of leader behaviour in general and organisational behaviour in particular. This is a useful step towards achieving some degree of integration within the field and offering a platform to develop fresh research on responsible leadership. The review also identified RL as going beyond business considerations, which indicates that it has become a desirable requirement for leaders of all kinds of businesses to embrace not only economic and financial issues, but also social and environmental aspects.

CHAPTER 3 - STUDY 2: RESPONSIBLE LEADERSHIP AND ITS EFFECTS ON EMPLOYEE RESILIENCE

Summary

Drawing upon the Social Identity Theory of Leadership (SITL) theory which predicts that effective leaders are people who have the attributes of the category of leader that fits situational requirements (Hogg, 2001). Consequently, each categorisation of responsible leadership can be demonstrated by its association with a certain style of leadership and leader group prototypicality. This study examines the influence of responsible leadership (RL) on employee resilience in times of uncertainty. It investigates the mediating role of leader group prototypicality and the psychological empowerment of employees in employees' resilience. Following the quantitative research approach, an online survey was conducted via a number of 328 employee working in Micro, Small and Medium Enterprises (MSMEs) in Thailand. Results yields from the structural equation modeling analysis via AMOS (25.0) indicated that the effect of responsible leadership on employee resilience was partially mediated by group prototypicality and psychological empowerment, respectively. This study has both theoretical and practical contributions. This study makes an important contribution not only to responsible leadership literature but also LMX theory by introducing the SITL to employee resilience through responsible leadership behaviours. From a managerial point of view, Efforts to comprehend the mechanisms that foster employee resiliency are currently fascinating from a managerial standpoint. This is because resilient employees are typically associated with crisis management, business continuity, and organisational resilience. Owners- managers-entrepreneurs of MSMEs could make more effective use of their RL once they become more concerned about the influence of their prototypicality and psychological empowerment on employee resilience. Consequently, the practice of responsible leadership among business leaders can serve to increase organisational employee resilience.

3.1 Introduction

In the current business environment, crisis and uncertainty have a negative impact on both individual employees and entire organisations. Organisational survival and efficacy rely heavily on the resilience of leaders and employees in adapting to difficult business environments (Näswall *et al*., 2019). In recent years, individual resilience has been a topic of interest due to the complexity and volatility of the business environment. As a result, research on how to develop employee resilience is growing significantly (Lengnick-Hall, Beck and Lengnick-Hall, 2011; Bardoel *et al*., 2014; Khan *et al*., 2017; Näswall *et al*., 2019). Enabling and cultivating employee resiliency is necessary because it improves organisational performance and sustainability, which has a positive impact on the economic, social, and psychological benefits of employees (Burnard and Bhamra, 2011; Denhardt, Denhardt and Aristigueta, 2012; Näswall *et al*., 2019).

This study highlights the impact of multidimensional categorisations of RL on employee resilience and identifies employee perceptions towards leaders' behaviours in the midst of disruption and environmental uncertainty. The relationship between leadership style and employee resilience is not very clear. A few studies have addressed employee resilience (Kool and van Dierendonck, 2012; Nguyen *et al*., 2016; Gaddy *et al*., 2017; Peng *et al*., 2022), but how this resilience would be achieved was not outlined. It is anticipated that leadership prototypicality and employee empowerment will contribute to employee resilience, which will result in organisational performance in a context of uncertainty. Attaining resilience can be addressed by a style of responsible leadership (Maak and Pless, 2006; Pless, 2007; Pless and Maak, 2011). However, no prior research has been conducted on specific employee responses to a multidimensional style of RL or employee perspectives on leader group prototypicality and psychological empowerment, which is the focus of this study.

The Social Identity Theory of Leadership (SITL), developed by Michael Hogg (2001), emphasizes the role of group identity in leadership effectiveness. According to SITL, leaders who embody the characteristics and norms of the group prototype are perceived as more effective because they align with the group's social identity (Hogg, 2001; Hogg and van Knippenberg, 2003). This theory is highly relevant to the study of responsible leadership (RL) and its impact on employee resilience, particularly in uncertain contexts such as those faced by Thai Micro, Small, and Medium Enterprises (MSMEs).

Drawing upon the social identity theory of leadership (SITL) (Hogg, 2001; Hogg and van Knippenberg, 2003), the purpose of this study is to identify the potential enablers of employee resilience and, therefore, address the research question of how leaders adapt their responsible leadership to specific situations (e.g., crisis and uncertainty) in order to advance employee resilience. Furthermore, a consideration of what constitutes a resilient employee in the business context has not yet been undertaken, particularly in MSMEs. Consequently, the purpose of this study is to gain a better understanding of how employee resilience is facilitated by the RL behaviours of MSME entrepreneurs and to investigate the mechanisms by which they do so. In particular, the study investigates four distinct categorisations of RL (i.e., traditional economist, opportunity seeker, integrator, and idealist) in evoking leader group prototypicality, psychological empowerment, and employee resilience. The structure of the paper is as follows. First, the theoretical background and hypotheses are introduced. Second, the methodology used is illustrated by providing details of the data collection approach. Third, data analyses of the paper are presented. Fourth, discussion, including theoretical and practical implications, is provided. Finally, the paper ends with concluding remarks, including limitations and future directions of study.

3.2 Literature Review

3.2.1 Employee Resilience

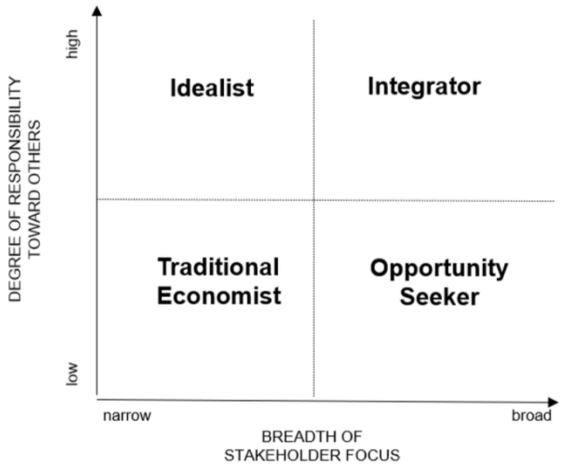
In the context of management and organisations, employee resilience is defined as the ability of an employee to endure and recover from problems, conflicts, failure, or situations that imply an increase in responsibility (Lupsa *et al*., 2020). In other words, resilience is a capability that can be developed to enable individuals and organisations to thrive in challenging environments (Hodliffe, 2014; Kuntz *et al*., 2016). Moreover, resilience enables individuals to engage in ongoing learning, adaptation, and development, which will help them improve their response to challenging situations (Lengnick-Hall, Beck and Lengnick-Hall, 2011; Ungar, 2012). Having resilient employees is a crucial asset for organisations because it demonstrates their adaptability and readiness for change in times of uncertainty. Resilience requires supportive environments, and leaders within organisations are one of the most important personnel resources (Näswall *et al*., 2015). According to Sommer, Howell and Hadley (2016), leaders play a significant role in fostering employee resilience. Nichols, Chattergee-Hayden and Trendler (2020) have also highlighted the significance of leadership in fostering employee resiliency and responding to change and crises. The study suggests that leaders need to engage subordinates individually and proactively by building trust and relationships through clear decision making and transparent communication (Nichols, Chattergee-Hayden and Trendler, 2020). Therefore, leaders have a significant duty to shape and develop the resilience of their employees at a relational level through their leadership behaviours (Valero, Jung and Andrew, 2015; Nguyen *et al*., 2016).

3.2.2 Categorisations of Responsible Leadership

The concept of responsible leadership demonstrates the connection between CSR and the performance of leaders (Pless and Maak, 2011). Pless, Maak and Waldman (2012) identified four categories that leaders may use to demonstrate responsibility and

implement CSR in terms of the degree of accountability towards others and of constituent group focus: traditional economist, opportunity seeker, integrator, and idealist (see Figure 3.1). In terms of the group focus dimension, both opportunity seekers and integrators are likely to consider a variety of stakeholder groups in their decision-making process (Pless, Maak and Waldman, 2012); whereas, traditional economists and idealists work in a singular manner to increase economic performance and maximise value for the firm's owners or shareholders or focus only on the specific stakeholders in need (Pless, Maak and Waldman, 2012). These four multiple perspectives of RL are bound to have some similarities with values-based leadership styles, such as autocratic leadership, and transactional, transformative, and servant styles (Pless, Maak and Waldman, 2012). Each leadership style can be demonstrated by its association with a certain style of leadership, as follows (see Table 3.1).

Figure 3.1 Responsible leadership matrix



Source: Pless, Maak and Waldman (2012)

First, leaders in the traditional economist category are those who create short-term economic value targeted towards shareholders (Pless, Maak and Waldman, 2012). Leaders

emphasise strict cost-benefit analyses for the purpose of CSR initiatives and, as a result, there is little commitment towards CSR as perceived by followers (Sully de Luque *et al*., 2008). These leaders are often highly rational, logical, risk-averse, and compliance-oriented; therefore, leaders who emphasise this perspective are likely to adopt an autocratic or rule-based style of leadership (Sully de Luque *et al*., 2008). As a result, this style of leadership behaviour has some characteristics of an autocratic leadership style (Pless, Maak and Waldman, 2012). Autocratic leadership category focuses on the centralisation of decision-making procedures, in which leaders tell employees what to do in a commanding manner, make decisions in a dictatorial way, control every aspect of their followers, impose their opinions on others without opening up the discussion, and believe that people with similar backgrounds should enjoy privileges (Sauer, 2011).

Table 3.1 Characteristics of responsible leadership categorisation

Categories	Main purpose	Motivation	Stakeholder relations	Leadership style
Traditional economist	Generate immediate or short-term economic value for shareholders	Save costs and maximise profit	Focus on key stakeholders who can be economically advisable	Autocratic
Opportunity seeker	Generate long-term economic value for shareholders	Competitive advantage; firm reputation	Focus on limited stakeholders who can ultimately satisfy shareholders	Transactional
Integrator	Generate long-term value for stakeholders in business and society	Shared moral values and principles	Focus on all stakeholders	Transformational
Idealist	Generate long-term social value for targeted stakeholders	Psychological satisfaction	Focus on selected stakeholders	Servant

Second, leaders in the opportunity seeker category create long-term economic value for shareholders and other stakeholders if the shareholders are beneficial and satisfied (Pless, Maak and Waldman, 2012). Such leaders attempt to understand and address a broader set of key stakeholders (e.g., employees, customers, and the local community) because they believe that these actions will create value for the shareholders (Pless, Maak and Waldman, 2012). Overall,

opportunity seekers follow the strategic pursuit of CSR with the belief that it contributes to improved financial performance, business growth, and sustainability (Orlitzky, Schmidt and Rynes, 2003). Therefore, such leaders engage in social responsibility not only for the sake of the firm itself, but also for their reputation for doing the right thing (Pless, Maak and Waldman, 2012). According to the dimensions of such leaders discussed above, they are likely to employ a transactional style of leadership because of a long-term perspective that invests only in those stakeholders who could provide the organisation with long-term profits (e.g., human capital, green environment, and local community development leadership) (Pless, Maak and Waldman, 2012).

Third, leaders with integrator leadership characteristics are those who generate long-term value for a group of business and societal stakeholders at large (Pless, Maak and Waldman, 2012). By collaborating with all stakeholders, these leaders demonstrate a strong and broad concern for others, and view profit as an outcome of responsible business conduct (Pless, Maak and Waldman, 2012). Overall, such leaders do not run businesses to generate profits for shareholders or owners. However, they are likely to view profits as an outcome of operating a responsible and accountable business. The study shows that such leaders combine rationality and analytical thinking with a sensitivity to the emotions of others (Pless, Maak and Waldman, 2012). Moreover, followers frequently perceive integrators as visionary and transformational leaders (Sully de Luque *et al*., 2008). This is because integrators are better able to understand the emotional commitment of the organisation's employees (Carmeli, Gilat and Waldman, 2007). Therefore, it could be assumed that there are some similarities between this style of leadership and transformational leadership, such as a shared emphasis on vision, inspiration, and intellectual stimulation among leaders (Pless and Maak, 2011).

Finally, the idealists' approach to leadership is that of servant-based leaders who are more likely to serve the needs of particular groups or stakeholders (Sendjaya, Sarros and

Santora, 2008; Van Dierendonck and Nuijten, 2011). The purpose of organisations led by such leaders is to create value for society as opposed to maximising profit, even if the business is experiencing a loss (Baron, 2007). The business is run as a means to enable them to create innovative solutions to address social problems (Mair and Marti, 2006). Such leaders have a broader perspective on their business responsibilities (including both social and environmental issues) and are driven by strong ethical considerations and spiritual or religious beliefs to achieve psychological fulfilment (Pless, Maak and Waldman, 2012). Overall, idealist leaders take the notion of responsible leadership as a strong concern for the needs of others, which is consistent with servant-based leadership. There are some perspectives of idealist leadership categorisation that can be mapped to servant leadership behaviour, such as the engagement in the formation of interpersonal relationships between leaders and followers and the encouragement of followers to achieve their ultimate potential and become self-motivated (Manz and Sims, 1987).

3.2.3 Leader Group Prototypicality

Leader group prototypicality refers to the degree to which a leader is representative of the shared social or group (team, organisational) identity (Hogg, 2001), which acts as a critical factor underlying leadership effectiveness and job outcomes (Hogg, 2001; Hogg and van Knippenberg, 2003; van Knippenberg and Hogg, 2003; Pierro *et al*., 2005). Group prototypical leaders also pursue the group's interests or experience the group's interests as self-interest (Giessner, van Knippenberg and Sleebos, 2009; van Knippenberg and van Knippenberg, 2005). Group prototypical leaders are perceived to embody the group identity, norms, and values, and to generate trustworthiness (Mayer, Davis and Schoorman, 1995). As a result, followers are more likely to be open to the leader's influence and perceive him or her as group prototypical (van Knippenberg and Hogg, 2003; van Knippenberg and van Knippenberg, 2005; Giessner and van Knippenberg, 2008). Therefore, group prototypical leaders are more effective at

influencing followers than those with less prototypicality (Hogg, Hains and Mason, 1998; cf. van Knippenberg, Lossie and Wilke, 1994; Hains, Hogg and Duck, 2006). Followers judge the legitimacy of a leader based on his or her day-to-day behaviours; as Johnson *et al*. (2012) pointed out, leaders' intentions are reflected in their identity as perceived by their followers, which refers to their leadership attributes.

3.2.4 Psychological Empowerment

Recently, researchers and practitioners have been devoting more attention to psychological empowerment due to its positive impact on both individuals and organisations (Liden, Wayne and Sparrowe, 2000). The empowerment of employees is more important in today's competitive business environment, in which leaders can effectively benefit from their employees' performance and capabilities (Spreitzer, 1995; Baird and Wang, 2010). As a result, when employees have a sense of empowerment, they are more likely to contribute to a positive organisational climate (Luthans *et al*., 2007). For example, a number of studies reveal that psychological empowerment acts as a crucial factor in fostering employee satisfaction and organisational commitment (Spreitzer, 1996; Joo and Shim, 2010). Furthermore, empowerment can facilitate a sense of hope that things will improve in the future (Spreitzer and Mishra, 2000). A great number of studies have investigated the importance of psychological empowerment by demonstrating that empowered employees perform better in their jobs (Spreitzer, Kizilos and Nason, 1997), exhibit more organisational citizenship behaviours (Seibert, Wang and Courtright, 2011), are more committed to their organisation (Chen and Kanfer, 2006), and experience greater job satisfaction (Liden, Wayne and Sparrowe, 2000; Seibert, Silver and Randolph, 2004; Harris, Wheeler and Kacmar, 2009; Seibert, Wang and Courtright, 2011). Nevertheless, the perspective of resilient employees remains empirically underexplored.

In what follows, the study presents the research model (shown in Figure 3.2 later in the chapter) and provides the theoretical reasoning for linking RL categorisations, leader group prototypicality, employee psychological empowerment, and employee resilience.

3.3 Theoretical Background and Hypotheses

3.3.1 Responsible Leadership Categorisation and Leader Group Prototypicality: Self-Categorisation

In the very beginning of the SITL processes, the cognitive dimension of social identity was specified by self-categorisation theory (Turner *et al.*, 1987; Haslam, Powell and Turner, 2000). The process of self-categorisation divides the social element into in-group and out-group classifications, which are represented as prototypes, and thus accentuates prototypical similarities among people in the same group and prototypical differences between people from different groups (Hogg, 2001; Hogg and van Knippenberg, 2003). In particular, self-categorisation not only involves depersonalising self-perception, but goes further because it transforms self-conception and assimilates all aspects of one's attitudes, feelings, and behaviours to the in-group prototype (Hogg, 2001; Hogg and van Knippenberg, 2003). In line with the SITL, people who self-categorise as group members are more likely to align their behaviours to the in-group prototype and cognitively and behaviourally assimilate themselves to the in-group features. People then depersonalise themselves and others in terms of in-group and out-group prototypes (Hogg, 2001; Hogg and van Knippenberg, 2003). In other words, the self-categorisation process changes how people think, feel, and act, in order to conforms with the in-group prototype. Leaders may then emerge among the group and then have the prototypical characteristics of an in-group member, which is important for leadership, such as being charismatic or having the characteristics of a particular category of leader (Hogg, 2001; Hogg and van Knippenberg, 2003). Leaders who are perceived to be prototypical group

members are more strongly supported and are evaluated as being more effective than leaders who are less prototypical (Hogg and van Knippenberg, 2003). Prototypical leaders can employ this to manage their own prototypicality and construct a particular prototype for the group that enhances their own group's identity, which they can also use to secure their own leadership position (Hogg, 2001; Hogg and van Knippenberg, 2003).

Drawing from the SITL, this predicts that effective leaders are people who have the attributes of the category of leader that fits situational requirements (Hogg, 2001). More specifically, the leadership effectiveness of a particular behavioural style is contingent on the favourability of the situation for that style. Consequently, each categorisation of responsible leadership can be demonstrated by its association with a certain style of leadership and leader group prototypicality, as follows. First, leaders with *traditional economist* characteristics have some common issues related to the autocratic leadership style (Pless and Maak, 2011). Generally, this style of leadership is seen as a negative form of leadership behaviour because of its self-centred nature, which, in turn, may have negative influences on the organisational climate, such as poor employee mental health and well-being, as well as, high work stress (De Cremer, 2006). Despite the potential for autocratic leadership to have a negative impact on group performance, some research suggests that it is not always harmful and may have beneficial. According to Yukl (2010), autocratic leaders have four general qualities: (1) they will make all the important decisions; (2) task accomplishment is their main concern, rather than the happiness and satisfaction of employees; (3) they keep their distance from employees as much as appropriate; and (4) they believe that punishment acts as a motivational mechanism for the workforce. In the same vein, autocratic leaders may enhance and facilitate group functioning, team performance, and member satisfaction. As De Hoogh, Greer and Den Harton (2015) suggest, autocratic leaders provide clear hierarchical differentiation in a group, which creates a structured, well-ordered environment and allows for higher group cooperation and

performance. Therefore, followers accept who is in control and are aware of what is expected of them because the roles and responsibilities are clear (Bass and Bass, 2008). In addition, in times of uncertainty, people depend heavily on their leader and prefer the strong and directive leadership of a group that is clearly structured (Hogg and van Knippenberg, 2003). Therefore, it is interesting that the autocratic leader's behaviour as perceived by subordinates may be acceptable due to the benefits of power centralisation in teams (Halevy, Chou and Galinsky (2011) and a clear hierarchy of authority that meets fundamental human needs (Zitek and Tiedens, 2012). Consequently, there is also a probability that group members might support autocratic leadership if they value such behaviour (high group leader prototypicality) (Skarlicki and Folger, 1997; Nyberg *et al*., 2008; Giessner, van Knippenberg and Sleebos, 2009).

Second, leaders with *opportunity seeker* characteristics share some behaviours with transactional styles of leadership (Pless and Maak, 2011). Opportunity seekers guide and encourage employees to achieve work-related goals. They are looking for long-term profit for the organisation by investing in human capital, such as through employee training and local community development (Pless, Maak and Waldman, 2012). This is in line with transactional leadership, which refers to leaders who influence their subordinates on the basis of mutual exchanges by following employment contracts, such as rewards and punishments that depend on work-related goals (Bass, 1985). Leaders with a transactional leadership style motivate and guide followers in achieving the purpose that they have set; as a result, leaders will reward those who accomplish the set tasks and will take action when something goes wrong (Bass, 1985).

Third, leaders with *integrator leadership* characteristics have some similarities in terms of behaviour with transformational leaders (Pless and Maak, 2011). This style of leadership refers to the perspective of group-focused leadership behaviour, in which followers recognise the behaviour of leaders as an orientation of the team (group, organisation), not of the leader

themselves (Wang and Howell, 2010). For example, transformational leadership would be accepted by followers if leaders demonstrated a collective identity by putting the group's objectives first (Johnson *et al*., 2012). Such leaders can motivate followers to higher standards of ethical responsibility by inspiring them to transcend their self-interest for the good of the team, organisation, and community (Stahl and Sully de Luque, 2014). Moreover, transformational leaders motivate and inspire followers to perform beyond their normal level of performance to reach their maximum potential. In addition, since such leaders are visionary by nature, they are more likely to act as role models for followers. Consequently, there is a positive, trusting relationship between leaders and followers, which acts as a significant resource when group members work in the same organisation (Gillespie and Mann, 2004). This is consistent with research by Van Knippenberg and Van Knippenberg (2005), which found that group-oriented behaviour has a correlation with leaders' group prototypicality as perceived by followers. Thereby, the power distance between leaders and followers appears to decrease, and a feeling of equality in terms of values and beliefs emerges. As a result, leaders are more likely to encourage the expectations of group members (Colquitt, Noe and Jackson, 2002; Cole, Carter and Zhang, 2013).

Finally, the *idealists'* approach to leadership is present in leaders who may have similar behaviours to servant leaders (Pless and Maak, 2011). According to Greenleaf (1970; 1977), servant leadership refers to a leader who prioritises and develops the good of others over self-interest. Servant leaders are more likely to influence each employee to be more committed to the group membership and organisation, to develop and reach higher performance through a learning process and experience, which, in turn, benefits the community that the organisation serves (Walumbwa, Hartnell and Oke, 2010). These leaders are perceived to treat all members equally, so employee motivation is high and morale is positive (Liden, Panaccio and Meuser,

2014). Moreover, followers of this style of leadership will realise their true potential and finally become servant leaders themselves (Greenleaf, 1977).

In terms of the group prototypical leader, as shown by the SITL, researchers found that when a leader is viewed as a prototypical member of the group, employees will support and consider him/her an effective leader (Rast, Hogg and Tomory, 2014). The possibility of followers to develop positive attitudes towards leaders depends on the extent to which leaders match the followers' ideal of a leader prototype (Lacroix and Pircher Verdorfer, 2017). Thereby, prototypical leaders who are liked and popular among their followers, are able to exercise their leadership more effectively than those who are less liked and less prototypical. Building on this, there is also a probability that group members will support these four categories of responsible leadership if they value such behaviour, which, in turn, represents a high level of group leader prototypicality. Therefore, this study argues that if employees believe that one category of RL is group prototypicality, this RL categorisation will be more successful in guiding people through the challenges of a crisis. Moreover, if the RL categorisation aligns with the employees' shared attitudes and behaviours, employees will perceive that the group prototypical leader can be relied upon to act in their best interests. Consequently, they will be more likely to adopt group attitudes and behaviours, resulting in a more prototypical leader group. The following hypothesis is proposed:

Hypothesis 1. Responsible leadership categorisation (RLC) is positively associated with leader group prototypicality.

3.3.2 Leader Group Prototypicality and Psychological Empowerment: A Prototypically In-Group

In line with the SITL, the most prototypical person is able to exercise leadership by having his or her ideas accepted more broadly than those suggested by others; this empowers

that person and generally ensures his or her ability to exercise their influence (Hogg, 2001; Hogg and van Knippenberg, 2003; van Knippenberg, 2011). Gradually, the most prototypical member gains prestige and status; in the meantime, an intragroup status differential between leader and followers begins (Hogg, 2001; Hogg and van Knippenberg, 2003). Therefore, prototypical members are more likely to emerge as leaders, and more prototypical leaders will be perceived to be more effective leaders, which is supported by several studies (Haslam *et al*., 1998; Platow, Reid and Andrew, 1998; Hogg, 2001; Hogg and van Knippenberg, 2003; van Knippenberg, 2011; Hains, Hogg and Duck, 2006).

A prototypical leader is positively connected with the influence of leaders as perceived by employees, and a prototypical leader can encourage collaborative behaviour among employees by triggering the collaborative perspective of their self-concepts (De Cremer, Van Dijke and Mayer, 2010; van Knippenberg, 2011). Therefore, prototypical leaders are identified as an identity-relevant feature in leader-follower relationships (van Knippenberg, 2011). Members of the group, including the leader, deliver identity implications for each group member, encourage them to define who they are, and foster a shared mindset related to the group's beliefs and values (Hogg, 2001). As a result, followers will consider what group members perceive as suitable and desirable (Abrams and Hogg, 1990). As supported by the SITL, group prototypical leaders are more likely to be effective in guiding and inspiring followers than non-group prototypical leaders (Pierro *et al*., 2005; van Knippenberg, 2011). In particular, prototypical leaders appear to be more effective sources of influence and are thus more likely to represent what the group stands for (Hogg, 1993; Haslam *et al*., 1995). In addition, leaders who focus more on involvement and participation tend to have positive psychological empowerment and generate a perception of fairness towards employees (Blader and Tyler, 2003). Building on this, when people are prototypical in-group members, they psychologically belong to the group (Hogg, 2001; Hogg and van Knippenberg, 2003).

Furthermore, followers who have strong psychological empowerment tend to have a positive outlook on a group's prototypical leader (Grille, Schulte and Kauffeld, 2015; Hu *et al.*, 2018; Schermuly *et al.*, 2022). Therefore, it could be assumed that leader group prototypicality is related to psychological empowerment. Consequently, the following hypothesis is put forth:

Hypothesis 2. Leader group prototypicality is positively associated with psychological empowerment.

3.3.3 Psychological Empowerment and Employee Resilience: A Psychological Connection

Through the process of psychological merging of self into group, people strive for a positive self-image and group membership. People also need a psychological connection and sufficiently positive self-esteem to create, maintain, and protect the positivity of their social identity (van Prooijen and van Knippenberg, 2000; S. Alexander Haslam *et al.*, 2014). In the SITL, prototypical members, as leaders of the group, embody group norms as part of their identity and have a greater investment in the group; thus, leaders are more likely to treat in-group members fairly and behave in ways that promote and favour the in-group's goals and welfare (De Cremer and Tyler, 2005; Abrams and Hogg, 2010; Jones *et al.*, 2020). Moreover, prototypical leaders generate substantial material and psychological resources and rewards for their followers, and followers invest their trust in them (van Knippenberg and van Knippenberg, 2005; Giessner and van Knippenberg, 2008; Giessner, van Knippenberg and Sleebos, 2009). As a result, group prototypical leaders can be seen as effective leaders who have a vision or mission which they infuse in the group (e.g., Burns, 1978; Bass, 1985; 1990; 1998; Conger and Kanungo, 1987; 1988). In other words, group prototypical leaders should be proactive, innovative, change-oriented, motivating, inspiring, and interested in others, be able to create commitment to the group, and generally empower members of the group (Hogg, 2001; Hogg and van Knippenberg, 2003). In line with the supported idea from Shin, Taylor and Seao

(2012) that empowered psychological employees can effectively generate resiliency, as a result, they can deal with both positive and negative circumstances. They are more likely to have a higher job obligation, be willing to take on more tasks, and have a positive mental health condition. Hence, the following hypothesis is put forth:

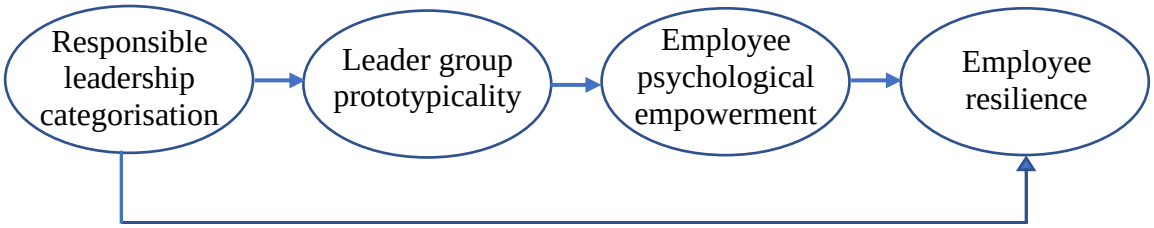
Hypothesis 3. Psychological empowerment is positively associated with employee resilience.

3.3.4 Mediated Relationships between Responsible Leadership Categorisation and Employee Resilience

Grounded in the SITL (Hogg, 2001; Hogg and van Knippenberg, 2003), this study began by asserting that each categorisation of RL is more likely to have its own leader group prototypicality. Next, each group leader prototypically becomes an important leader who has psychological empowerment over his or her employees. As the SITL approach indicates, when people see themselves as part of a group and identify with it, they gain a range of significant psychological resources from that group membership (Hogg, 2001; Hogg and van Knippenberg, 2003; Haslam *et al*., 2018; Haslam *et al*., 2021). People experience psychological connections to fellow group members that provide them with social support. In light of this, people's sense of belongingness to and identification with social groups reveal significant benefits for health and well-being (Haslam *et al*., 2018; Haslam *et al*., 2021). This argument accordingly suggests that leader group prototypicality has crucial consequences for employee resilience, as shown in their health and well-being. Therefore, it seems reasonable to propose that the relationships between each categorisation of responsible leadership and employee resilience may be somewhat consistent. Based on these arguments, the following hypothesis was formulated.

Hypothesis 4: Responsible leadership categorisation is positively associated with employee resilience as mediated through leader group prototypically and psychological empowerment.

Figure 3.2 Research model



3.4 Methodology

3.4.1 Data Collection

Data were collected by approaching employees who are working in various sectors in Thailand. The study is comprised of employees of varying job titles in MSMEs in Thailand who have worked for their company for at least a month. The self-employed were excluded. The goal of the sample selection was to cover a diverse range of business communities to improve the generalisability of the data. The researcher used individual-level analysis to examine how employees assess their business owners or entrepreneurs. For this research the MSMEs were classified based on the classification of the Office of SMEs Promotion, Thailand (OSMEP, 2019). The micro business size is not more than 5 employees, while the small size is 5-50 employees and 30-100 employees for medium size business.

In addition, the study contributes to the literature by examining how different categorisations of RL may affect employee resilience. The participants were chosen under conditions of anonymity and confidentiality, and they were assured of the choice to discontinue their involvement at any point during the survey. The purpose and confidential nature of the study were explained in a cover letter. Participation in this study was entirely voluntary, and

no incentive was offered. In all, 500 self-administered questionnaires were distributed, of which 328 usable questionnaires were returned, yielding a response rate of 65.6%.

3.4.2 Respondents

Table 3.2 highlights the demographic characteristics of the participants in this study. A total of 328 employees from different industry sectors participated in the survey, of which 53.7% were female, 38.4% were male, and 7.9% did not specify, with most between 36 and 45 years old (38.4%). As for other age groups, 33.8% were 26-35 years old, 23.2% were 56-65 years old, 3% were 18-25 years old, and 1.5% were above 66 years old.

With regard to the level of education, 64.3% held a master's degree, 28% had a bachelor's degree, and 5.8% had a doctoral degree. The remainder (1.8%) fell into other educational levels. The marital status of the respondents was as follows: 51.8% were married, 39.3% were single, 6.1% were divorced, and 2.7% were widowed.

Respondents represented various industry types, with 17.4% from the consumer products sector, 17.1% from the industrial sector, 13.1% each from the agro-food and financial sectors, and 39.4% from other industry sectors. About 54.9% of respondents worked in medium-sized enterprises, 33.8% worked in small businesses, and 11.3% in micro businesses.

Concerning the level of personal income, the largest proportion of respondents had an income of more than 55K baht per month (42.7%), 29% received 30K to 55K, 25.9% received 15K to 30K, and 2.4% received less than 15K per month.

Finally, organisational tenure is structured as follows: 33.8% of the respondents had worked in the organisation for 4 to 7 four years, 30.2% had worked for 8 to 11 years, 13.7% had worked with the organisation for between 1 and 3 years, 11% had worked for 12 to 15 years, 7% had been there for over 15 years, and 4.3% had worked there for less than 1 year. This suggests that the target respondents had sufficient experience in their organisations and

had spent sufficient time with their leaders to comment upon constructs such as responsible leadership.

Table 3.2 Demographic characteristics of the participants

Demographic variable	Category	Frequency	Percent (%)
Gender	Male	126	38.4
	Female	176	53.7
	Not specified (prefer not to say)	26	7.9
Age	18-25 yrs old	10	3.0
	26-35 yrs old	111	33.8
	36-45 yrs old	126	38.4
	56-65 yrs old	76	23.2
	66 yrs old and above	5	1.5
Education	High school	1	0.3
	College/University	4	1.2
	Bachelor's degree	92	28.0
	Master's degree	211	64.3
	Doctoral degree	19	5.8
	Others	1	0.3
Marital status	Single	129	39.3
	Married	170	51.8
	Divorced	20	6.1
	Widowed	9	2.7
Tenure	Less than 1 year	14	4.3
	1-3 years	45	13.7
	4-7 years	111	33.8
	8-11 years	99	30.2
	12-15 years	36	11.0
	Over 15 years	23	7.0
Personal Income	Under 15,000 baht	8	2.4
	15,000-30,000 baht	85	25.9
	30,001-55,000 baht	95	29.0
	More than 55,000 baht	140	42.7
Industry type	Agro and Food Industry	43	13.1
	Consumer Products	57	17.4
	Financial	43	13.1
	Industrial	56	17.1
	Property and Construction	34	10.4
	Resources	28	8.5
	Services	33	10.1
	Technology	23	7.0
	Others	11	3.4
Firm size	Micro enterprise	37	11.3
	Small enterprise	111	33.8
	Medium-sized enterprise	180	54.9

N=328

3.4.3 Dependent Variables and Mediator

3.4.3.1 Leader group prototypicality

Participants were asked to respond to the following four items, derived from van Knippenberg and van Knippenberg (2005), which refer to the participant's daily work and team leader. Respective example items are: "This leader is a good example of the kind of people that are members of organisation"; "This leader has very much in common with the members of organisation"; "This leader represents what is characteristic about the organisation"; "This leader is very similar to the members of organisation".

3.4.3.2 Psychological empowerment

Participants were asked to respond to the following four dimensions (a 12-item measure) derived from Spreitzer (1995). The scale was composed of four dimensions: meaning (e.g., "My job activities are personally meaningful to me"); competence (e.g., "I am confident about my ability to do my job"); self-determination (e.g., "I have considerable opportunity for independence and freedom in how I do my job"); and impact (e.g., "I have significant influence over what happens in my department").

3.4.3.3 Employee resilience

Participants were asked to rate how often they engaged in the resilient behaviours given in the following four dimensions (a nine-item measure) derived from Näswall *et al*. (2019). This measures the degree to which respondents engage in resilient behaviours. Sample items are "I collaborate effectively with others to handle unexpected challenges at work"; "I successfully manage a high workload for long periods of time"; and "I resolve crises competently at work".

3.4.4 Independent Variable

3.4.4.1 Responsible leadership categorisations

To measure responsible leadership categorisations, the study adapted and used existing measures regarding four leadership styles: traditional economist (autocratic style), opportunity seeker (transactional style), integrator (transformative style), and idealist (servant style).

Traditional economist (Autocratic leadership style). Autocratic leader behaviours were measured with five items each from two scales from the validated Dutch Charismatic Leadership in Organisations questionnaire (CLIO; De Hoogh *et al.*, 2004) (see also De Hoogh and Den Hartog, 2009). The Autocratic Leader Behaviour Scale includes dominant behaviour and leaders protecting their own position, such as making decisions alone without asking for suggestions and commanding subordinates in what to do. Examples of items are: "My leader is bossy and orders subordinates around" and "Makes sure that his or her own interests are always met".

Opportunity seeker (Transactional leadership style) and Integrator (Transformational leadership style). The Multifactor Leadership Questionnaire 5X Short Form (MLQ: Bass and Avolio, 1997) was used to measure both leadership styles because it is widely used in many leadership studies. There are three factors associated with the transactional leadership style: contingent reward (the exchange between leaders and followers for rewards); management by exception (active: corrective action when mistakes are identified); and management by exception (passive: reacts to situations when the leader becomes serious). Examples of items are: "My leader provides meaningful rewards based upon task completion" and "My leader seeks deviation from expectations and provides punishment". In terms *of transformational leadership*, there are five factors: idealised influence (behaviours - trust and confidence a leader builds with followers through personal association); idealised influence (attributes: the way a

leader develops a collective sense of mission and values with followers); inspirational motivation (the promotion of a clear vision by the leader to followers); intellectual stimulation (the promotion of innovation and creativity among followers); and individual consideration (the empowerment passed onto followers). Examples of items are "My leader builds trust and confidence through personal association" and "My leader develops a collective sense of mission and values".

Idealist (Servant leadership style). The Servant Leadership Questionnaire (SLQ) from Liden *et al*. (2008) is a 28-item scale that measures seven major dimensions of servant leadership: conceptualising, emotional healing, putting followers first, helping followers grow and succeed, behaving ethically, empowering, and creating value for the community. Examples of items are: "I would seek help from my leader if I had a personal problem", "My leader cares about my personal well-being", and "My leader takes time to talk to me on a personal level".

3.4.5 Control Variables

The researcher controlled for certain demographic factors (i.e., age, gender, education level, and tenure in the organisation). The study included age as a control variable because of the significant relationship between age and well-being (Allen *et al.*, 2017). Empirically, individual age, gender, and tenure in organisations are widely controlled in most studies of leadership and well-being (e.g., Reb, Narayanan and Ho, 2013; Sendjaya *et al.*, 2016; Pinck and Sonnentag, 2018).

The variables used in this study are composed of items tested in previous empirical research to ensure their validity. The items were adjusted to suit the Thai business environment. Responses were assessed using a five-point Likert scale with weights assigned as follows: 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree.

3.4.6 Data Analysis Procedures

To test the research model presented in Figure 3.2, structural equation modelling (SEM) (Bollen, 1989) was performed using AMOS 25 (Byrne, 2001; Arbuckle, 2003). SEM is a feasible statistical tool for exploring the multivariate relationships among some or all of the variables, and provides a comprehensive approach to a research question for measuring and analysing theoretical models (Anderson and Gerbing, 1988). The measurement model was evaluated by assessing reliability (through Cronbach's alpha), convergent validity (through composite reliability [CR], and average variance extracted [AVE]), and discriminant validity (through the Fornell-Larcker criterion). Confirmatory factor analysis (CFA), mediation analysis, and moderation analysis were also performed. The study used SEM to test the mediating effects of: (1) leader group prototypicality on the relationship between the four responsible leadership categorisations and psychological empowerment; and (2) psychological empowerment on the relationship between leader group prototypicality and employee resilience. Table 3.3 presents the variables employed in the models, highlighting the role of each variable.

Table 3.3 Variables and items

Variable	Type	Description	Source
Responsible leadership categorisation (n=18)	Independent variable	Traditional economist (autocratic style) (5 items) 1. My leader is in charge and gives orders. 2. My leader makes decisions alone without asking for suggestions. 3. My leader is bossy and orders subordinates around. 4. My leader makes sure that his/her own interests are always met. 5. My leader believes that, in reality, only one person can be the leader. Opportunity seeker (transactional style) (3 items - MLQ 5X) 1. My leader provides meaningful rewards based upon task completion. 2. My leader seeks deviation from expectations and provides punishment. 3. My leader reacts to situations after they become serious. Integrator (transformative style) (5 items - MLQ 5X) 1. My leader builds trust and confidence through personal association. 2. My leader develops a collective sense of mission and values. 3. My leader creates a collective vision. 4. My leader teaches and coaches on an individual basis. 5. My leader encourages innovation through examination and analysis of critical assumptions. Idealist (servant style) (5 items) 1. Others would seek help from him/her if they had a personal problem. 2. My leader emphasises the importance of giving back to the community. 3. My leader can tell if something work related is going wrong. 4. My leader gives others the responsibility to make important decisions about their own jobs. 5. My leader makes others' career development a priority.	CLIO (De Hoogh and Den Hartog, 2009) MLQ-5X Short Form (Bass and Avolio, 1997) MLQ-5X Short Form (Bass and Avolio, 1997) SLQ (Liden, *et al*., 2008)
Leader group prototypicality (n=4)	Dependent and mediator variable	1. My leader is a good example of the kind of people that are members of organisation. 2. My leader has very much in common with the members of organisation. 3. My leader represents what is characteristic about the organisation. 4. My leader is very similar to the members of organisation.	Cicero, Pierro and van Knippenberg (2007)
Psychological empowerment (n=12)	Dependent and mediator variable	Meaning 1. The work I do is very important to me. 2. My job activities are personally meaningful to me. 3. The work I do is meaningful to me. Competence 1. I'm confident in my autonomy in determining how I do my job. 2. I'm self-assured about my capabilities to perform my work activities. 3. I've mastered the skills necessary for my job. Self-Determination 1. I've significant autonomy in determining how I do my job. 2. I can decide on my own how to go about doing my work. 3. I've considerable opportunity for independence and in performing how I do my job. Impact 1. My impact on what happens in my department is large. 2. I've a great deal of control over what happens in my department. 3. I've significant influence over what happens in my department.	Spreitzer (1995)
Employee resilience (n=9)	Dependent variable	1. I collaborate effectively with others to handle unexpected challenges at work. 2. I successfully manage a high workload for long periods of time. 3. I resolve crises competently at work. 4. I learn from mistakes at work and improve the way I do my job. 5. I respond effectively to feedback at work, even criticism. 6. I re-evaluate my performance and continually improve the way I do my work. 7. I seek assistance to work when I need specific resources. 8. I approach managers when I need their support. 9. I use change at work as an opportunity for growth.	Näswall *et al*. (2019)

3.4.7 Questionnaires

The questions in the surveys were relevant to the research questions and were composed of items tested in previous empirical research to ensure their validity. For this study, scale items were adjusted to suit the Thai business environment. Responses were assessed using a five-point Likert scale for all variable questions, with weights assigned as follows: 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree. The participants were asked to answer the questions in the survey by keeping their direct manager or leader in mind to obtain the best result. In accordance with the common wisdom of wording and translation (Brislin, 1986), the measures were translated into Thai and then retranslated back into English. This research employed a pilot study to assess the questionnaire design and identify issues for improvement in the survey. A pilot study was conducted among 100 randomly selected MSME employees prior to the final data collection to obtain feedback on the questionnaire, as well as to test and identify any likely difficulties in responding to the online survey distribution tools. The survey questionnaire used for this study consisted of two parts. The first part contained questions regarding demographic characteristics of gender, age, educational level, and tenure under the respondent's current leader. These questions were later used as control variables during the data analysis stages. The second set of questions consists of sub-items for testing the proposed hypotheses, and included the independent variable, mediator variable, and dependent variables.

3.5 Data Analysis

Based on the proposed framework and hypotheses, SEM and AMOS 25 software, as suggested in Anderson and Gerbing (1988) and Marsh, Balla and McDonald (1988), were adopted for the analysis of the data and for establishing the model. This study implemented a two-step approach to data analysis. First, the measurement model analysis was carried out to measure reliability and validity concerns of the data with the help of CFA. CFA involved the

examination of the measurement model of each dimension and the construct of the overall measurement model. The overall measurement model contained four constructs: responsible leadership categorisation (RLC), leader group prototypicality, psychological empowerment, and employee resilience. Second, the structural model was tested by verifying the hypotheses. SEM calculates all the hypothesised relationships among the variables in the proposed model at the same time and compares the fit of the hypothesised model with the underlying data (Anderson and Gerbing, 1988).

3.5.1 Descriptive Statistical Analysis

Table 3.4 reports the values of the descriptive statistics, such as the mean and standard deviation, among the key variables involved in this study.

Table 3.4 Descriptive statistics and reliabilities

Variable	Construct identifier			n	M	SD
Responsible leadership categorisation (RLC)	Traditional economist	TEC1	My leader is in charge and gives orders.	328	3.59	0.96
		TEC2	My leader makes decisions alone without asking for suggestions.	328	3.98	0.74
		TEC3	My leader is bossy and orders subordinates around.	328	4.00	0.96
		TEC4	My leader makes sure that his/her own interests are always met.	328	3.95	0.99
		TEC5	My leader believes that, in reality, only one person can be the leader.	328	3.99	0.91
	Opportunity Seeker	OPS1	My leader provides meaningful rewards based upon task completion.	328	3.95	1.00
		OPS2	My leader attends to followers' mistakes and failures to meet standards. (seeks deviation from expectations and provides punishment.)	328	4.00	0.96
		OPS3	My leader reacts to situations after they become serious.	328	3.99	0.90
	Integrator	INT1	My leader builds trust and confidence through personal association.	328	4.02	0.95
		INT2	My leader develops a collective sense of mission and values.	328	3.98	1.00
		INT3	My leader creates a collective vision.	328	3.99	0.96
		INT4	My leader teaches and coaches on an individual basis.	328	4.02	0.95
		INT5	My leader encourages innovation through examination and analysis of critical assumptions.	328	4.06	0.61
	Idealist	IDL1	Others would seek help from him/her if they had a personal problem.	328	4.01	0.93
		IDL2	My leader emphasises the importance of giving back to the community.	328	4.02	0.88
		IDL3	My leader can tell if something work related is going wrong.	328	3.97	0.92
		IDL4	My leader gives others the responsibility to make important decisions about their own jobs.	328	4.01	0.88
		IDL5	My leader makes others' career development a priority.	328	4.07	0.60
Leader group prototype		LGP1	My leader is a good example of the kind of people that are members of organisation.	328	3.97	0.93
		LGP2	My leader has very much in common with the members of organisation.	328	4.03	0.93
		LGP3	My leader represents what is characteristic about the organisation.	328	4.00	0.93
		LGP4	My leader is very similar to the members of organisation.	328	3.99	0.91
Psychological empowerment (PSM)	Meaning	MEA1	The work I do is very important to me.	328	3.89	0.99
		MEA2	My job activities are personally meaningful to me.	328	3.91	0.97
		MEA3	The work I do is meaningful to me.	328	3.95	0.93
	Competence	COM1	I'm confident in my autonomy in determining how I do my job.	328	3.92	0.99
		COM2	I'm self-assured about my capabilities to perform my work activities.	328	3.85	1.05
		COM3	I've mastered the skills necessary for my job.	328	3.89	1.05
	Self-Determination	STD1	I've significant autonomy in determining how I do my job.	328	3.92	1.01
		STD2	I can decide on my own how to go about doing my work.	328	3.92	1.02
		STD3	I've considerable opportunity for independence and for performing how I do my job.	328	3.94	0.94
	Impact	IMP1	My impact on what happens in my department is large.	328	3.94	0.97
		IMP2	I've a great deal of control over what happens in my department.	328	3.99	0.96
		IMP3	I've significant influence over what happens in my department.	328	3.94	1.03
Employee resilience		EMR1	I collaborate effectively with others to handle unexpected challenges at work.	328	3.98	0.95
		EMR2	I successfully manage a high workload for long periods of time.	328	3.95	0.94
		EMR3	I resolve crises competently at work.	328	3.96	0.97
		EMR4	I learn from mistakes at work and improve the way I do my job.	328	4.06	0.92
		EMR5	I respond effectively to feedback at work, even criticism.	328	4.03	0.98
		EMR6	I re-evaluate my performance and continually improve the way I do my work.	328	4.04	0.57
		EMR7	I seek assistance to work when I need specific resources.	328	4.07	0.57
		EMR8	I approach managers when I need their support.	328	4.05	0.58
		EMR9	I use change at work as an opportunity for growth.	328	4.07	0.62

Abbreviations: M = mean, SD = standard deviation

3.5.2 Exploratory Factor Analysis

Exploratory factor analysis (EFA) was employed to test reliability and validity. The overall measure of sampling adequacy (MSA) and Bartlett's test of sphericity were conducted to ensure there were sufficient correlations among the observed variables to proceed with factor analysis. The results of the tests are presented in Table 3.5. The overall MSA by the Kaiser-Meyer-Olkin (KMO) test was 0.869, greater than the cut-off value of 0.50 (Hair *et al*., 2006). This indicates that the observed variables were collectively highly correlated and thus appropriate for factor analysis. Similar conclusions can be drawn from the results of the Bartlett's test of sphericity, which was found to be significant at the 0.0001 level, suggesting that factor analysis is appropriate for further analysing the data for this study.

Table 3.5 Measure of sampling adequacy and Bartlett's test of sphericity

KMO measure of sampling adequacy	**Bartlett's test of sphericity**		
	Approx. chi-square	***df***	**Sig.**
0.869	7194.074	496	0.000

EFA using SPSS 27 was performed simultaneously on all four constructs. This was to identify how scale items were interrelated and to interpret these interrelationships. By conducting EFA, the underlying factor structure of the scale items was identified. The principal axis factor analysis with a varimax rotation was employed for analysis. The principal axis extraction method was chosen because it was deemed the most useful for identifying a structure represented in a set of variables (Hair *et al*., 2006).

Several criteria recommended by Hair *et al*. (2006) were considered to obtain a valid factor solution. Eigenvalues and the percentage of variance explained were used to determine the number of factors to be extracted. Only factors with eigenvalues above 1.0 were extracted. Each factor also explains at least 5% of the variance. Factor loadings and face validity were

considered in order to determine the items to be included in each factor. Only items that had factor loadings of 0.5 or more on a single factor and did not have any high loadings (0.4 or more) on other factors were retained (Hair *et al*., 2006). Items with low factor loadings or cross-loadings were dropped from the analysis. Items were removed one at a time. After each removal, EFA was run again with the remaining items and the loadings recalculated. This iterative sequence of analysis was repeated until all items had high loadings only on one factor, suggesting an acceptable factor solution. The results of the EFA are described below.

EFA used principal component analysis with varimax orthogonal rotation conducted on the items in each dimension. The results of the analysis, as shown in Table 3.6 yielded 43 items representing 10 factors. The initial EFA results showed that 11 items had either low factor loadings or cross-loadings; therefore, they were eliminated from the analysis. Factor loadings of 32 items were above 0.5, ranging from 0.897 to 0.822 (see Table 3.6). These illustrative explanations indicate that the aforementioned criteria of factor interpretation were met, and thus the factors extracted from this analysis were appropriate.

Once the factor solution was obtained, the communality of each item was assessed to ensure that all items were adequately explained by their corresponding factors. Items with communalities less than 0.5 were considered for omission from further analysis (Hair *et al*., 2006). The results in Table 3.6 also show that the communalities of the items were in the range of 0.963 to 0.735. As such, two items were considered for deletion.

After EFA, the scales for each of the extracted factors were tested for internal consistency through the Cronbach's alpha coefficient with a suggested threshold of 0.7 (Nunnally, 1978). The results of the reliability tests are also presented in Table 3.6. Cronbach's alphas for each construct surpassed 0.7 and ranged from 0.920 to 0.887.

Table 3.6 Factor analysis results and communality of items

Variable	Construct		ITEM	Factor loading	Communality	Cronbach's alpha coefficient
Responsible leadership categorisation (RLC)	Opportunity Seeker	OPS	OPS1	0.855	0.847	0.892
			OPS2	0.842	0.825	
			OPS3	0.857	0.818	
	Integrator	INT	INT1	0.855	0.797	0.911
			INT2	0.897	0.831	
			INT3	0.853	0.791	
			INT4	0.850	0.806	
	Idealist	IDL	IDL1	0.850	0.773	0.891
			IDL2	0.847	0.774	
			IDL3	0.822	0.735	
			IDL4	0.834	0.752	
Leader group prototype	LGP		LGP1	0.826	0.746	0.892
			LGP2	0.874	0.802	
			LGP3	0.825	0.750	
			LGP4	0.842	0.756	
Psychological empowerment (PSM)	Meaning	MEA	MEA1	0.850	0.824	0.887
			MEA2	0.853	0.815	
			MEA3	0.853	0.819	
	Competence	COM	COM1	0.864	0.863	0.910
			COM2	0.867	0.836	
			COM3	0.866	0.856	
	Self-determination	STD	STD1	0.853	0.833	0.889
			STD2	0.857	0.809	
			STD3	0.864	0.830	
	Impact	IMP	IMP1	0.843	0.839	0.904
			IMP2	0.865	0.851	
			IMP3	0.847	0.830	
Employee resilience	EMR		EMR1	0.858	0.770	0.920
			EMR2	0.852	0.795	
			EMR3	0.849	0.762	
			EMR4	0.825	0.745	
			EMR5	0.846	0.775	

3.5.3 Confirmatory Factor Analysis

CFA is used for testing the reliability and validity of constructs. Researchers measure the reliability and validity of constructs to ensure the reliability of their study (Ping, 2004). For testing convergent validity, this research used values of factor loading that were all above the accepted value (0.5) suggested by Hair *et al*. (2010), which determines the convergent validity of the data. Further, the AVE values were above the threshold value (0.5), as Hair *et al*. (2010) recommended.

EFA results yielded a nine-factor solution with 32 measurement items. In order to validate these findings, CFA using AMOS 25 software was performed on all 32 items simultaneously. CFA is a technique used to confirm whether relationships between constructs and measurement loading on each construct correspond to previous studies (e.g., theory, knowledge, or empirical results). CFA results are of critical importance as they provide evidence for construct validity. The CFA method was used to compare the variance-covariance matrix obtained from the sample used with the one obtained from the model to ensure that the selected items really assessed the constructs.

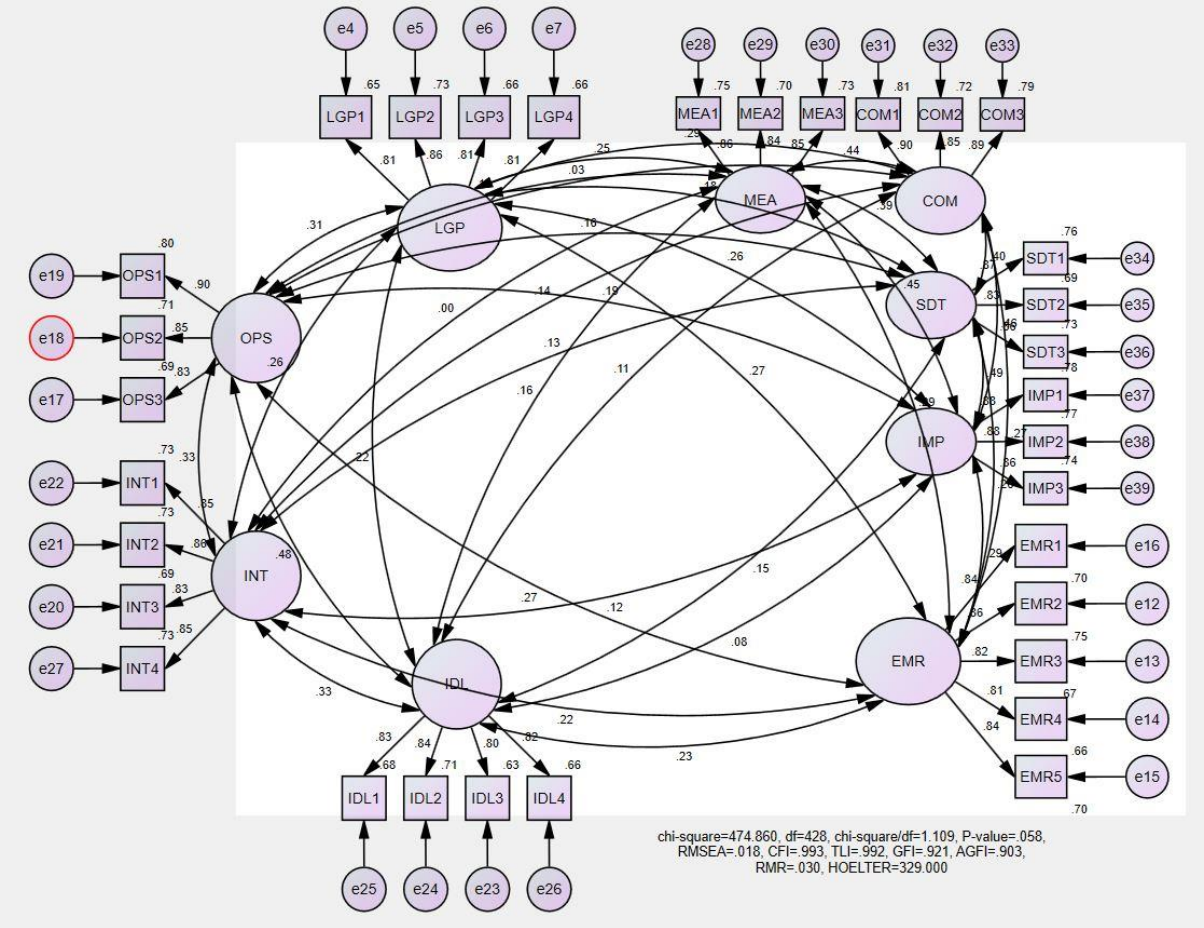
The CFA test began with a measurement model, using all 32 scale items representing the four constructs obtained from earlier EFA results. Unlike EFA, which allows all items to be freely related to every factor, CFA allows individual items (observed variables) to be related to only one factor (latent variable), based on previous research or theoretical background (see Figure 3.3). Once a measurement model is specified, its goodness-of-fit is assessed to provide empirical evidence supporting the relationships between the observed variables and their corresponding factors. Although there are a large number of goodness-of-fit statistics available, this study adopted those indices most commonly used in previous studies, as follows: likelihood ratio or chi-square (χ^2), χ^2/degrees of freedom ratio, goodness-of-fit index (GFI), adjusted goodness-of-fit index (AGFI), root mean square residual (RMSR), root mean square error of approximation (RMSEA), normed fit index (NFI), comparative fit index (CFI), and the Tucker-Lewis index (TLI). A summary of the goodness-of-fit statistics, along with the condition for the good fit of each measure, is presented in Table 3.7.

The results from the CFA illustrate that the set of fit indices were all above the recommended threshold values. The fit indices provided in Table 3.7 show sufficient evidence of good models and demonstrate the soundness of the measurement properties.

Table 3.7 Summary of goodness-of-fit statistics

Measure of fit	Symbol/Abbr.	Cut-off value of good fit	Final model
Likelihood-ratio or chi-square	χ^2	A non-significant value at the 0.05 level	499.140
Chi-square-to-degrees of freedom ratio	χ^2 / *df*	Lower than 3.0	1.109
Goodness-of-fit index	GFI	Higher than 0.9	0.917
Adjusted goodness-of-fit index	AGFI	Higher than 0.9	0.903
Standardised root mean square residual	RMR	Lower than .09	0.041
Root mean square error of approximation	RMSEA	Lower than .06	0.018
Normed fit index	NFI	Higher than 0.9	0.933
Comparative fit index	CFI	Higher than 0.9	0.993
Tucker-Lewis index	TLI	Higher than 0.9	0.992

Figure 3.3 Confirmation factor analysis (CFA)



Source: Structural equation modelling (AMOS 25)

3.5.4 Construct Validity

Construct validity refers to the degree to which a set of scale items accurately represents its construct (Hair *et al*., 2006). If a measure has construct validity, it measures what it is intended to represent. It is necessary for any researcher to have a measuring device that corresponds to what it purports to measure because, if the device is erroneous, the results are likely to be erroneous as well.

Construct validity is built on two key sub-categories: convergent and discriminant validity (Hair *et al*., 2006). Convergent validity occurs when it is proven that constructs related to each other also have scale items related to each other. Conversely, if the scale items of constructs that are supposed to be distinct are proven to indeed be distinct, discriminant validity is supported (Fornell and Larcker, 1981).

Once the model is proven to be a fit, an assessment is conducted for convergent and discriminant validity as a part of construct validity. Convergent validity is estimated through the following three measures: factor loadings, AVE, and scale composite reliability (Hair *et al*., 2006).

First, a construct is considered to demonstrate convergent validity when all of its corresponding measurements have significant loadings determined by loading values of 0.5 or more (Hair *et al*., 2006). Items that have high loadings on a construct indicate they are measuring the same concept. The results in Table 3.6 revealed that all items had significant loadings on their corresponding constructs. Factor loadings ranged from 0.897 to 0.822.

Second, to determine convergent validity, the AVE value of a construct should be at least 0.5 (Hair *et al*., 2006). AVE reflects the average percentage of variance explained by items imposed on a construct. The higher the AVE value, the better the items represent the construct. The results provided in Table 3.8 show that the AVE estimates of each of the latent variables were above the threshold value of 0.50, with ranges between 0.773 and 0.672.

Finally, composite reliability is used to assess convergent validity. Given that the coefficient alpha is widely considered to underestimate the reliability level, composite reliability provides an option for true reliability estimates (Hair *et al*., 2006). The cut-off threshold is 0.7 (Fornell and Larcker, 1981), which is the same as the acceptable level of the reliability coefficient alpha. The composite reliability of the constructs ranged between 0.920 and 0.887, which are above the suggested benchmark value of 0.70 (see Table 3.8).

Discriminant validity was evaluated using AVE values (Fornell and Larcker, 1981) and the maximum shared variance (MSV) and average shared variance (ASV) values recommended by Hair *et al*. (2010). This indicates that a given latent variable was different from the other constructs. It is suggested that the MSV and ASV values should be lower than the AVE scores. The results provided confirm the discriminant validity of the model, as all the AVE scores of the constructs were far greater than those of the MSV and ASV values.

In addition, the square roots of the AVE scores were placed on the diagonals of the correlation matrix (see Table 3.8) to compare them with the correlation coefficients of the constructs (off-diagonal values). The square root of AVE scores was higher than the correlation coefficient of the rest of the latent variables, either at the column or row level. Accordingly, these results reveal that the study did not show a discriminatory validity issue.

Table 3.8 Convergent validity and discriminant validity analysis

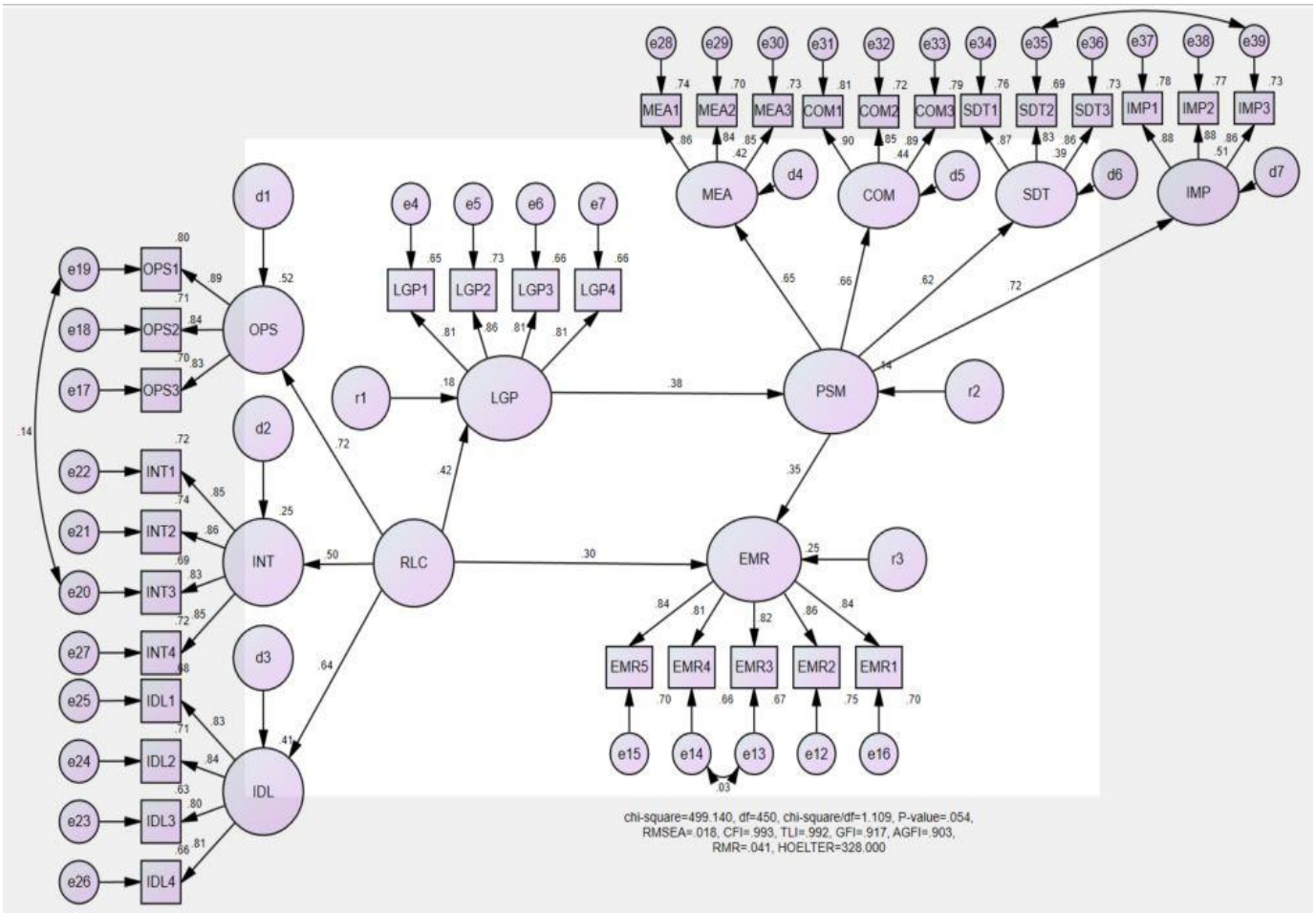
	CR	AVE	MSV	MaxR(H)	LGPf	EMRf	OPSF	INTF	IDLF	MEAf	COMf	SDTf	IMPf
LGPf	0.893	0.675	0.093	0.894	**0.822**								
EMRf	0.920	0.698	0.083	0.921	0.267***	**0.835**							
OPSF	0.893	0.736	0.234	0.898	0.305***	0.275***	**0.858**						
INTF	0.911	0.720	0.110	0.912	0.263***	0.217***	0.332***	**0.848**					
IDLF	0.891	0.672	0.234	0.892	0.216***	0.231***	0.484***	0.330***	**0.820**				
MEAf	0.887	0.724	0.206	0.888	0.247***	0.288***	0.101	0.004	0.157*	**0.851**			
COMf	0.911	0.773	0.212	0.913	0.286***	0.270***	0.033	0.142*	0.112†	0.443***	**0.879**		
SDTf	0.890	0.729	0.238	0.891	0.184**	0.261***	0.156*	0.134*	0.154*	0.388***	0.400***	**0.854**	
IMPf	0.905	0.759	0.238	0.905	0.264***	0.289***	0.194**	0.121*	0.079	0.454***	0.461***	0.488***	**0.871**

3.5.5 Structural Equation Modelling

Once the overall model fit was verified, the significance of individual path coefficients was examined, as this was the input for the hypothesis testing. To derive the structural model, a set of relationships between the constructs in the measurement model was specified based on the research hypotheses described. The path diagram of the structural model depicting all the constructs involved and their relationships is shown in Figure 3.4.

After the model was specified, the validity of the model was examined using the same set of goodness-of-fit indices used for the measurement model. The goodness-of-fit statistics for the structural model were $\chi^2 = 499.140$, df = 450, $\chi^2/df = 1.109$, GFI = 0.917, AGFI = 0.903, CFI = 0.993, TLI = 0.992, and RMSEA = 0.018.

Figure 3.4 Path model estimation



Source: Structural equation modelling (AMOS 25)

3.5.6 Hypotheses Testing

H1 posits that responsible leadership categorisation has a positive effect on the leader group prototype. As demonstrated in Table 3.9, responsible leadership has a positive effect on the leader group prototype (0.42, $p < 0.001$), thus supporting H1.

H2 posits that the leader group prototype has a positive effect on employee psychological empowerment. As presented in Table 3.9, the leader group prototype has a positive effect on employee psychological empowerment (0.38, $p < 0.001$), thus supporting H2.

H3 posits that employee psychological empowerment has a positive effect on employee resilience. As presented in Table 3.9, the leader group prototype has a positive effect on employee psychological empowerment (0.35, $p < 0.001$), thus supporting H3.

H4 posits that responsible leadership categorisation has a positive effect on employee resilience. With the demographic variables controlled, the study entered responsible leadership to predict employee resilience. As presented in Table 3.9, responsible leadership is positively related to employee resilience (0.30, $p < 0.001$), thus supporting H4.

Table 3.9 Main hypotheses testing results

Hypothesis	Relationship	Estimate	SE	CR	p-value	Result
H1	RLC → Leader group prototype	0.42	0.115	5.031	$p < 0.001$	Supported
H2	Leader group prototype → employee psychological empowerment	0.38	0.055	5.087	$p < 0.001$	Supported
H3	Employee psychological empowerment → Employee resilience	0.35	0.105	4.878	$p < 0.001$	Supported
H4	RLC → Employee resilience	0.30	0.113	3.96	$p < 0.001$	Supported

3.6 Discussion

The study examined the effect of RLC on employee resilience. Further, the study implies a mediating influence of the leader group prototype and employee psychological empowerment on the relationship between RLC and employee resilience. The results obtained lead to two main conclusions. First, RLC is an antecedent of resilient employees. Second, the influence of RLC on employee resilience rests mainly upon making employees perceive (a) leaders as a group prototypicality and (b) strong psychological empowerment.

In the past few decades, numerous studies have examined the relationship between employee resilience and different approaches to leadership, such as transformational, transactional (Nguyen *et al*., 2016), servant (Kool and van Dierendonck, 2012), and authentic leadership (Gaddy *et al*., 2017), but there has been relatively limited research on the

relationship between employee resilience and responsible leadership. In addition, responsible leadership has become a subject of attention for researchers and practitioners (e.g., Dugan *et al*., 2011; Voegtlin, 2011; Miska, Hilbe and Mayer, 2014; Stahl and de Luque, 2014; Waldman, Siegel and Stahl (2020); Marques, Reis and Gomes, 2018; Agarwal and Bhal, 2020). Many studies have, for example, debated subjects related to employee turnover intentions (Doh, Stumpf and Tyman, 2011; Liu and Lin, 2018; Haque, Fernando and Caputi, 2019c; Yasin *et al*., 2020), work engagement (Lin, Huang and Huang, 2020), and affective commitment (Haque, Fernando and Caputi, 2020), but there has been relatively limited research on employee resilience. Therefore, a significant contribution of this research is that it is specifically directed towards employee resilience in the MSME sector. This research contributes to the literature by focusing on the perspective of RLC and employee resilience by studying the influence of four different responsible leadership behaviours on employee resilience.

According to the four categorisations of responsible leadership (Pless, Maak and Waldman, 2012), the study results demonstrate that traditional economists do not act as responsible leaders. As a result, the study does not include this categorisation in its analysis. However, the other three categorisations (idealist, integrator, and opportunity seeker) proved to be involved in responsible leadership and to have a positive effect on employee resilience, and these styles of leadership are partially mediated by the leader group prototype and the influence of psychological empowerment on employee resilience.

The results of this study also support the idea that when leaders engage in responsible behaviours, it triggers employee resilience. This finding is in line with the existing literature, which asserts that for the enhancement of employee resilience, leaders must be engaged and committed to responsible activities (Valero, Jung and Andrew, 2015; Nguyen *et al*., 2016).

In determining the impact of leader group prototype and employee psychological empowerment, the mediating results show that leader group prototype and psychological empowerment, together with three styles of RLC, significantly affect employee resilience. The three styles of RLC and employee resilience association suggest that the leader group prototype and employee psychological empowerment strengthen the positive association among the three styles of RLC and employee resilience. This is because leaders are concerned as a prototypical member of the group, and thus group members will support and consider such leaders as being effective (Rast, Hogg and Tomory, 2014). In addition, the results of testing the mediating effect of employee psychological empowerment on the engagement level of the leader group prototype and employee resilience suggest that employee psychological empowerment strengthens the positive correlation between the leader group prototype and employee resilience. This is because leaders who focus more on involvement and participation tend to have positive psychological empowerment and generate a fairness perception towards employees (Blader and Tyler, 2003). In other words, RLC is a driving force for generating employee resilience, and the leader group prototype and employee psychological empowerment help in establishing this.

This study is based on the Thai MSME industry, and the results report that responsible leaders with high leader group prototypicality who are more concerned with involvement and participation tend to have a positive psychological empowerment towards their employees, which, in turn, fosters resilient employees who can cope with both positive and negative circumstances. Thereby, this study finds that Thai employees feel resilient under a responsible leader with strong leader group prototypicality and psychological empowerment.

3.6.1 Theoretical and Practical Implications

This study has both theoretical and practical implications. First, the present study adds to the literature by examining the impact of RLC on employee resilience in the context of Thai

MSME employees. Further, this study contributes by incorporating the mediating effects of leader group prototype and psychological empowerment on employee resilience. The empirical results confirm that three out of four styles of RLC (opportunity seeker, integrator, and idealist) are positively related to employee resilience.

3.6.1.1 Theoretical implications

There are several theoretical implications of this research. First, this study makes a novel contribution to the RL literature. Pless, Maak and Waldman (2012) found four differing responsibility categorisations of leaders, but the mechanisms connecting the categorisations of RL to employee outcomes are still not well established. This study extends the research by Pless, Maak and Waldman (2012) by investigating categorisations of responsible leaders and revealing their significant role in promoting employee resilience by recognising the leader group prototype and employee psychological empowerment as important mechanisms underlying this relationship. This study provides evidence of the value of RL in the employee outcomes domain, particularly in times of crisis.

Second, this study makes an important contribution to the literature on the SITL. Prior studies focused on the influence of leader group prototypicality on employee outcomes, such as team performance (Hou *et al*., 2021), work engagement (Arshad *et al*., 2021), and employee organisational identification (Rochman, Samian and Riantoputra, 2020). Few studies have addressed employee resilience (Kool and van Dierendonck, 2012; Nguyen *et al*., 2016; Gaddy *et al*., 2017; Peng *et al*., 2022), and how this resilience would be achieved was not outlined. Therefore, the relationship between leadership style and employee resilience is not very clear. This study introduces the SITL to employee resilience through responsible leadership behaviours. In other words, this study extends the theorising by focusing on how different categories of RL have an impact on employee resilience in times of uncertainty. Responsible leadership encourages employees who identify their personal beliefs with their leader, inspiring

them to engage in such prototype behaviours voluntarily. Notably, it examines the collective impact of leader group prototypicality and how psychological empowerment among employees is inspired by responsible leadership, which further translates into employee resilience.

Finally, this study brings categorisations of RL, the leader group prototype, employee psychological empowerment, and employee resilience together in a Thai context. Existing RL research has typically overemphasised the China context (Liu and Lin, 2018; Cheng, Wei and Lin, 2019; Han, Wang and Yan, 2019a; 2019b; He, Morrison and Zhang, 2019; Zhao and Zhou, 2019; Lin, Huang and Huang, 2020; Dong and Zhong, 2021; Wang *et al*., 2021; Xiao *et al*., 2021), but this study represents a positive development regarding the generalisation of the direct and mediated relationships between RL categorisation and employee resilience in a distinct cultural context. Thailand is known for its "high power" distance when compared to other cultural contexts (Hofstede, 2010). Thailand, like many other emerging markets, presents a unique set of cultural, economic, and social dynamics that influence organizational behavior and leadership practices. Thai culture values collectivism, respect for authority, and social harmony. Leaders who reflect these cultural values are likely to be seen as prototypical, enhancing their legitimacy and influence (Hofstede, 1980). Understanding these contextual factors is crucial for the effective implementation of RL and fostering employee resilience, especially in times of uncertainty. In addition, RL research is still scarce in Thailand. Therefore, by demonstrating this positive effect of RLC on employee resilience via the stronger mediation size effect of the leader group prototype and employee psychological empowerment, this study encourages robustness in the theory of responsible leadership and its outcomes across national cultural backgrounds.

3.6.1.2 Practical implications

From a managerial point of view, this study has a number of significant implications. First, this study highlights the significance of responsible leadership in motivating employee

resilience, particularly in the context of Thai MSMEs, thereby making an important contribution to managerial practice within businesses. Efforts to comprehend the mechanisms that foster employee resiliency are currently fascinating from a managerial standpoint. This is because resilient employees are typically associated with crisis management, business continuity, and organisational resilience. Consequently, the practice of responsible leadership among business leaders can serve to increase organisational employee resilience. As a matter of policy, organisations should have a training programme for leaders on how they can communicate and make their responsible behaviours visible to their subordinates. Employees are highly motivated to build a positive social exchange relationship with a leader whom they perceive to be responsible. In line with this, employees will show an awareness of the leader's demands, and they will be eager to be selfless in meeting the leader's expectations. This study believes that entrepreneurs, managers, and leaders should devote time and effort to training programmes because the benefits of responsible leadership can enhance resilient employees.

Second, although the practice of responsible leadership by leaders influences the resiliency of employees directly, there is also an indirect influence through the development of a leader group prototype and employee psychological empowerment. Thereby, both the leader group prototype and employee psychological empowerment become critical mechanisms. Leaders should become aware that all strengths directed towards making employees perceive leader group prototypicality and psychological empowerment are present in the outcomes achieved. Moreover, established leader-employee relationships can play a significant role in nurturing employee resilience.

Finally, the leaders, managers, and owners of MSMEs can utilise this research as a guideline for encouraging employee resilience, which is possible through greater responsible leadership, leader group prototypicality, and psychological empowerment. Therefore, they can

develop human resource strategies and organisational policies by concentrating on the perspectives highlighted by this research.

3.7 Limitations and Future Directions

This study has some limitations that offer the opportunity for future research. First, the data for the study were collected from Thai employees in an MSME context. Future research could incorporate other, large organisations, both in the manufacturing and service sectors, for a similar study. Researchers might also gather data from both sectors and compare the results, which could add valuable insights to this study. In addition, this study is limited by the cultural context (Thailand), so future studies could replicate this study in other cultures to enhance the study's external validity and generalisability.

Second, this study is essentially cross-sectional; thus, future research could consider an experimental or longitudinal research design, which would enhance the ability to explain cause-and-effect relationships. More empirical and longitudinal studies are required to enable deeper understanding of different categorisations of RL by explaining how different styles of RL influence employee performance. In addition, the possible negative side of different categorisations of RL, such as the traditional economist approach, needs to be examined.

Regarding future research, it would be worthwhile to add performance outcomes (e.g., non-financial performance and financial performance) to extend the current model and thus provide more direction to enhance organisational performance, especially in the MSME sector, through employee resilience. Furthermore, examining additional mediators (e.g., organisational inclusion) could also add value to this study. Finally, this study encourages future research to further explore the relationship between RLC and macro-level outcomes (e.g., globalisation challenges), as this would be fruitful.

3.8 Conclusion

Using the SITL, this study reveals the significance of RLC in promoting employee resilience by shaping the leader group prototype and employee psychological empowerment within organisations. The findings highlight a positive association between RLC and employee resilience. The statistical analysis demonstrated that the influence of RLC on employee resilience rests mainly on enabling employees to perceive leaders as a group prototypicality with strong psychological empowerment. This study suggests that RLC contributes to optimising employee resilience at work and provides practical guidance for organisations to achieve sustainable development.

CHAPTER 4 - STUDY 3: RESPONSIBLE LEADERSHIP AND ITS EFFECTS ON EMPLOYEE WELL-BEING

Summary

Drawing upon the Leader-Member Exchange (LMX) theory which predicts that in higher-quality relationships leaders provide their followers with helpful resources for their work. As a result, the affiliation between leaders and followers is related to the employee's feeling of being accepted, valued, and motivated. This study examines the influence of responsible leadership (RL) on employee' well-being in times of uncertainty. It investigates trust in leader and organisational justice as underlying mechanisms, and transparent communication as boundary condition between RL and employee well-being. This research scrutinizes a moderated-mediation model to verify the hypotheses of the study. The empirical results based on 328 Thai employees reveals that there is a direct impact of RL on employee well-being encompassing all four dimensions, namely, psychological, social, workplace and subjective well-being. Additionally, this study uncovers the significance of RL in promoting employee well-being through the mechanism of trust in leader and organisational justice. However, transparent communication does not moderate effect between RL and trust in leader. Importantly, this study suggests that trust in leader and organisational justice are key processes through which RL influences employee well-being. Moreover, transparent communication is found to yield limited influence for responsible leaders in providing resources for employees to build trust in the leader. Hence, it is more likely that RL substitutes transparent communication for the enforcement of trust in the leader. This study has both theoretical and practical implications. This study makes an important contribution not only to responsible leadership literature but also LMX theory. The value of the leader-follower relationship is a fundamental component of RL behaviours. The results could also guide owners-managers-entrepreneurs of MSMEs in how they could proceed delicately in building trust and managing organisational justice in order to encourage the well-being of their followers, this in turn improves quality of life.

4.1 Introduction

Employee well-being (EWB) has emerged as a significant topic of interest within organisations since the start of the industrial revolution and globalisation (Jaiswal and Dyaram, 2019; Pradhan and Hati, 2019; Zhang *et al*., 2020). The nature of work and working conditions have changed due to various factors, such as technological transformation, global competitiveness, uncertainty, and diversity in the working environment (Gotsis and Grimani, 2016; Jin, Lee and Lee, 2017). Employees are required to have a variety of skills and capabilities to be able to cope with the uncertainty of the business setting (Schwab and Sala-i-Martín, 2016), because changes may lead to job insecurity and increase stress (Guest, 2017). Following this, work-related stress may affect employee health and well-being due to unmanageable work overload and job demands (WHO, 2017). Consequently, in the organisational context, it is the leader's duty to take good care of and show respect for his or her employees as a means of establishing trust and bonding. Scholars have suggested that leadership approaches in organisations have substantial effects on employee well-being, which include job stress and life satisfaction (Fullagar and Kelloway, 2012; Rahimnia and Sharifirad, 2015).

Recently, the concept of human well-being has shifted from involving common extrinsic factors, such as income and compensation, towards more dynamic approaches, such as the role of freedom, opportunities, and social inclusion (Hojman and Miranda, 2018). Employee well-being has been conceptualised as including both physical and psychological health (Liu *et al*., 2010; Pradhan and Hati, 2019). According to Page and Vella-Brodrick (2009; 2013) and Pradhan and Hati (2019), the principal component analysis of employee well-being comprises four factors: psychological well-being, social well-being, workplace well-being, and subjective well-being.

The relationship between leadership and perceived well-being has been confirmed in numerous studies, and several reviews have explored this association (e.g., Kuoppala *et al*., 2008; Cummings *et al*., 2010; Skakon *et al*., 2010). Although the existing literature enhances our

understanding of the important role that leadership plays in employee outcomes, this stream of research is still limited in several ways. First, few studies have empirically addressed the influence of responsible leadership (RL) on employee well-being (He, Morrison and Zhang, 2019; Marques *et al*., 2021). Following this, the influence of RL can be observed in four major dimensions of employee well-being (i.e., psychological, social, workplace, and subjective well-being), which has not previously been studied (Pradhan and Hati, 2019). The lack of studies has also been pinpointed by researchers, such as Juniper, Bellamy and White (2011) and Zhen *et al*. (2015). They further cited that the study of EWB should be embedded in both work- and non-work-connected psychological experiences and health status (Zhen *et al*., 2015). Second, there is also limited research examining the relationship between trust and RL (Maak and Pless, 2009; Pless and Maak, 2011; Haque, Fernando and Caputi, 2020; Pless and Maak, 2022a; 2022b). As the role of a responsible leader is to build trust and confidence among stakeholders, a complete understanding of RL should focus on how to builds trust, especially with the employee as a primary stakeholder. Third, organisational justice has received limited attention as a mediator in LMX theory and employee performance outcomes (Lance Frazier *et al*., 2010; Wang, Kim and Milne, 2017). Previous studies found that the justice perceptions of leaders are strongly related to employee outcomes and organisational justice (Colquitt *et al*., 2001; Colquitt *et al*., 2013; Rupp *et al*., 2014). Noticeably, there is scarce research examining the relationship among RL, trust, organisational justice, and EWB. To fill this gap, the impact of a responsible leader's behaviour on employee well-being through organisational justice needs to be assessed. Finally, research has found that transparent communication contributes to numerous positive employee outcomes, such as employee trust in leaders (Rawlins, 2008; Jiang and Luo, 2018). These studies revealed a direct positive relationship between transparent communication and employee trust in organisations. However, the interaction effects of RL and transparent communication on trust in leaders remain under-researched.

This study contributes to the literature in four ways. First, this study examines all dimensions of employee well-being (i.e., psychological, social, workplace, and subjective) in relation to RL, which has not specifically been examined before. Second, this is the first empirical study to uncover the role of trust in leaders and organisational justice in mediating the impact of RL on employee well-being. Third, the intention of this study is to shed light on RL in an emerging market context, and links RL and EWB in micro, small and medium-sized enterprises (MSMEs). Finally, in addition to its academic value, this study can be relevant for politics and leadership practices. From a political standpoint, a better understanding of RL could lead to more targeted efforts to promote high EWB, which would, in turn, support national economic growth. Much in the same way, it could be valuable in human resource management, especially when well-being is cited not only for employees, but also for organisations in terms of employee performance and productivity. Subsequently, not only could organisations achieve their goals, but employees would also be able to improve their overall well-being, resulting in a win-win situation.

Leader-Member Exchange (LMX) theory is centered on the idea that leaders develop unique relationships with each of their subordinates. These relationships range from high-quality exchanges, characterized by trust, mutual respect, and obligation, to low-quality exchanges, which are more transactional and limited to formal job roles (Graen & Uhl-Bien, 1995). High-quality LMX relationships are crucial for positive employee outcomes, such as job satisfaction, performance, and well-being (Graen & Uhl-Bien, 1995). To investigate whether and how RL is related to EWB, this study draws on leader-member exchange (LMX) theory (Graen and Uhl-Bien, 1995). This study addresses the research question regarding the extent to which leaders adjust their RL behaviour based on specific situations, such as crises and periods of uncertainty, to strengthen employee well-being. Hence, the research objectives are (1) to explore the relationship between RL and employee well-being, (2) to examine the mediating role of trust in leaders and organisational justice between RL and

employee well-being, and (3) to observe the moderating role of transparent communication in the relationship between RL and trust in leaders.

This paper is structured as follows. The next section is an introduction to the theoretical background and hypotheses. The following section presents the methodology used and details of the data collection process. The section after that outlines the results of the data analysis. This is followed by discussion of the theoretical and practical implications of the findings. The final section states the study limitations, offers future directions for research, and a conclusion.

4.2 Literature Review

4.2.1 Employee Well-Being

Well-being is a broad concept that combines both positive and negative perspectives related to feeling good and bad (Karademas, 2007). Some scholars point out that well-being is regarded as a significant outcome of ethically good relationships between leaders and followers (e.g., Ciulla, 2012). The concept of EWB in general refers to the state of mental, physical, and general health of an individual, as well as the level of workplace and life satisfaction (Danna and Griffin, 1999). Employee well-being increases productivity at both the individual and organisational levels (Wright, 2006). It is found that long-term competitive advantage can be gained by organisations that prioritise EWB; on the other hand, without EWB, organisations may experience difficulties, such as financial loss (Wright, 2006). However, scholars have not yet reached a consensus on the definition and measurement of EWB (Page and Vella-Brodrick, 2009; Zheng *et al*., 2015). Some researchers combine subjective well-being and psychological well-being together to study general well-being because these two factors gradually merge as individuals acquire more life experience (Page and Vella-Brodrick, 2009; Linley *et al.*, 2009; Peng and Chen, 2010; Joshanloo, 2018). Nonetheless, most recent research argues that overall well-being is insufficient for measuring well-being at work; therefore, it is necessary to capture the complexity of life at work (e.g., Rice, Near and Hunt, 1980; Rode, 2004; Grawitch,

Gottschalk and Munz, 2006; Dijkhuizen, Veldhoven and Schalk, 2016; Nielsen *et al.*, 2017; Hakanen, Peeters and Schaufeli, 2018).

Drawing from the literature on mental health and well-being, Pradhan and Hati (2019) proposed a comprehensive model of EWB that incorporates both general well-being and work-related well-being, as well as physical and psychological health, for a more accurate assessment model. In this model, the principal component analysis of EWB comprises four dimensions: psychological well-being, social well-being, workplace well-being, and subjective well-being (Page and Vella-Brodrick, 2009; 2013; Pradhan and Hati, 2019). First, psychological well-being refers to the individual's own perception of his or her existence and the experiences acquired over the course of a lifetime, including self-acceptance, personal growth, purpose in life, and environmental mastery (Page and Vella-Brodrick, 2009). Second, social well-being refers to the degree to which an individual's feelings of relationship, belongingness, and attachment towards others and society include social acceptance, social actualisation, social contribution, and social integration (Bradbury and Lichtenstein, 2000). Third, workplace well-being refers to all aspects of working life, including work-life safety, employee assistance, employee growth, work facilities and environments, and work climate. Finally, subjective well-being refers to individuals' overall evaluation of their current status based on their own personal standard (Diener, 1984; 2000), which is done on the basis of both positive and negative effects as well as general life satisfaction (Page and Vella-Brodrick, 2009; 2013; Pradhan and Hati, 2019).

4.2.2 Trust in the Leader

The concept of trust has been defined and conceptualised in many different ways. Trust is described as an individual's willingness to be vulnerable to the acts of another while believing that the other will perform a certain activity (with positive intentions) (Roussin, 2008; Clapp-Smith, Vogelgesang and Avey, 2009). Trust is also the voluntary exchange of actions

between individuals. This exchange only occurs if the trustor believes that exploitation is unusual and, as a result, is willing to exhibit trust behaviours and risk vulnerability (Agote, Aramburu and Lines, 2015; Novitasari *et al*., 2021). Rousseau *et al*. (1998) highlighted two important features which appear to be central to most definitions of trust: positive expectations and willingness to accept vulnerability. It is now widely acknowledged that trust is a critical determinant of individual and organisational effectiveness (Searle, Weibel and Den Hartog, 2011; Agote, Aramburu and Lines, 2015). Numerous studies have demonstrated that positive trust in the leader can manifest in desirable employee outcomes, such as positive attitudes and behaviours (Burke *et al*., 2007; Clapp-Smith, Vogelgesang and Avey, 2009; Agote, Aramburu and Lines, 2015; Coxen, Van der Vaart and Stander, 2016), greater exchange of knowledge and ideas (Renzl, 2008; Novitasari *et al*., 2021), superior performance (Neves and Caetano, 2009), and employee commitment (Wayne *et al*., 2002; Liao *et al*., 2004).

To create trust in leaders, a positive manner of leaders that benefits the entire organisation is required. A follower must observe the following characteristics in a leader for a leader-follower relationship to be based on trust: open communication, cooperation, sacrifice, confidence, predictability, and equitable treatment (Clapp-Smith, Vogelgesang and Avey, 2009). Following this, unbiased processing and moral and ethical attitudes are likely to create trust in a leader-follower relationship (Agote, Aramburu and Lines, 2015). Thereby, trust is one of the most crucial attitudes towards the leader and can serve as the foundation for effective leadership (Agote, Aramburu and Lines, 2015; Coxen, Van der Vaart and Stander, 2016; Novitasari *et al*., 2021).

4.2.3 Transparent Communication

Public relations researchers have studied the communication systems within organisations extensively and acknowledged the significance of transparent internal

communication (Gruing, 1992; Men and Bowen, 2016). Transparent internal communication is defined as

> an organisation's communication to make available all legally releasable information to employees whether positive or negative in nature - in a manner that is accurate, timely, balanced and unequivocal, for the purpose of enhancing the reasoning ability of employees, and holding organisations accountable for their actions, policies, and practices. (Men, 2014, p. 260)

The concept derives from the notion of organisational transparency, which refers to the actions of organisations in relation to providing their stakeholders with substantial, pertinent, and trustworthy information (Stirton and Lodge, 2001). Transparent communication refers not only to the act of disclosure, but also to the distribution of pertinent and meaningful information that satisfies the requirements of stakeholders (Parris *et al*., 2016; Schnackenburg and Tomlinson, 2016; Holland *et al*., 2018).

According to the literature on public relations, transparent internal communication has three analytical dimensions: participation, substance, and accountability (Rawlins, 2009; Men and Stacks, 2014). First, participation refers to the involvement of stakeholders in identifying the information required for decision making and includes participation, feedback, detailed information, and the simplicity of accessing the information (Rawlins, 2009). Second, substantial information includes a statement about the accuracy, reliability, completeness, and verifiability of that information. The purpose of this aspect of communication is not only to increase information flow, but also to enhance understanding among all or interested parties (Rawlins, 2009). Third, accountability refers to the need for an organisation to be held responsible for its words, actions, and decisions, which are typically observed and evaluated by its public (Rawlins, 2009).

4.3 Theoretical Background and Hypotheses

4.3.1 Leader-Member Exchange Theory

Graen and Uhl-Bien's (1995) LMX theory focuses on the relationship between leaders and members. The core principle of the theory is the quality of the dyadic relationships between leaders and followers (Graen and Uhl-Bien, 1995; Gerstner and Day, 1997; Liden, Sparrowe and Wayne, 1997). Leaders develop different types of exchange relationships with their followers, leading to different quality relationships (Dansereau, Graen and Haga, 1975; Graen and Uhl-Bien, 1995; Gerstner and Day, 1997; Liden, Sparrowe and Wayne, 1997). This affects how they exchange attention, favours, and resources (Graen and Uhl-Bien, 1995). LMX theory conceptualises leadership as a process that is centred on the interactions between leaders and followers. Accordingly, leadership occurs when leaders and followers are able to develop high-quality relationships that are characterised by a balanced exchange and mutual loyalty and support (Graen and Uhl-Bien, 1995; Uhl-Bien *et al.*, 2022). The quality of the exchange relationship developed between leaders and followers also applies to behaviours and emotions, such as mutual trust, respect, loyalty, support, openness, and honesty (Graen and Uhl-Bien, 1995; Liden and Maslyn, 1998). According to Graen and Uhl-Bien (1995), followers with high-quality relationships (in-group members) are more motivated and receive greater attention and resources. Therefore, they are less likely to experience role-related stress than out-group members. In low-quality relationships, followers (out-group members) might face inequity or unfair treatment by their leader. Following this, followers may engage in unproductive behaviours that are detrimental to the leader and the organisation (Graen and Uhl-Bien, 1995). By contrast, employees with high-quality relationships with leaders (in-group members) are more likely to be afforded additional developmental opportunities, including promotion and challenging tasks (Wakabayashi and Graen, 1984; Graen and Scandura, 1987; Graen and Uhl-Bien, 1995; Liden and Maslyn, 1998). Employees would then be motivated to support the given

leader through high performance, more commitment, and loyalty (Conger, 1999; Bernerth and Hirschfeld, 2016).

4.3.2 Responsible Leadership and Employee Well-Being

Stahl and Sully de Luque (2014) offered a generalised definition of responsible leader behaviour as leaders' intentional actions and decisions in an ethical manner towards multiple stakeholders (e.g., individuals, groups, and society). The principle of "doing good" (behaviour that benefits the stakeholders of the organisation) and "avoiding harm" (behaviour that avoids harmful consequences for the stakeholders) or "do less harm" and "do more good" behaviour may generate employee psychological safety due to the ethical principles that guide responsible leaders' behaviour (Longest, 2017). Following this, there is a probability that RL could have a positive association with psychological well-being in terms of self-acceptance and personal growth. Moreover, Yehuda (2018) and Mousa (2019) cite that responsible leaders are able to create a suitable climate and positive working environments, such as an inclusive diversity climate. These factors, in turn, generate a higher-quality climate in organisations. In addition, a responsible leader who generates an ethical climate in the organisation helps to reduce employee turnover and increase the efficiency of teamwork (Yasin *et al*., 2020). Moreover, RL is based on a foundation of ethics and democracy, which considers the inclusion of others as being fair and equal (Voegtlin, 2011; Voegtlin, Patzer and Scherer, 2012). Therefore, the shaping of the working environment enables the well-being of employees (Inceoglu *et al.*, 2018). Following this, there is a probability that RL could have a positive association with workplace well-being in terms of a good working environment, work-life safety, and employee growth. Furthermore, RL shows a positive impact on EWB through daily communication, which includes consulting, coaching, supporting, and encouraging (Kim and Beehr, 2018; Gordon *et al.*, 2019). Building on this, RL enables the development of mutually beneficial relationships between leaders and followers, which influence the social well-being of employees. As a result, positive employee experiences, including happiness, hope, and self-respect,

lead to enhancements in the subjective well-being of employees (Kelloway *et al*., 2013; Inceoglu *et al.*, 2018).

LMX theory predicts that in higher-quality relationships leaders provide their followers with helpful resources for their work (i.e., support, opportunity, and mentoring). As a result, affiliation with in-group members is related to the employee's feeling of being accepted, valued, and motivated (Bernerth and Hirschfeld, 2016; Gordon *et al*., 2019). These beneficial consequences of high LMX relationships develop employee well-being at work. Building on this, there is also a probability that RL could have a significant influence on all four dimensions of employee well-being. Consequently, it is proposed that RL can develop employee well-being. The following hypothesis is therefore put forth:

Hypothesis 1. RL is positively associated with employee well-being.

4.3.3 The Mediating Role of Trust in the Leader

Trust in a leader refers to followers' perceptions "of being able to communicate openly with the supervisor on job-related problems without fear of negative repercussions" (Fulk, Brief and Barr, 1985, p. 302). According to the nature of trust, trust in leaders has positive effects on employee well-being (Mayer, Davis and Schoorman, 1995; Braun *et al*., 2013). From the character-based perspective of followers' perception of leaders' characters, a feeling of harmlessness and comfort may occur when followers believe that their leaders have ability, integrity, responsibility, and benevolence (Mayer, Davis and Schoorman, 1995). They would then apply these constructs to determine the level of trust in their leaders. As for the relationship-based perspective, which is based on the perception of mutual obligations, a sense of feeling safe and comfortable would be built when followers believe that their leaders care and are considerate of them (Mayer, Davis and Schoorman, 1995). According to Gillespie and Mann (2004), leaders not only strengthen followers' belief in their trustworthiness, but also

reinforce their emotional trust. Therefore, trust in leaders is perceived as the readiness of followers to follow their leaders. Crucially, trust acts as a key to building well-being and positive performance in an organisation (Lowe, 2019). In line with LMX theory, employees' trust in leadership can, therefore, reflect the quality of the leader-employee relationship. Followers trust leaders who place priority on their well-being, and this further generates an overall positive performance for the organisation (Lowe, 2019). Likewise, leaders who are concerned with and address employee well-being as a primary issue are more likely to have employees who have greater capability to fulfil the leaders' demands (Lowe, 2019). This demonstrates the leader's interest in the well-being of employees, resulting in trust in their leader.

In line with LMX theory, employees with a high-quality LMX relationship receive higher levels of trust, support, and rewards from their leaders (Graen and Scandura, 1987; Harris, 2004). This is associated with the definition of RL as the ability

> to build and cultivate sustainable and trustful relationships to different stakeholders inside and outside the organisation and to coordinate their actions to achieve common objectives, business sustainability, and legitimacy, which ultimately help to realise a good and shared business vision. (Maak and Pless, 2006, p. 103)

In addition, the core task of a responsible leader is to cultivate and sustain trustful relationships with the various internal and external stakeholders (Maak and Pless, 2006; Pless and Maak, 2011; Voegtlin, Patzer and Scherer, 2012; Voegtlin, 2016). In LMX theory, responsible leaders develop sustainable trusting relationships with their employees and eventually foster trustworthy business settings. In this research, it is argued that during interactions with responsible leaders, employees perceive that their leaders are behaving responsibly and they have a higher level of trust in them.

In applying LMX theory (Graen and Uhl-Bien, 1995), this study asserts that the interpersonal relationship between supervisors and subordinates develops as a result of work-related exchanges among them and can be characterised either as a good- or high-quality

relationship based on trust, respect, and loyalty or a bad- or low-quality relationship of mistrust, disrespect, and disloyalty. The key objective of RL is thus to improve the well-being of stakeholders, which include employees (Kelloway *et al*., 2013; Stahl, Pless and Maak, 2013; Inceoglu *et al*., 2018). RL weighs and balances stakeholders' concerns in order to foster trust and desirable outcomes (Voegtlin, Patzer and Scherer, 2012; Doh and Quigley, 2014) and accountability for their actions as reliable and trustworthy (Pless and Maak, 2011). As such, it is rational to propose that the relationship between RL and employee well-being is somewhat consistent. Based on these arguments, the following hypothesis is formulated:

Hypothesis 2. Trust in the leader mediates the relationship between RL and employee well-being.

4.3.4 The Mediating Role of Organisational Justice

Leaders are presented as having the legal power to manage their employees and control organisational resources (Loi, Yang and Diefendorff, 2009) and acting in an exclusive position to administer justice within the organisation (Brown, Treviño and Harrison, 2005; Ruiz-Palomino, Martínez-Cañas and del Pozo-Rubio, 2012). Numerous studies have found that the justice perceptions of leaders are most strongly related to employee outcomes and organisational justice (Colquitt *et al*., 2001; Colquitt *et al*., 2013; Rupp *et al*., 2014). In line with LMX theory, employee-leader relationships are often characterised as social exchanges that generate trust, reciprocal behaviours, and high-quality relationships (Graen and Uhl-Bien, 1995; Mitchell, Cropanzano and Quisenberry, 2012). Accordingly, leaders act as an important source of justice (Colquitt *et al*., 2013). RL behaviour represents leaders' intentional actions and decisions in behaving in an ethical manner to multiple stakeholders (Stahl and Sully de Luque, 2014). In this light, responsible leaders follow ethical principles that drive the relationship between leaders and stakeholders (Pless, 2007; Hackett and Wang, 2012). Consequently, employees perceived RL as ethical and just, which is implicit in the concept of

ethicality. Likewise, leaders are more likely to be seen as representatives of organisational justice (Colquitt, 2001). Drawing from LMX theory, which predicts that leader behaviours are associated with LMX and consistent with fairness, in Colquitt *et al*. (2013), a recent meta-analytic showed that interactional and organisational justice perceptions are quite similar in strengthening a high-quality LMX relationship. This close prediction of fair leader behaviours can significantly increase the perception of organisational justice through leaders.

It has been well established that organisational justice plays a significant role in developing employee health and well-being (Elovainio, Kivimäki and Helkama, 2001; Elovainio *et al*., 2005; Tepper, 2001). According to Elovainio *et al*. (2005), a low level of organisational justice increases negative health effects, such as unhealthy patterns of cardiovascular and immunological response. Employee perceptions of organisational justice have three general dimensions: procedural, distributive, and interpersonal (Colquitt, 2001; Colquitt *et al*., 2001; Cropanzano and Schminke, 2001). Procedural justice refers to the perception of justice in the organisational process through the lens of employees and comprises the decision-making process and organisational procedures (Ha and Lee, 2022; Qiu and Dooley, 2022). It emphasises "consistency", meaning that all employees would be treated equally, and "accuracy" refers to decisions that are made based on accurate information (Ambrose and Arnaud, 2013). Distributive justice is the perceived fairness in the outcome distributions being received by employees, such as resource allocation, promotion, or pay (Colquitt *et al*., 2001; Ambrose and Schminke, 2009). It emphasises both equity and equality. Equity is the reward received based on employee contribution; equality relates to the appropriate compensation received (Cropanzano, Bowen and Gilliland, 2007; Yu *et al.*, 2022). Employees in a fair working climate are more likely to trust and believe the organisation and are confident that rewards are allocated fairly (Li *et al.*, 2020; Yu *et al.*, 2022). As for interpersonal justice, it is the fairness in the interpersonal treatment that employees receive

during the implementation of procedures, which encompasses dignity, courtesy, and respect (Colquitt *et al*., 2001). In other words, it is the perceptions of employees about the degree to which leaders treat them with respect and dignity (Al Halbusi, Tehseen and Ramayah, 2017; Rahaman *et al.*, 2022). Furthermore, interpersonal justice strongly affects employee perceptions of stress at work, which directly influences their well-being (Judge and Colquitt, 2004; Wilson, Rwothumio and Amwine, 2021).

Grounded in LMX theory (Graen and Uhl-Bien, 1995), it is posited that employees will find themselves valued and appreciated. Furthermore, they are more likely to perceive their responsible leaders' behaviour as a positive assessment of their well-being when they have been fairly treated by their leaders. Therefore, it is proposed that each of these justice dimensions (i.e., procedural, distributive, and interpersonal) is shaped by the leader's ethical behaviour. This makes it likely to mediate RL behaviours and employee well-being. Based on the findings and theoretical explanation, this study offers the following hypothesis:

Hypothesis 3. Organisational justice mediates the relationship between RL and employee well-being.

4.3.5 The Moderating Role of Transparent Communication

Transparency is a significant element in strategic communication (Albu and Wehmeimer, 2014). Transparent communication is an excellent characteristic of internal communication (Men and Stacks, 2014) and has received increasing interest in the literature on strategic communication (Jiang and Luo, 2018). The role of transparent communication in organisations can be explained through LMX theory (Graen and Uhl-Bien, 1995), which suggests that interactions between two concerned parties are interdependent under the notion of reciprocity in the exchange of resources. As argued in LMX theory, leaders can provide economic (e.g., money, goods, and services) and socio-emotional (e.g., love, information, and status) resources in exchange for employees' support in the form of emotions, cognitions, and

behaviours (Graen and Uhl-Bien, 1995). Interestingly, as indicated by Foa and Foa (1980), transparent communication can be seen as a socio-emotional resource that employees may repay with trust in their leaders. On the other hand, if employees do not experience leadership transparency, they may feel discouraged from returning any resources (Stranzl, Ruppel and Einwiller, 2021). Scholars have found that transparent communication further encourages employees to believe that their organisations are accountable for their actions, which leads to significant relational benefits, such as employee trust and credibility (Stirton and Lodge, 2001; Rawlins, 2008; Jiang and Luo, 2018). Employees are willing to give their voices and receive feedback when they perceive sincerity and trustworthiness in the information exchange from their leaders and within the organisation (Bies and Shapiro, 1987). Various studies have, for example, revealed that employees' positive perception of transparent communication could foster trusting relationships with their leaders (Jo and Shim, 2005). Furthermore, Rawlins (2008) and Jiang and Men (2017) found a direct positive relationship between transparent communication and employee trust in organisations. As stated by Rawlins (2008, p. 3), organisations make an effort to be transparent as it is "a key part of reciprocal trust". Consequently, the belief that organisations can encourage employee confidence and trust through transparent communication is emphasised.

As discussed previously, RL behaviours embrace accountability, appropriate moral decision making, and trust in business conduct with the goal of building and sustaining relationships with multiple stakeholders in their organisations (Pless and Maak, 2011; Pless, Maak and Waldman, 2012; Doh and Quigley, 2014; Stahl and Sully de Luque, 2014). Responsible leaders require proactive dialogue with other stakeholders who would be affected by the actions of the organisation as they formulate firm strategies. As a result, this approach requires an open, transparent, and confident orientation (Doh and Quigley, 2014). Therefore, it is proposed that the adoption of transparent communication in the workplace by responsible

leaders demonstrates leaders' interest in maintaining or enhancing relationships with employees and gives employees the opportunity to develop trust. Thereby, a responsible leader who values such morals and ethics can align with the employees' points of view through transparent communication, which enables both parties to share a common purpose. Thus, the following hypothesis is stated:

> *Hypothesis 4. Transparent communication moderates the relationship between RL and trust in the leader, such that this relationship grows stronger when transparent communication is high rather than low.*

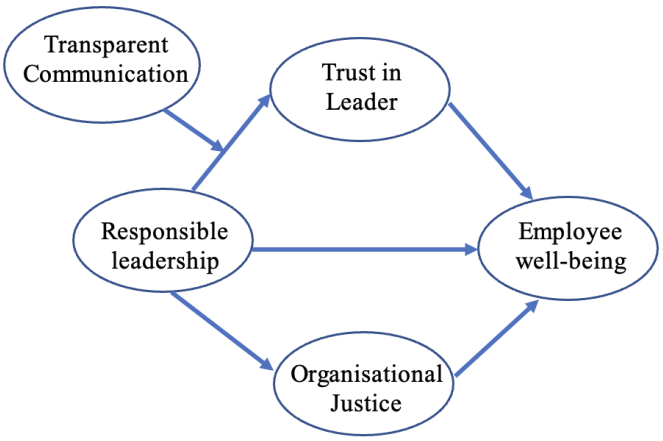
4.3.6 The Moderated Mediation Model

Combining Hypotheses 1, 2, 3, and 4, the study therefore expects an integrative model in which transparent communication moderates the mediating effect of trust in leaders based on the relationship between RL and employee well-being. That is, responsible leaders with a high level of transparent communication would be more likely to receive a greater level of trust from employees. This thereby enhances the well-being of followers. In contrast, when interacting with responsible leaders who have a low level of transparency in communication, the level of trust in the leader would be lower and, in turn, employees would tend to have a low level of well-being. On the basis of the above arguments, the study proposes:

> *Hypothesis 5. Transparent communication moderates the indirect effect of RL on employee well-being via trust in the leader, such that the indirect effect is strengthened when transparent communication is high rather than low.*

The research model is presented in Figure 4.1.

Figure 4.1 Research model



4.4 Methodology

4.4.1 Research Method and Data Collection

This study deployed a survey method using an online questionnaire. Data were collected by approaching employees working in various sectors in Thailand. The population of the study consisted of employees occupying different positions in Thai MSMEs and who had worked in the company (not self-employed) for at least one month. The goal of the sample selection was to cover a diverse range of business communities to improve the generalisability of the data. For this research the MSMEs were classified based on the classification of the Office of SMEs Promotion, Thailand (OSMEP, 2019). The micro business size is not more than 5 employees, while the small size is 5-50 employees and 30-100 employees for medium size business.

The participants were chosen under conditions of anonymity and confidentiality, and they were assured that they could choose to discontinue their involvement at any point during the survey. The purpose and confidential nature of the study were explained in a cover letter. A total of 500 self-administered questionnaires were distributed, of which 328 usable questionnaires were returned, yielding a response rate of 65.6%.

4.4.2 Respondents

Table 4.1 highlights the demographic characteristics of the participants in this study. A total of 328 employees from different industry sectors participated in the survey, of which 53.7% were female, 38.4% were male, and 7.9% did not specify, with most between 36 and 45 years old (38.4%). As for other age groups, 33.8% were 26-35 years old, 23.2% were 56-65 years old, 3% were 18-25 years old, and 1.5% were above 66 years old.

With regard to the level of education, 64.3% held a master's degree, 28% had a bachelor's degree, and 5.8% had a doctoral degree. The remainder (1.8%) fell into other educational levels. The marital status of the respondents was as follows: 51.8% were married, 39.3% were single, 6.1% were divorced, and 2.7% were widowed.

Respondents represented various industry types, with 17.4% from the consumer products sector, 17.1% from the industrial sector, 13.1% each from the agro-food and financial sectors, and 39.4% from other industry sectors. About 54.9% of respondents worked in medium-sized enterprises, 33.8% worked in small businesses, and 11.3% in micro businesses.

Concerning the level of personal income, the largest proportion of respondents had an income of more than 55K baht per month (42.7%), 29% received 30K to 55K, 25.9% received 15K to 30K, and 2.4% received less than 15K per month.

Finally, organisational tenure is structured as follows: 33.8% of the respondents had worked in the organisation for 4 to 7 four years, 30.2% had worked for 8 to 11 years, 13.7% had worked with the organisation for between 1 and 3 years, 11% had worked for 12 to 15 years, 7% had been there for over 15 years, and 4.3% had worked there for less than 1 year. This suggests that the target respondents had sufficient experience in their organisations and had spent sufficient time with their leaders to comment upon constructs such as responsible leadership.

Table 4.1 Demographic characteristics of the participants

Demographic variable	Category	Frequency	Percent (%)
Gender	Male	126	38.4
	Female	176	53.7
	Not specified (prefer not to say)	26	7.9
Age	18-25 yrs old	10	3.0
	26-35 yrs old	111	33.8
	36-45 yrs old	126	38.4
	56-65 yrs old	76	23.2
	66 yrs old and above	5	1.5
Education	High school	1	0.3
	College/University	4	1.2
	Bachelor's degree	92	28.0
	Master's degree	211	64.3
	Doctoral degree	19	5.8
	Others	1	0.3
Marital status	Single	129	39.3
	Married	170	51.8
	Divorced	20	6.1
	Widowed	9	2.7
Tenure	Less than 1 year	14	4.3
	1-3 years	45	13.7
	4-7 years	111	33.8
	8-11 years	99	30.2
	12-15 years	36	11.0
	Over 15 years	23	7.0
Personal income	Under 15,000 baht	8	2.4
	15,000-30,000 baht	85	25.9
	30,001-55,000 baht	95	29.0
	More than 55,000 baht	140	42.7
Industry type	Agro and Food Industry	43	13.1
	Consumer Products	57	17.4
	Financial	43	13.1
	Industrial	56	17.1
	Property and Construction	34	10.4
	Resources	28	8.5
	Services	33	10.1
	Technology	23	7.0
	Other	11	3.4
Firm size	Micro enterprise	37	11.3
	Small enterprise	111	33.8
	Medium-sized enterprise	180	54.9

N=328

4.4.3 Dependent and Mediator Variables

Employee well-being

The *Employee well-being* (*EWB*) measurement scale was adapted from the version in Pradhan and Hati (2019), comprising four dimensions with 33 corresponding items: psychological well-being (10 items), social well-being (10 items), workplace well-being (9

items), and subjective well-being (4 items). *Psychological well-being* (*PWB*) contains items related to self-acceptance, personal growth, purpose in life, and environmental mastery. A sample item is "I easily adapt to day-to-day changes of my life and manage my responsibilities well". *Social well-being* (*SOB*) contains items related to the degree of feeling belongingness and attachment towards society. A sample item is "I am an important part of my team and organisation". *Workplace well-being* (*WWB*) contains items related to work-life safety, employee assistance, employee growth, work facilities and environment, work climate. A sample item is "My workplace is very conducive to well-being". *Subjective well-being* (*SUW*) contains items related to both positive and negative effects, as well as the general life satisfaction of an individual. A sample item is "I feel good about myself".

Transparent communication

Transparent communication was measured using 18 items adapted from Rawlins (2009) and Men (2014). There were measures for three dimensions: *Participation* (*PAR*) (e.g., "My leader asks for feedback from people like me about the quality of firm's information"); *Substantial information* (*SUB*) (e.g., "My leader provides information in a timely fashion to people like me"); and *Accountability* (*ACT*) (e.g., "My leader is forthcoming with information that might be damaging to the organisation").

Trust in leadership

Trust in leadership was measured with 10 items for both *Cognitive* (*COG*) and *Affective* (*AFT*) trust in leaders with scales developed by Yang and Mossholder (2010). A sample item is "I'm confident that my supervisor will always care about my personal needs at work".

Organisational justice

Organisational justice was measured using 11 items for both *Procedural justice* (*PRJ*) and *Interpersonal justice* (*INJ*) developed by Colquitt (2001). Sample items are "Have you

been able to express your views and feelings during those procedures?" and "Has (he/she) treated you in a polite manner?".

4.4.4 Independent Variable

Responsible leadership

The study used a five-item scale that Voegtlin (2011) developed to measure RL. Sample items include the following: "My leader demonstrates awareness of the relevant stakeholder claims"; "My leader considers the consequences of decisions for the stakeholders affected"; and "My leader involves the stakeholders affected in the decision-making process".

4.4.5 Control Variables

For the demographic factors, the researcher included various characteristics, such as age, gender, education level, and tenure in the organisation. Age is included as a control variable because of the significant relationship between age and well-being (Allen *et al*., 2017). Empirically, individuals' age, gender, and tenure in organisations are widely controlled in most studies on leadership and well-being (e.g., Reb, Narayanan and Ho, 2013; Sendjaya *et al*., 2016; Pinck and Sonnentag, 2018).

The variables used in this study are composed of items tested in previous empirical research, to ensure their validity. Responses were assessed using a five-point Likert scale with weights assigned as follows: 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree.

4.4.6 Data Analysis Procedures

To test the research model presented in Figure 3.2, structural equation modelling (SEM) (Bollen, 1989) was performed using AMOS 25 (Byrne, 2001; Arbuckle, 2003). SEM is a feasible statistical tool for exploring the multivariate relationships among some or all of the

variables, and provides a comprehensive approach to a research question for measuring and analysing theoretical models (Anderson and Gerbing, 1988). The measurement model was evaluated by assessing reliability (through Cronbach's alpha), convergent validity (through composite reliability [CR], and average variance extracted [AVE]), and discriminant validity (through the Fornell-Larcker criterion). Confirmatory factor analysis (CFA), mediation analysis, and moderation analysis were also performed. The study used SEM to test the mediating effects of: (1) trust in leader on the relationship between responsible leadership and employee well-being; and (2) organizational justice on the relationship between responsible leadership and employee well-being. Table 4.2 presents the variables employed in the models, highlighting the role of each variable.

Table 4.2 Variables and items

Variables	Type	Description	Sources
Responsible leadership (n=5)	Independent variable	1. My leader demonstrates awareness of the relevant stakeholder claims. 2. My leader considers the consequences of decisions for the affected stakeholders. 3. My leader involves the affected stakeholders in the decision-making process. 4. My leader weighs different stakeholder claims before making a decision. 5. My leader tries to achieve a consensus among the affected stakeholders.	Voegtlin, 2011 Doh et al., 2011
Transparent Communication (n=18)	Moderator variable	<u>Participation</u> 1. My leader asks for feedback from people like me about the quality of its information. 2. My leader involves people like me to help identify the information I need. 3. My leader provides detailed information to people like me. 4. My leader makes it easy to find the information people like me need. 5. My leader asks the opinions of people like me before making decisions. 6. My leader takes the time with people like me to understand who we are and what we need. <u>Substantiality</u> 7. My leader provides information in a timely fashion to people like me. 8. My leader provides information that is relevant to people like me. 9. My leader provides information that can be compared to previous performance. 10. My leader provides information that is complete. 11. My leader provides information that is easy for people like me to understand. 12. My leader provides accurate information to people like me. 13. My leader provides information that is reliable. <u>Accountability</u> 14. My leader presents more than one side of controversial issues. 15. My leader is forthcoming with information that might be damaging to the organization. 16. My leader is open to criticism by people like me. 17. My leader freely admits when it has made mistakes. 18. My leader provides information that can be compared to industry standards.	Rawlins, 2009; Men, 2014

Table 4.2 Variables and items (Cont.)

Variables	Type	Description	Sources
Trust in Leadership (n=10)	Mediator variable	Cognitive trust in leader 1. I can depend on my supervisor to meet his/her responsibilities. 2. I can rely on my supervisor to do what is best at work. 3. My supervisor follows through with commitments s(he) makes. 4. Given my supervisor's track record, I see no reason to doubt his/her competence. 5. I'm confident in my supervisor because (s)he approaches work with professionalism. Affective trust in leader 1. I'm confident that my supervisor will always care about my personal needs at work. 2. If I shared my problems with my supervisor, I know (s)he would respond with care. 3. I'm confident that I could share my work difficulties with my supervisor. 4. I'm sure I could openly communicate my feelings to my supervisor. 5. I feel secure with my supervisor because of his/her sincerity.	Yang & Mosshold er, 2010
Employee' well-being (n=33)	Dependent variable	Psychological well-being 1. I easily adapt to day-to-day changes of my life and manage my responsibilities well. 2. I care for things that are important to me, not what is important to others. 3. I feel I am a sensible person. 4. I am not flexible. 5. I understand the expectation from me. 6. I feel I am capable of decision-making. 7. I feel depressed from the stress and demands of day-to-day life. 8. I believe that I have a purpose and direction in life. 9. I think life is a continuous process of learning 10. I am a confident person. Social well-being 1. I am an important part of my team and organization. 2. People are trustworthy in my team. 3. I am close to my teammates in my organization. 4. My team is a great source of social support. 5. My views are well accepted by my teammates. 6. People in my team don't help each other in difficult times. 7. I take active part in important decision-making activities of my team. 8. I love to spend time with my teammates. 9. I can freely share my problems with my colleagues. 10. My day-to-day activities contribute towards the benefits of my team. Workplace well-being 1. I am quite satisfied with my job. 2. I enjoy meaningful work 3. I attach lots of value to my work. 4. My work achievement often acts as a source of motivation. 5. My workplace is very conducive. 6. My job provides ample scope for career growth. 7. I used to maintain a balance between work and home life 8. My employer does care a lot about their employees. 9. My work offers challenges to advance my skills. Subjective well-being 1. Mostly I feel happy. 2. I am an optimistic person. 3. I feel good about myself. 4. My life is mostly sorrowful.	Pradhan & Hati, 2019
Organisational justice (n=11)		Procedural Justice 1. Have you been able to express your views and feelings during those procedures? 2. Have you had influence over the (outcome) arrived at by those procedures? 3. Have you been able to appeal the (outcome) arrived at by those procedures? 4. Have those procedures been applied consistently? 5. Have those procedures been free of bias? 6. Have those procedures been based on accurate information? 7. Have those procedures upheld ethical and moral standards? Interpersonal Justice 1. Has (he/she) treated you in a polite manner? 2. Has (he/she) treated you with respect? 3. Has (he/she) treated you with dignity? 4. Has (he/she) refrained from improper remarks or comments?	Colquitt, 2001

4.4.7 Questionnaires

The questions in the surveys were relevant to the research questions and were composed of items tested in previous empirical research to ensure their validity. For this study, scale items were adjusted to suit the Thai business environment. Responses were assessed using a five-point Likert scale for all variable questions, with weights assigned as follows: 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree. The participants were asked to answer the questions in the survey by keeping their direct manager or leader in mind to obtain the best result. In accordance with the common wisdom of wording and translation (Brislin, 1986), the measures were translated into Thai and then retranslated back into English. This research employed a pilot study to assess the questionnaire design and identify issues for improvement in the survey. A pilot study was conducted among 100 randomly selected MSME employees prior to the final data collection to obtain feedback on the questionnaire, as well as to test and identify any likely difficulties in responding to the online survey distribution tools. The survey questionnaire used for this study consisted of two parts. The first part contained questions regarding demographic characteristics of gender, age, educational level, and tenure under the respondent's current leader. These questions were later used as control variables during the data analysis stages. The second set of questions consists of sub-items for testing the proposed hypotheses, and included the independent variable, mediator variable, and dependent variables.

4.5 Data Analysis

Based on the proposed framework and hypotheses, SEM and AMOS 25 software were adopted for the analysis of the data and to establish the model, in line with guidance in Anderson and Gerbing (1988) and Marsh, Balla and McDonald (1988). The study was designed to test a moderator mediation hypothesis by using the PROCESS macro (Hayes, 2013).

Moderated mediation represents the mediation effect, which changes depending on the level of the moderator variable (Muller, Judd and Yzerbyt, 2005).

In this regard, this study implemented a two-step approach for data analysis. First, measurement model analysis was carried out to assess any reliability or validity concerns in the data with the help of CFA. The overall measurement model contains five main constructs: RL, trust in leadership, organisational justice, employee well-being, and transparent communication. Next, the structural model was tested by verifying the hypotheses. SEM was used to calculate all the hypothesised relationships among the variables in the proposed model and to compare the fit of the hypothesised model with the underlying data (Anderson and Gerbing, 1988).

4.5.1 Descriptive Statistical Analysis

Table 4.3 reports the values of the descriptive statistics among the key variables in this study.

Table 4.3 Descriptive statistics and reliabilities

Variable	Construct identifier		M	SD
Responsible leadership	RL1	My leader demonstrates awareness of the relevant stakeholder claims.	4.03	0.88
	RL2	My leader considers the consequences of decisions for the stakeholders affected.	4.03	0.84
	RL3	My leader involves the stakeholders affected in the decision-making process.	4.03	0.87
	RL4	My leader weighs different stakeholder claims before making a decision.	4.07	0.81
	RL5	My leader tries to achieve a consensus among the stakeholders affected.	4.04	0.85
Transparent communication	PAR1	My leader asks for feedback from people like me about the quality of firm's information.	4.00	0.95
	PAR2	My leader involves people like me to help identify the information I need.	4.01	0.97
	PAR3	My leader provides detailed information to people like me.	3.97	0.94
	PAR4	My leader makes it easy to find the information people like me need.	4.01	0.90
	PAR5	My leader asks the opinions of people like me before making decisions.	4.02	0.95
	PAR6	My leader takes the time with people like me to understand who we are and what we need.	4.14	0.58
	SUB1	My leader provides information that is relevant to people like me.	4.07	0.94
	SUB2	My leader provides information that can be compared to previous performance.	4.05	0.96
	SUB3	My leader provides information that is easy for people like me to understand.	4.02	0.99
	SUB4	My leader provides information that is complete.	4.08	0.93
	SUB5	My leader provides information in a timely fashion to people like me.	4.05	0.92
	SUB6	My leader provides accurate information to people like me.	4.09	0.61
	SUB7	My leader provides information that is reliable.	4.11	0.61
	ACT1	My leader presents more than one side of controversial issues.	4.02	0.92
	ACT2	My leader is forthcoming with information that might be damaging to the organisation.	3.97	0.97
	ACT3	My leader is open to criticism by people like me.	3.98	1.01
	ACT4	My leader freely admits when he/she has made mistakes.	3.99	0.99
	ACT5	My leader provides information that can be compared to industry standards.	3.98	0.95
Trust in leadership	COG1	I can depend on my supervisor to meet his/her responsibilities.	3.99	0.99
	COG2	I can rely on my supervisor to do what is best at work.	3.99	0.98
	COG3	My supervisor follows through with commitments s(he) makes.	4.01	0.95
	COG4	Given my supervisor's track record, I see no reason to doubt his/her competence.	3.99	0.97
	COG5	I'm confident in my supervisor because (s)he approaches work with professionalism.	4.03	0.97
	AFT1	I'm confident that my supervisor will always care about my personal needs at work.	4.00	0.98
	AFT2	If I shared my problems with my supervisor, I know (s)he would respond with care.	4.04	0.91
	AFT3	I'm confident that I could share my work difficulties with my supervisor.	4.03	0.99
	AFT4	I'm sure I could openly communicate my feelings to my supervisor.	3.92	0.96
	AFT5	I feel secure with my supervisor because of his/her sincerity.	4.00	0.96

Table 4.3 Descriptive statistics and reliabilities (Cont.)

Variable	Construct identifier (Cont.)		M	SD
Organisational justice	PRJ1	Have you been able to express your views and feelings during those procedures?	3.94	1.00
	PRJ2	Have you had influence over the (outcome) arrived at by those procedures?	4.02	0.95
	PRJ3	Have you been able to appeal the (outcome) arrived at by those procedures?	3.98	0.97
	PRJ4	Have those procedures been applied consistently?	3.95	0.98
	PRJ5	Have those procedures been free of bias?	3.98	0.92
	PRJ6	Have those procedures been based on accurate information?	4.11	0.64
	PRJ7	Have those procedures upheld ethical and moral standards?	4.07	0.63
	INJ1	Has he/she treated you in a polite manner?	3.95	0.93
	INJ2	Has he/she treated you with respect?	4.00	0.93
	INJ3	Has he/she treated you with dignity?	3.95	0.93
	INJ4	Has he/she refrained from improper remarks or comments?	3.98	0.91
Employee well-being	PWB 1	I easily adapt to day-to-day changes to my life and manage my responsibilities well.	3.97	1.05
	PWB 2	I care for things that are important to me, not what is important to others.	4.00	1.02
	PWB 3	I feel I am a sensible person.	3.92	1.08
	PWB 4	I am not flexible.	3.99	1.03
	PWB 5	I understand the expectation of me.	3.96	1.05
	PWB 6	I feel I am capable of decision making.	3.96	1.05
	PWB 7	I feel depressed from the stress and demands of day-to-day life	4.07	0.60
	PWB 8	I believe that I have a purpose and direction in life.	4.14	0.61
	PWB 9	I think life is a continuous process of learning.	4.16	0.59
	PWB 10	I am a confident person.	4.13	0.64
	SOB 1	I am an important part of my team and organisation.	3.93	1.04
	SOB 2	People are trustworthy in my team.	3.98	1.07
	SOB 3	I am close to my teammates in my organisation.	4.01	1.03
	SOB 4	My team is a great source of social support.	3.95	1.05
	SOB 5	My views are well accepted by my teammates.	4.02	1.02
	SOB 6	People in my team don’t help each other in difficult times.	3.96	1.04
	SOB 7	I take active part in important decision-making activities of my team.	4.07	0.61
	SOB 8	I love to spend time with my teammates.	4.14	0.60
	SOB 9	I can freely share my problems with my colleagues.	4.14	0.57
	SOB 10	My day-to-day activities contribute towards the benefits of my team.	4.05	0.60
	WWB 1	I am quite satisfied with my job.	4.00	1.05
	WWB 2	I enjoy meaningful work.	4.05	1.02
	WWB 3	I attach lots of value to my work.	4.00	1.02
	WWB 4	My work achievement often acts as a source of motivation.	3.99	1.02
	WWB 5	My workplace is very conducive to well-being.	3.99	1.05
	WWB 6	My job provides ample scope for career growth.	4.13	0.59
	WWB 7	I used to maintain a balance between work and home life.	4.10	0.62
	WWB 8	My employer does care a lot about their employees.	4.07	0.58
	WWB 9	My work offers challenges to advance my skills.	4.11	0.62
	SUW 1	Mostly I feel happy.	3.93	1.04
	SUW 2	I am an optimistic person.	3.98	1.07
	SUW 3	I feel good about myself.	4.01	1.03
	SUW 4	My life is mostly sorrowful.	3.95	1.05

Abbreviations: M = mean, SD = standard deviation

4.5.2 Exploratory Factor Analysis

EFA was employed to test the reliability and validity of the statistics. The overall MSA and Bartlett's test of sphericity were conducted in order to proceed with factor analysis. The overall MSA value using KMO was 0.924 (Table 4.4), greater than the cut-off value of 0.50 (Hair *et al*., 2006). This indicated that the observed variables were collectively highly correlated and thus appropriate for factor analysis. Similar conclusions can be drawn from the results of Bartlett's test of sphericity, which was found significant at the 0.0001 level, suggesting that the factor analysis is appropriate for further analysing the data for this study.

Table 4.4 Measure of sampling adequacy and Bartlett's test of sphericity

KMO measure of sampling adequacy	Bartlett's test of sphericity		
	Approx. chi-square	*df*	Sig.
0.924	16827.950	1770	0.000

KMO = Kaiser-Meyer-Olkin

EFA using SPSS 27 was performed simultaneously on all the constructs. The results of the analysis yielded 77 items representing 12 factors (Table 4.5). The initial EFA results showed that 17 items had either low factor loadings or cross-loadings; therefore, they were eliminated from the analysis (Hair *et al*., 2006). The factor loadings of all 60 items were above 0.5, ranging from 0.860 to 0.780. These illustrative explanations indicate that the aforementioned criteria of factor interpretation were met, and thus the factors extracted from this analysis were appropriate.

Once the factor solution was obtained, the communality of each item was assessed to ensure that all items were adequately explained by their corresponding factors. Items with communalities of less than 0.5 were considered for omission from further analysis (Hair *et al*., 2006). The results in Table 4.5 show that the communalities of all items were in the range of 0.847 to 0.715. As such, two items were considered for deletion.

After EFA, the scales for each of the extracted factors were tested for internal consistency through the Cronbach's alpha coefficient with the suggested threshold of 0.7 (Nunnally, 1978). Cronbach's alphas for each construct surpassed 0.7 and ranged from 0.953 to 0.896 (Table 4.5).

Table 4.5 Factor analysis results and communality of items

Variable	Construct		Item	Factor loading	Communality	Cronbach's alpha coefficient
Responsible leadership	RL		RL1	0.786	0.723	0.896
			RL2	0.814	0.721	
			RL3	0.780	0.717	
			RL4	0.805	0.715	
			RL5	0.799	0.743	
Transparent communication	Participation	PAR	PAR1	0.786	0.786	0.924
			PAR2	0.814	0.765	
			PAR3	0.780	0.775	
			PAR4	0.805	0.742	
			PAR5	0.799	0.806	
	Substantiality	SUB	SUB1	0.826	0.772	0.929
			SUB2	0.858	0.785	
			SUB3	0.856	0.787	
			SUB4	0.844	0.804	
			SUB5	0.838	0.792	
	Accountability	ACT	ACT1	0.826	0.748	0.923
			ACT2	0.858	0.764	
			ACT3	0.856	0.806	
			ACT4	0.844	0.778	
			ACT5	0.838	0.764	
Trust in leadership	Cognitive	COG	COG1	0.826	0.787	0.933
			COG2	0.858	0.808	
			COG3	0.856	0.801	
			COG4	0.844	0.799	
			COG5	0.838	0.793	
	Affective	AFT	AFT1	0.826	0.774	0.924
			AFT2	0.858	0.782	
			AFT3	0.856	0.759	
			AFT4	0.844	0.794	
			AFT5	0.838	0.768	

Table 4.5 Factor analysis results and communality of items (Cont.)

Variable	Construct		Item	Factor loading	Communality	Cronbach's alpha coefficient
Organisational justice	Interpersonal justice	INJ	INJ1	0.830	0.765	0.898
			INJ2	0.860	0.801	
			INJ3	0.849	0.787	
			INJ4	0.846	0.759	
	Procedural justice	PRJ	PRJ1	0.830	0.771	0.927
			PRJ2	0.860	0.811	
			PRJ3	0.849	0.792	
			PRJ4	0.846	0.796	
			PRJ5	0.826	0.781	
Employee well-being	Psychological	PWB	PWB1	0.830	0.802	0.951
			PWB2	0.860	0.811	
			PWB3	0.849	0.802	
			PWB4	0.846	0.847	
			PWB5	0.826	0.811	
			PWB6	0.830	0.810	
	Social	SOB	SOB1	0.830	0.814	0.953
			SOB2	0.860	0.829	
			SOB3	0.849	0.834	
			SOB4	0.846	0.831	
			SOB5	0.826	0.801	
			SOB6	0.830	0.808	
	Workplace	WWB	WWB1	0.830	0.814	0.944
			WWB2	0.860	0.829	
			WWB3	0.849	0.834	
			WWB4	0.846	0.831	
			WWB5	0.826	0.801	
	Subjective	SUW	SUW1	0.830	0.808	0.916
			SUW2	0.860	0.814	
			SUW3	0.849	0.829	
			SUW4	0.846	0.834	
			SUW4	0.846	0.834	

4.5.3 Confirmatory Factor Analysis

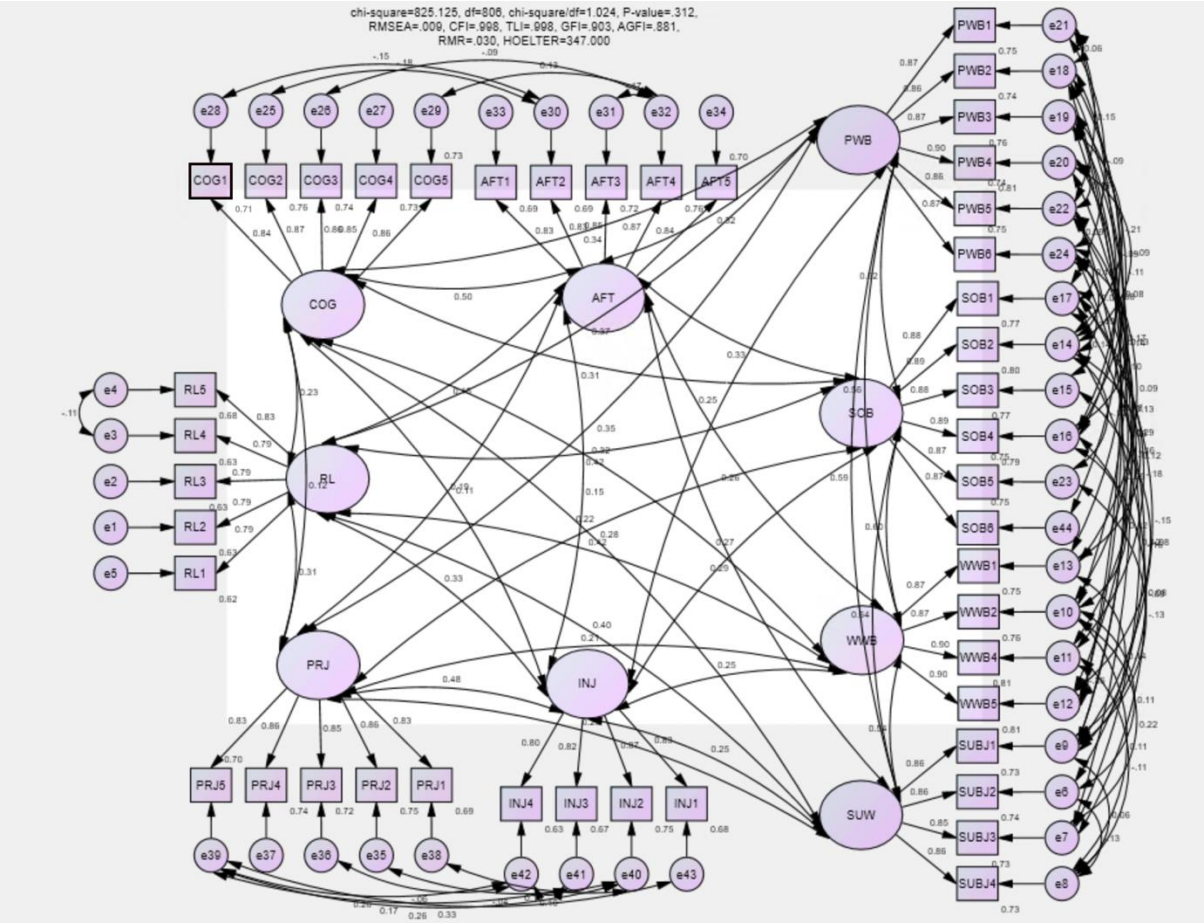
CFA is used to test the reliability and validity values of the constructs to ensure the reliability of a study (Ping, 2004). In this study, the researcher tested the convergent validity using the factor loading values, which should be above the accepted value of 0.5 (Hair *et al*., 2010), and the AVE values, which should also be above the value of 0.5 (Hair *et al*., 2010).

EFA results yielded a 12-factor solution with 60 measurement items. In order to validate these findings, CFA was performed using AMOS 25 software. The CFA test began with a measurement model, using all 60 scale items representing the five constructs obtained from earlier EFA results (see Figure 4.2). A summary of the goodness-of-fit statistics, along with the condition for a good fit for each measure, is presented in Table 4.6, which shows sufficient evidence of good models and demonstrates the soundness of the measurement properties.

Table 4.6 Summary of goodness-of-fit statistics

Measure of fit	Symbol/Abbr.	Cut-off value of good fit	Final model
Likelihood ratio or chi-square	χ^2	A non-significant value at the 0.05 level	852.125
Chi-square-to-degrees of freedom ratio	χ^2/df	Lower than 3.0	1.024
Goodness-of-fit index	GFI	Higher than 0.9	0.903
Adjusted goodness-of-fit index	AGFI	Higher than 0.9	0.881
Standardised root mean square residual	RMR	Lower than 0.09	0.030
Root mean square error of approximation	RMSEA	Lower than 0.06	0.009
Normed fit index	NFI	Higher than 0.9	0.936
Comparative fit index	CFI	Higher than 0.9	0.998
Tucker-Lewis index	TLI	Higher than 0.9	0.998

Figure 4.2 Confirmatory Factor Analysis (CFA)



Source: Structural equation modelling (AMOS 25)

4.5.4 Construct Validity

Construct validity refers to the degree to which a set of scale items accurately represents its construct (Hair *et al*., 2006). Construct validity is estimated through three measures: factor loadings, AVE, and scale to composite reliability (Hair *et al*., 2006). First, a construct is considered to demonstrate convergent validity when all its corresponding measurements have significant loadings of 0.5 or more (Hair *et al*., 2006). The results for this study reveal that all items had significant loadings, ranging from 0.860 to 0.780 (Table 4.5). Second, the AVE value of a construct should be at least 0.5 (Hair *et al*., 2006). The results provided show AVE estimates for each of the latent variables are above the threshold value of 0.50, and range between

0.884 and 0.799 (Table 4.7). Finally, a composite reliability test was used (Hair *et al*., 2006), the results of which ranged between 0.954 and 0.888, which was above the suggested benchmark value of 0.70 (Fornell and Larcker, 1981).

Discriminant validity was evaluated using AVE (Fornell and Larcker, 1981), MSV and ASV values (Hair *et al*., 2010). It is suggested that the MSV and ASV values should be lower than the AVE scores. The results provided confirm the discriminant validity of the model, as all the constructs' AVE scores were far greater than those of the MSV and ASV values.

In addition, the square roots of the AVE scores were placed on the diagonals of the correlation matrix (Table 4.7) to compare them with the correlation coefficients of the constructs (off-diagonal values). The square root of AVE scores was higher than the correlation coefficient of the rest of the latent variables, at either the column or row level. Accordingly, these results reveal that the study did not show a discriminatory validity issue.

Table 4.7 Convergent validity and discriminant validity analysis

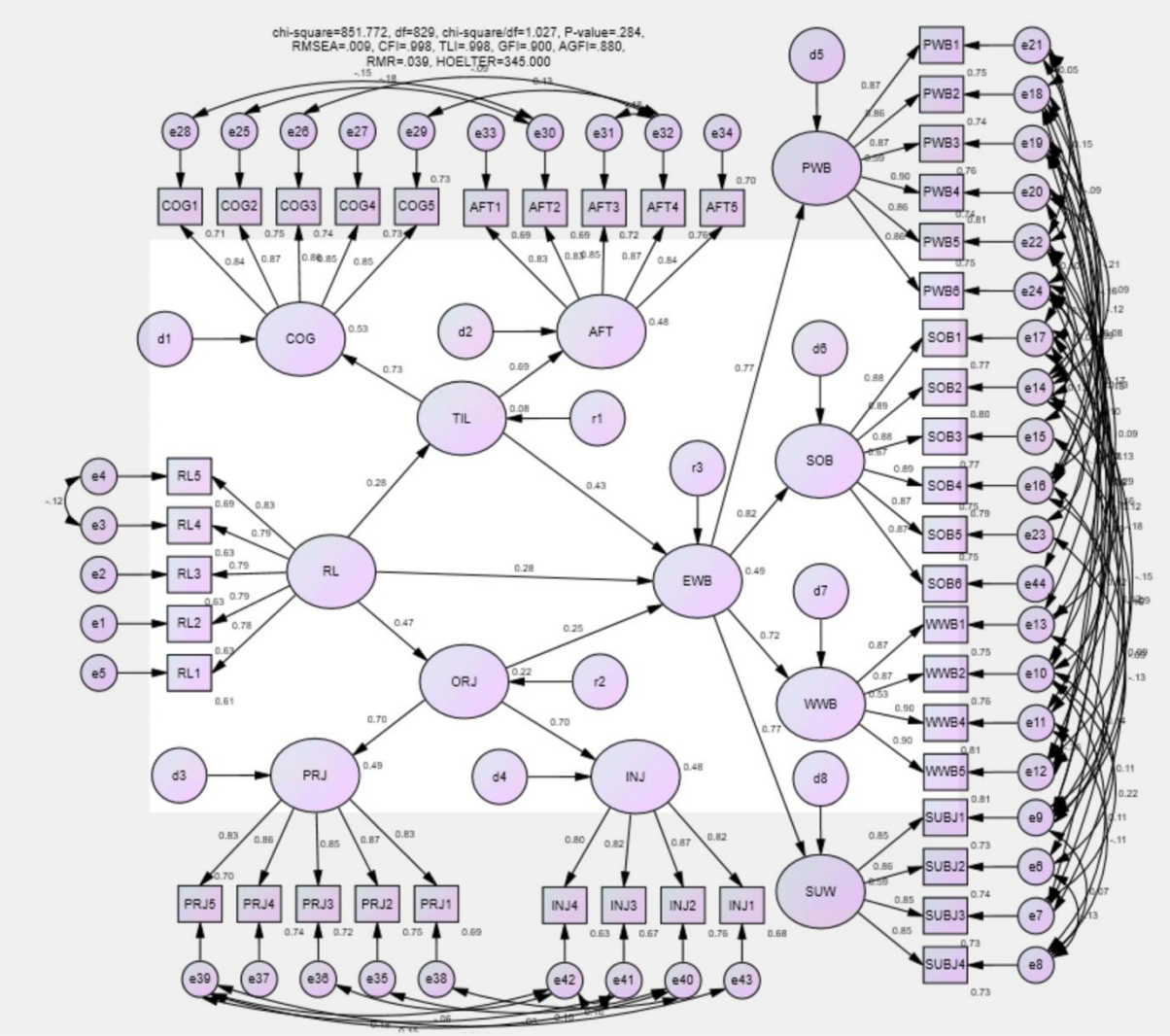
	CR	AVE	MSV	MaxR(H)	RLf	SUWf	WWBf	SOBf	PWBf	COGf	AFFf	PRJf	INJf
RLf	0.898	0.638	0.175	0.899	**0.799**								
SUWf	0.917	0.733	0.416	0.917	0.396***	**0.856**							
WWBf	0.934	0.781	0.357	0.936	0.416***	0.543***	**0.884**						
SOBf	0.953	0.773	0.416	0.954	0.418***	0.645***	0.598***	**0.879**					
PWBf	0.950	0.758	0.390	0.950	0.369***	0.595***	0.561***	0.624***	**0.871**				
COGf	0.932	0.734	0.253	0.933	0.230***	0.282***	0.324***	0.313***	0.344***	**0.857**			
AFFf	0.925	0.713	0.253	0.926	0.153*	0.288***	0.256***	0.328***	0.324***	0.503***	**0.844**		
PRJf	0.927	0.718	0.233	0.928	0.313***	0.286***	0.207***	0.219***	0.345***	0.124*	0.111†	**0.847**	
INJf	0.897	0.685	0.233	0.900	0.332***	0.250***	0.251***	0.270***	0.255***	0.190**	0.150*	0.483***	**0.827**

4.5.5 Structural Equation Modelling

Once the overall model fit was verified, the significance of individual path coefficients was examined for hypothesis testing. After the model was specified, the validity of the model was examined through the same set of goodness-of-fit indices used for the measurement model. The goodness-of-fit statistics for the structural model were χ^2 = 851.772, df = 829, χ^2/df =

1.027, GFI = 0.900, AGFI = 0.880, CFI = 0.998, TLI = 0.998, and RMSEA = 0.009. Generally, it can be stated that the model fits the data well (Figure 4.3).

Figure 4.3 Path model estimation



Source: Structural equation modelling (AMOS 25)

4.5.6 Hypotheses Testing

H1 posits that RL has a positive association with employee well-being. As presented in Table 4.8, RL is positively related to employee well-being (0.28, $p < 0.001$), thus supporting H1.

Table 4.8 Hypotheses testing results

Hypothesis	Relationship	Estimate	SE	CR	p-value	Result
H1	RL → EWB	0.28	0.071	3.976	p < 0.001	Supported
H2	RL→TIL→EWB	0.120	0.063	0.221	.002**	Supported
H3	RL→ORJ→EWB	0.118	0.041	0.231	.005**	Supported

*Notes: *p < 0.05, **p < 0.01, ***p < 0.001*

Further, given that bootstrapping could be more powerful when testing mediation effects (Lau and Cheung, 2012), the researcher applied the PROCESS macro to test H2 and H3. With 5,000 bootstrap samples, the indirect effects of RL on employee well-being via trust in leadership are significantly positive. In addition, the indirect effects of RL on employee well-being via organisational justice are also significantly positive. Hence, H2 and H3 are supported (Table 4.8).

Table 4.9 Moderating and moderated mediation hypotheses testing results

Hypothesis	Relationship	Estimate	SE	CR	p-value	Result
H4	RL*TRC→TIL	0.071	0.103	0.011	0.491	Not supported
H5	RL*TRC→TIL→EWB	0.044	0.082	0.021	0.036	Not supported

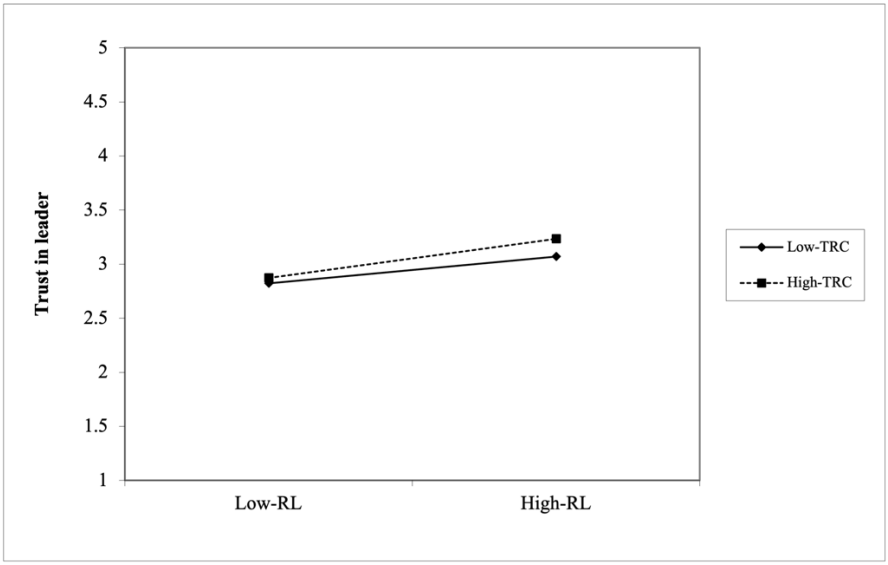
H4 proposes the moderating effect of transparent communication. As demonstrated in Table 4.9, the interaction item (RL x transparent communication) does not have an influence on trust in leadership (0.071, p = 0.491), as the result depicts no effect. Hence, H4 is not rejected.

To test the moderated mediation posited in H5, the study employed the PROCESS macro with 5,000 bootstrap samples. The study examined the conditional indirect effects of RL on employee well-being via transparent communication. The result reveal that the indirect effects were not significant in the case of high transparent communication, and non-significant when transparent communication was at both moderate and low levels. The moderated

mediation effect is thus non-significant (0.044, p = 0.036). Overall, the results depict no effect; hence, H5 is not supported (Table 4.9).

Meanwhile, as shown in Figure 4.4, with high levels of transparent communication, trust in leadership improves. However, whether in low- or high-level transparent communication, the level of trust in leadership improves with an increase in RL.

Figure 4.4 Interaction effect of responsible leadership and transparent communication on trust in leadership



Notes: RL = *Responsible leadership*, TRC = *Transparent communication*

4.6 Discussion

The present study empirically examines the influence of RL on employee well-being. It also explores the mediating influence of trust in leadership and organisational justice on the relationship between RL and employee well-being. The results obtained lead to two main conclusions. First, RL is an antecedent of the well-being of employees. Second, the influence of RL on employee well-being rests mainly on making employees perceive (a) trust in leaders and (b) organisational justice. Five hypotheses were proposed, of which three were supported by the data. This study sought to enhance knowledge of the role of RL by drawing upon LMX

theory (Graen and Uhl-Bien, 1995) to understand why (high vs. low levels of transparent communication) and in what conditions (enhancing trust in leadership and implementing organisational justice) RL may or may not be effective in achieving employee well-being.

A significant contribution of this research is that it is specifically directed towards employee well-being in the MSME sector. This research contributes to the literature by focusing on the perspectives of RL and employee well-being. The results obtained support the idea that when leaders are involved in responsible behaviours, it triggers employee well-being. These findings are in line with the existing literature, which asserts that for the enhancement of employee well-being, leaders must be engaged in and committed to responsible behaviours (Kim and Beehr, 2018; Gordon *et al*., 2019). In addition, the results regarding the mediating effect of trust in leadership and organisational justice on the engagement level of RL and employee well-being reported that trust in leaders and organisational justice strengthen the positive correlation between RL and employee well-being. This is because RL is conceptualised as leader behaviour that reflects a prioritisation of multiple stakeholders for network ties with them when making decisions (Maak and Pless, 2006; Waldman and Siegel, 2008). As a result, these networks build trustworthiness.

A detailed analysis of Figure 4.4 shows that transparent communication is more effective in the absence or a low level of RL to build trust in leaders. However, in the presence of high levels of RL, transparent communication is found to yield limited influence for responsible leaders in providing resources to employees to build trust in the leader. Hence, it is more likely that RL substitutes transparent communication for the enforcement of trust in the leader. Furthermore, the study proposes that in order to enhance employee well-being, leader should build trust among employees and the practice of organisational justice rather than through transparent communication. Therefore, in the presence of both transparent communication and RL, employees are likely to depend more on RL to enhance their well-being.

This study is based on the Thai MSME industry, and the results highlight that responsible leaders who can build trust and implement organisational justice can be effective in fostering employee well-being. Thereby, this study states that the well-being of Thai employees would rise under responsible leaders who can build trust and organisational justice.

4.6.1 Theoretical and Practical Implications

This study has both theoretical and practical implications. First, the study adds to the literature by examining the impacts of RL on employee well-being in the context of Thailand, an emerging market. As a new contribution, the study incorporates the mediating effects of trust in leaders and organisational justice on employee well-being, and the moderating effect of transparent communication on the relationship between RL and trust in leaders. The empirical results confirm that the RL approach is positively related to employee well-being. Although previous research has examined the influence of responsible leadership on employee well-being (He, Morrison and Zhang, 2019; Marques *et al*., 2021), this is the first study to examine the impact of RL on all four dimensions of employee well-being (i.e., psychological, social, workplace, and subjective well-being).

4.6.1.1 Theoretical implications

There are several theoretical implications of this research. First, this study makes a significant contribution to the literature on responsible leadership. This study enriches the limited empirical research on RL by revealing its significant role in promoting employee well-being and by recognising trust in leaders and organisational justice as vital mechanisms underlying this relationship.

In their sustainable leadership study of Thailand, Surivankietkaew and Avery (2016) mention that developing long-term stakeholder relationships with suppliers, customers, employees and the community help enhance future business well-being and the prosperity of

small businesses for sustainability and resilience. This sense of relationship building is critical especially in uncertainty times. When there is a lack of essential knowledge about probabilities of the future state of events, organisational leaders need to provide the necessary guidance and motivation to their stakeholders. Likewise, to deal with these changes and uncertainties, employees look to their leaders (Choudhury and Collins, 2021; Rast and Hogg, 2016). Significantly, uncertainty and crisis can also impact how leaders are evaluated. This in turn results in greater support and trust for the leader (Bligh, Kohles and Pillai, 2011). This This line of thought is aligned with the social identity theory of leadership that followers are not inactive or passive. The leader-follower relationship has a reciprocal effect (Rast and Hogg, 2016). Therefore, this study demonstrates the benefit of RL in the domain of employee outcomes, particularly during times of crisis.

Second, this study makes an important contribution to the literature on LMX theory. As Maak and Pless (2006) argue, the most important role of a responsible leader is to act as a facilitator, since the primary recipient of leadership is an employee. Therefore, it is essential to maintain the value of the leader-follower relationship, which is a fundamental component of RL behaviours. This research provides an insightful understanding of how (through trust in leaders and organisational justice) and under what conditions (a low or high level of transparent communication) responsible leaders can be effective in achieving all four dimensions of employee well-being, which were previously under-researched.

Finally, this study brings RL, trust in leaders, organisational justice, transparent communication, and employee well-being together in a Thai context. Existing RL research has typically overemphasised the China context (Liu and Lin, 2018; Cheng, Wei and Lin, 2019; Han, Wang and Yan, 2019a; 2019b; He, Morrison and Zhang, 2019; Zhao and Zhou, 2019; Lin, Huang and Huang, 2020; Dong and Zhong, 2021; Wang *et al*., 2021; Xiao *et al*., 2021). However, this study represents a positive development regarding the generalisation of the direct

and indirect relationships between RL and employee well-being in a distinct cultural context such as the Thai context.

As revealed in a recent study by Charoensap, Virakul, Senasu and Ayman (2019), the effects of responsible leadership on employee work attitudes in the business context in Thailand seem to be the same as in other countries. However, the transactional element might be different due to different cultures or contexts (Brown and Trevino, 2006). As described by Hofstede (2010), Thai leadership is signified by its "high power" distance when compared to other cultural contexts. From a Thai culture point-of-view, researchers such as Selvarajah, Meyer, and Donovan (2013) pinpoints the cultural norms of non-confrontation, respect, and deference for authority significantly influence the perceptions of Thai leaders. Importantly, local Thai companies have developed a "care" culture can be facilitated and cultivated by different means (Hansen, 2008).

As noted by Limsila and Ogunlana (2008), the concept of responsible leadership has been of interest among researchers and practitioners in Thailand for a number of years. Despite the interest, here is still limited research in the area of RL in Thailand. Existing research are mostly case studies of bigger firms, while overlooking MSMEs. Considering the important contribution of the small enterprises to Thai economy, this RL study among Thai MSMEs will leverage existing theories for application in a broader and diverse context. This will in turn clarify the emerging meaning of RL in the context of Thai MSMEs. Crucially, this research narrows the existing literature gap surrounding leadership during uncertainty and change. Consequently, by demonstrating this positive effect of RL on employee well-being via the stronger mediation size effect of trust in leaders and organisational justice, this study promotes the robustness of RL theory and its consequences across national cultural backgrounds.

4.6.1.2 Practical implications

This study has a number of significant implications from a managerial point of view. First, this study highlights the significance of RL in motivating employee well-being, especially in the Thai MSME sector, and makes an important contribution to managerial practices within businesses. An effort to understand the mechanisms that help develop employee well-being is a matter of interest among managers. Consequently, given that the practice of RL for business leaders can serve to increase the well-being of employees, this, in turn, improves quality of life. This study believes that entrepreneurs, managers, and leaders should devote time and attention to training programmes because of the benefits of RL in enhancing the well-being of employees, as well as economic growth.

Another implication of this study is that although the practice of RL by leaders influences the well-being of employees directly, there is also an indirect influence through the development of trust in leaders and organisational justice. Trust is perceived as necessary for transformative change and collective actions during uncertain times (Ahern and Loh, 2020). When leaders are regarded as being responsible and ethical, they gain respect from their co-wokers as well as subordinates. There leaders are recognised for their attributes like personal and professional integrity, honesty, and fairness in dealing with uncertainty (Ali et al., 2021).

Noticeably, organisational leaders are of primary importance in shaping and reshaping the interactional justice within the organisations. In the study by Cropanzano, Bowen, and Gilliand (2007), it reveals that the organisational managers can play an influential role towards ensuring ethical work climate by presenting themselves as a perceived role model. Additionally, the concept of organisational justice has significant practical implications in terms of the management of organisational citizenship behaviour, organisational conflict, taking strategic decisions, managing organisational changes, etc. (Zlate and Zaharia, 2008). Pongyachirint (2022) study among Thai MSMEs further affirms the positive effects of

corporate social responsibility reputation, contextual performance, and organisational citizenship behaviour on employee behaviours and attitudes toward the organisation. In other words, under responsible leadership and in a fair working environment, employees will have faith in their organisation justice and act appropriately to reduce the uncertainties in their relations with their leaders (Al Halbusi et al., 2020). Thereby, both trust in leaders and organisational justice become critical mechanisms. Leaders should become aware that all strengths directed towards building employee trust in leaders and organisational justice are present in the study outcomes. In addition, established leader-employee exchange relationships can play a significant role in fostering employee well-being.

Importantly, leaders, managers, and owners of MSMEs can utilise this research as a guideline to improve employee well-being by developing RL, trust in leaders, and organisational justice. Therefore, they can accelerate their firms' human resource strategies and organisational policies by concentrating on the perspectives highlighted in this research.

4.7 Limitations and Future Research

This study has some limitations that offer an opportunity for future research. First, the data for the study were collected from employees in the Thai MSME context. Future research could incorporate other, larger organisations in both the manufacturing and service sectors. Researchers could also gather data from the sectors mentioned and compare the results to add valuable insights to this study. In addition, this research was limited by the Thai cultural context of the study and, therefore, it is suggested that future researchers replicate this study in other cultures to enhance the study's external validity and generalisability. Second, future research could consider using an experimental or longitudinal research design to enhance the ability to explain cause-and-effect relationships. More empirical and longitudinal studies are, therefore, required to enhance a deeper understanding of RL.

Regarding future research, this study only uses transparent communication as a contingent factor to determine its impacts on trust in leaders and employee well-being. Future studies could include other moderating variables, such as institutional pressure, that might moderate the different relationships between leadership and followers (Ur Rehman *et al*., 2023). In so doing, value would be added to the research. Finally, it would be worthwhile studying leaders' well-being to extend the present model, since leaders' well-being is also considered a principal indicator of organisational performance (Bernerth and Hirschfeld, 2016).

4.8 Conclusion

Drawing upon LMX theory, this study examined the importance of RL for employee well-being. It demonstrated that RL has positive impacts on all four dimensions of employee well-being, encompassing psychological, social, workplace, and subjective well-being (Pradhan and Hati, 2019). Specifically, this study revealed the significance of RL in promoting employee well-being through the mechanisms of trust in leaders and organisational justice. The study further suggests that MSMEs in Thailand pay closer attention to fostering leaders' RL approaches as a means to increase employee well-being. Leaders should seek to build high-quality exchange relationships with employees to promote employee trust and develop justice within the organisation. In addition, transparent communication does not moderate the link between RL and trust in leaders. The study revealed that transparent communication does not emerge as a sufficient intervening mechanism for responsible leaders to build trust among employees. Hence, it is more likely that RL can substitute transparent communication during the enforcement of trust in leaders. Significantly, the results provided support for the hypothesised relationships of expected moderation and moderated mediation. This study suggests that RL contributes to optimising employee well-being at work and provides practical guidance for organisations to achieve higher performance and sustainable development.

CHAPTER 5 - CONCLUSION

Summary

In light of challenging social problems (e.g., climate change, pandemic, social inequality), there is a growing demand for business leaders to demonstrate responsible leadership (RL). There is a call for scholars and practitioners to study the responsible business leadership. The relationship between RL and employee resilience in times of uncertainty is still underdeveloped. In addition, the relationship between RL and all four dimensions of employee well-being (e.g., psychological, social, workplace, and subjective well-being) have not previously been studied. Therefore, this study addresses these gaps by explaining the role of RL in employee resilience and well-being in times of uncertainty, particularly in the context of Thai MSMEs. The findings from systematic literature review of RL (Chapter 2) guide the research objectives of following chapters. Using the SITL theory (Chapter 3), this study reveals the significance of responsible leadership categorisation in promoting employee resilience by shaping the leader group prototype and employee psychological empowerment within organisations. In addition, applying the LMX theory (Chapter 4), the findings report that trust in leaders and organisational justice strengthen the positive correlation between RL and employee well-being. Therefore, in this uncertain business climate, it is important to note that responsible leadership contributes to leadership, employee outcomes, and MSME performance.

5.1 Introduction

The notion of responsible leadership has received increased attention in the management literature. Bergsteiner and Avery (2013, p. 6) proposed that RL focuses on leaders "who (a) are deemed to properly and justly meet role, normative, ethical, and moral obligations they have with respect to defined stakeholders, and (b) are willing to be held accountable for the consequences of their actions and behaviours". Maak and Pless (2006) emphasise that RL is concerned with establishing and maintaining positive relationships with the internal and external stakeholders of the organisation. Researchers have further highlighted that traditional leadership styles, such as transformational, charismatic, servant, and even ethical leadership, lack the concept of responsibility (Waldman and Balven, 2014; Antunes and Franco, 2016). This is a significant omission because leaders of organisations are increasingly required to be accountable not only to the business, its customers, and employees, but also to broader societal stakeholders (Zhang and Ahmad, 2021). Along these lines, RL is distinct from other conventional leadership concepts and has emerged as a new phenomenon in business management and as marking a paradigm shift in leadership research (Antunes and Franco, 2016; Voegtlin *et al*., 2020).

Studies to date have investigated RL and employee outcomes, such as organisational commitment (Han, Wang and Yan, 2019a; Mousa, 2019; Almohtasb, Aldehayyat and Alaodat, 2021; Bouichou, Wang and Feroz, 2021; Castro-Gonzalez, Bande and Vila-Vazquez, 2022; Gomes, Marques and Cabral, 2022; Piñeros, 2022), organisational citizenship behaviour for the environment (Han, Wang and Yan, 2019a; 2019b; Zhao and Zhou, 2019; Xiao *et al*., 2021; Abbas *et al*., 2022; Lu *et al*., 2022; Tuan, 2022), work engagement (Lin, Huang and Huang, 2020; Dong and Zhong, 2022; Gomes, Marques and Cabral, 2022; Li, Yang and Akhtar, 2022; Megheirkouni, Naylor and Oshimi, 2022), turnover intention (Liu and Lin, 2018; Haque, Fernando and Caputi, 2019b; Yasin, 2021; Yasin *et al*., 2020), and employee well-being (He,

Morrison and Zhang, 2019; Marques *et al*., 2021). However, the relationship between RL and employee resilience in times of uncertainty is still underdeveloped. In addition, the relationship between RL and all four dimensions of employee well-being (e.g., psychological, social, workplace, and subjective well-being) have not previously been studied (Pradhan and Hati, 2019).

The research objective for Chapter 2 was to explore the antecedents, behaviour, and consequences of RL at multiple levels of analysis. In Chapter 3, the research objective was to explore the relationship between RL and employee resilience and to examine the mediating role of leader group prototypicality and employee psychological empowerment between RL and employee resilience. To investigate these relationships, the chapter utilised the social identity theory of leadership (Hogg, 2001; Hogg and van Knippenberg, 2003). The objective of Chapter 4 was to explore the relationship between RL and employee well-being and to examine the mediating role of trust in leaders and organisational justice between RL and employee well-being. At the same time, it explored the moderating role of transparent communication in the relationship between RL and trust in leaders. To investigate these relationships, the chapter utilised leader-member exchange theory (Graen and Uhl-Bien, 1995).

5.2 Research Summary

5.2.1 Systematic Literature Review of Responsible Leadership

At the time of the study, the existing literature had presented no comprehensive studies (e.g., SLRs) and lacked categorisation of the framework related to the antecedents, behaviour, and consequences of RL. Therefore, to address this research gap, the objective of Chapter 2 was to conduct an SLR via the antecedents, behaviour, and consequences (ABC) model of RL at multiple levels of analysis. Chapter 2 integrated empirical research outcomes for eight years (from 2015 to 2023) via an SLR by reviewing 74 empirical studies. Although a substantial

amount of empirical research has been conducted on RL, the studies report varied results relating to the antecedents, behaviour, and consequences of RL being examined.

Chapter 2 contains a number of findings. First, the majority of studies investigate how organisational context, a meso-level of analysis, influences RL (i.e., relationship building, sharing orientations, supervisor-subordinate *guanxi*, atmosphere of respect, leadership practices, and green HRM practices). Second, only one study investigated the behaviour of responsible leaders, which relates to ethical codes. Third, the majority of studies investigated the effects of RL on employee outcomes (i.e., organisational commitment, organisational citizenship behaviour for the environment (OCBE), work engagement, turnover intention, and green behaviour). Moreover, the most investigated consequences of RL among studies are organisational commitment and OCBE. Fourth, the findings presented in this chapter report that RL is an interesting field of study, and it has become a desirable requirement for leaders of all kinds of businesses to embrace not only economic and financial issues, but also social and environmental aspects. Fifth, the research also reports that there has been no prior study investigating the relationship between RL and uncertainty as an environmental factor (a micro-level antecedent), a potential relationship that future research could explore. Finally, the chapter also reports that little is known about how varieties of cultural context can have a significant impact on RL behaviour, since the development of leaders' sense of responsibility is embedded in the culture and values of society. Therefore, this research focused on the RL of Thai MSME leaders and entrepreneurs through the lens of employees in times of uncertainty (Chapter 3 and 4).

5.2.2 The Influence of Responsible Leadership and Employee Resilience

Chapter 3 examines the categorisation of RL and its effect on employee resilience. To be specific, this chapter examines the indirect influence of four categorisations of responsible leadership - traditional economist, opportunity seeker, integrator, and idealist - on employee

resilience in MSMEs during times of uncertainty in Thailand. This research used an integrated model to analyse the indirect impact of the relationship between RLC and employee resilience through the mediators of leader group prototypicality and employee psychological empowerment. Based on the findings of Chapter 2, the relationship between RL and employee outcomes, especially employee resilience, is still underdeveloped. Thereby, this research investigated the aforementioned relationship.

Data were collected from a sample of 328 MSME employees from different industries all around Thailand, which covered some urban and rural areas. The chapter's hypotheses were tested using SEM (path analysis) in AMOS. The outcomes related to the entire sample report that three categorisations - idealist, integrator, and opportunity seeker - proved to be involved in RL and had a positive effect on employee resilience. The results also suggest that the mediated model with leader group prototypicality and employee psychological empowerment is better able to clarify the significance of RL for employee resilience than the direct effect model. Leader group prototypicality strengthens the positive affiliation among the three styles of RLC and employee resilience because leaders are concerned as a prototypical member of the group, and thus group members will support and consider such leaders as being effective (Rast, Hogg and Tomory, 2014). At the same time, employee psychological empowerment strengthens the positive correlation between the leader group prototype and employee resilience. This can be attributed to leaders who focus more on involvement and participation tending to have positive psychological empowerment and generating a fairness perception towards employees (Blader and Tyler, 2003). Hence, the findings in Chapter 3 contribute to the literature on responsible leadership, MSME employees, and employee resilience.

5.2.3 The Influence of Responsible Leadership and Employee Well-Being

The objective of Chapter 4 was to examine the influence of RL on MSME employee well-being in Thailand during times of uncertainty. To reach the objective, the direct link

between RL and employee well-being as well as the indirect link via the mediating influence of trust in leaders and organisational justice on the aforementioned relationship were examined. The moderating influence of transparent communication on the relationship between RL and trust in the leader was also explored.

Based on the findings of Chapter 2, the relationship between RL and all four dimensions of employee well-being - psychological, social, workplace, and subjective well-being - has not been specifically examined before. Thus, all four dimensions of employee well-being in relation to RL were explored in this chapter.

The data collection for this chapter was done in a similar fashion to that presented in Chapter 3. The hypotheses in Chapter 4 were tested using SEM (path analysis) in AMOS. The findings in this chapter provide valuable insight into the effect of trust in leaders and organisational justice on the engagement level of RL and employee well-being.

The outcomes report that trust in leaders and organisational justice strengthen the positive correlation between RL and employee well-being because RL is conceptualised as leader behaviour that reflects a prioritisation of multiple stakeholders for network ties with them when making decisions (Maak and Pless, 2006; Waldman and Siegel, 2008). As a result, these networks build trustworthiness. In line with this, it could be assumed that the well-being of Thai employees would rise under responsible leaders who can build trust and organisational justice. Hence, the findings in Chapter 4 contribute to the literature on RL use in MSMEs, trust in leaders, and organisational justice.

5.3 Contributions of the Research

This research makes a number of contributions to various bodies of literature. First, the research contributes to the RL literature by providing a multi-dimensional framework and an up-to-date stock of knowledge about the empirical evidence that reveals the antecedents, behaviour, and consequences of RL (Chapter 2). Second, the research contributes to the RL

literature by conceptualising and empirically testing the relationship between categories of RL and employee resilience, as well as the mechanisms through which RL influences employee resilience (Chapter 3). Third, the research contributes to the RL literature by conceptualising and empirically testing the relationship between RL and employee well-being, as well as the mechanisms through which RL influences employee well-being (Chapter 4). Fourth, the research fills a research gap in the RL literature by investigating responsible leadership in the context of MSMEs. Fifth, the research offers new insights into RL and its impact on employee resilience and employee well-being in an emerging economy context: Thailand. Finally, the research contributes to the RL literature with its focus on the context of a highly uncertain business environment in the manifestation of COVID-19. The aforementioned main contributions of the research can be categorised in two different broad categories: the theoretical and practical levels of contribution, which are reported in the following sections.

5.3.1 Theoretical Contributions

This study contributes to the advancement of leadership theory and presents new perspectives on responsible leadership. Having reviewed the existing empirical research on RL (Chapter 2), researchers can now address the questions of why and under what conditions RL occurs. First, the study offered a multi-dimensional framework, which synthesised the findings from previous research (Figure 2.5). An important insight offered by this framework is that all antecedents, behaviour, and consequences of RL offer the mechanisms to enhance the understanding of how to cultivate responsible leaders, promote RL behaviour. The inclusion of these variables helps researchers directly evaluate the relationships among antecedents, behaviour, and outcomes of RL. This framework represents a valuable step towards achieving a certain level of cohesion within the RL discipline, while also providing a foundation for the development of novel investigations pertaining to RL. This unified approach can lead to the development of standardized measures and methodologies, enhancing the rigor and

comparability of RL studies. The framework also establishes the groundwork for future theoretical breakthroughs by identifying essential areas of research. It supports multidisciplinary study that draws on insights from ethics, psychology, management, and sustainability studies. Theories can build on this base to investigate new aspects of RL, such as its influence on innovation, crisis management, and global leadership. Another contribution is an importance insight from this review, which is the limited research on the RL behaviour. This is concerning given the prevalent belief that ethical behaviour and decision-making are fundamental RL behaviours.

The results in Chapter 3 and 4 contribute to explaining why and under what conditions RL empirically contribute to employee outcomes (e.g., resilience and well-being) in time of uncertainty. First, this research analysis confirms the extant theory; the SITL (Hogg, 2001; Hogg and van Knippenberg, 2003) and LMX theory (Graen and Uhl-Bien, 1995); even when it is applied in a context that is different from where previous research and construct was carried out and created. Considering that most published RL articles are conceptual or descriptive, this study confirm that it provides a significant empirical contribution regarding employee outcomes (e.g., resilience and well-being) in time of uncertainty.

Second, Chapter 3 makes an important contribution to the literature on the SITL. The research uses the SITL to explain how using RL directly and indirectly contributes to employee resilience. This study fills a gap by extending SITL to the domain of employee resilience, providing a new perspective on how leadership identity influences employee outcomes during crises. The indirect effect of RL on employee resilience was explained via the mediating influence of leader group prototypes and psychological empowerment. This aligns with SITL's emphasis on the significance of prototypical leaders in shaping group identity and influencing member behavior. Moreover, this supports the notion that effective leadership fosters an environment where employees feel empowered to take initiative and adapt to challenges. Prior

studies focused on the influence of leader group prototypicality on employee outcomes, such as team performance (Hou *et al*., 2021), work engagement (Arshad *et al*., 2021), and employee organisational identification (Rochman, Samian and Riantoputra, 2020). Few studies have addressed employee resilience (Kool and van Dierendonck, 2012; Nguyen *et al*., 2016; Gaddy *et al*., 2017; Peng *et al*., 2022), and how this resilience would be achieved was not outlined. As a result, this study introduces the SITL to employee resilience through responsible leadership behaviours. The intersection of RL and SITL opens opportunities for interdisciplinary research, combining insights from psychology, sociology, and organizational behavior. Collaborative research efforts can lead to more robust theoretical models that capture the complexity of leadership dynamics and their impact on employee outcomes.

Third, Chapter 4 also makes an important contribution to the literature on the LMX theory. As Maak and Pless (2006) argue, the most important role of a responsible leader is to act as a facilitator, since the primary recipient of leadership is an employee. Therefore, it is essential to maintain the value of the leader-follower relationship, which is a fundamental component of RL behaviours. This research provides an insightful understanding of how (through trust in leaders and organisational justice) and under what conditions (a low or high level of transparent communication) responsible leaders can be effective in achieving all four dimensions of employee well-being, which were previously under-researched. Addressing the four dimensions of employee well-being (physical, emotional, social, and professional) provides a holistic view of how leadership impacts employees. This expansion moves beyond traditional measures of job satisfaction and performance to a more comprehensive understanding of employee well-being. This comprehensive view encourages the inclusion of diverse outcome variables in LMX research, enriching theoretical models with a broader range of employee experiences and well-being indicators. Thus, this research contributes not only to RL, but also to SITL and LMX theory literature.

Finally, this study is innovative because it contributes to the development of knowledge regarding organisations that follow a responsible leadership style in Thailand MSMEs. This context-specific and their contingent factors of RL serve to enrich the RL literature. The result in Chapter 2 found that the established theories in the field have mainly explored the phenomenon of RL in a developed-country context, although their applicability to related phenomena in an emerging market such as Thailand is still underdeveloped. Therefore, demonstrating this research encourages robustness in the theory of RL and its outcomes across national cultural backgrounds. Demonstrating that RL principles can be effectively applied in Thailand shows the robustness of these theories. It suggests that RL can transcend economic and developmental differences, providing a universal framework adaptable to various contexts. The findings of this research have helped develop a robust model that is focused on the process by which RL influences employee resilience and employee well-being in times of uncertainty. Therefore, conducting comparative studies between developed and emerging markets to further explore the applicability of RL theories across different contexts can identify both universal principles and context-specific adaptations. Besides, longitudinal studies can provide insights into the long-term effects of RL on employee resilience and well-being. These studies can track changes over time, offering a deeper understanding of the sustainability of RL practices.

5.3.2 Practical Contributions

Based on the findings established across the three studies presented in this research, the outcomes make several contributions to managerial practice within businesses, particularly Thai MSMEs. The findings in Chapter 2 offered a multi-dimensional framework of RL which provide mechanisms to enhance understanding of how to cultivate responsible leaders. This allows managers in MSMEs to understand the complexity of RL and its consequences for organisational performance. For example, MSMEs frequently face competing demands, including financial limits, market pressures, and social duties. The framework assists managers

in navigating these issues by giving a comprehensive view of responsible leadership that takes into account not only economic outcomes, but also social and environmental consequences.

In term of HR practice, this framework offers a clear picture on how to advance human resource management training and development programme that enhance RL, not only to owners-managers-entrepreneurs of MSMEs but also to employees that allows them to become a responsible member of the organisation. By promoting RL principles throughout the organisation, managers can cultivate a culture of responsibility, integrity, and ethical conduct. This can contribute to improved employee morale, organisational reputation, and overall performance. By embracing responsible leadership principles, MSMEs can achieve sustainable growth and performance over the long-term. Ethical decision-making, strong relationships, visionary leadership, and servant leadership contribute to organisational resilience, agility, and competitiveness in an ever-changing business environment.

The findings presented in Chapter 3 show that effective use of RL has to be ensured to achieve employee resilience. An effort to understand the mechanisms that enhance employee resilience is currently interesting from a managerial perspective due to the disruptive and uncertain business environment. The empirical part of this chapter provided a clear picture of how MSME entrepreneurs could enhance employee resilience through the utilisation of different style of RL. Along these lines, owners-managers-entrepreneurs of MSMEs could make more effective use of their RL once they become more concerned about the influence of their prototypicality and psychological empowerment on employee resilience. For leaders, managers, or business practitioners, this study provides a better knowledge about which category of RL is suited for what kind of organisational purpose, and what change is needed to achieve the RL practices and employee resilience. Within organisation where we might find a mix of all four types of responsible leadership, it is important to notice the different views, understandings, and mindsets. As a results, the role of human resource management is even more important. HR team

must weigh diverse arguments, various lines of reasoning, and also take into account the organisation's purpose. In times of uncertainty, there are always diverse ideas perspectives, and opinions among leader and followers. However, they must be integrated into the discussion. The responsibility of the leader is to facilitate this dialogue and act as an ethical navigator by making reference to values and principles, and connecting the discussion to the organisation's purpose, signaling what is essential and thereby enabling the co-creation of a meaningful way out of a crisis. Engaging employees in the development of solutions allows them to share their knowledge and creates a collaborative approach to problem solving. It fosters a sense of community and shared purpose, hence increasing overall resilience. At the same time, this decision empowered the employees, who remained engaged during these difficult times and worked to help the organisation survive the crisis.

Chapter 4 highlighted the significance of RL in motivating employee well-being in times of crisis. An effort to understand the mechanisms that develop employee well-being is a matter of interest among leaders. The results could also guide owners-managers-entrepreneurs of MSMEs in how they could proceed delicately in building trust and managing organisational justice in order to encourage the well-being of their followers. Trust matter in crisis because it facilitates the development of organisational resilience in the face of volatility and uncertainty. Without trust, employees may become disengaged, and disinformation may spread, deteriorating the situation. It is a leader responsibility to learn how to maintain trust and increase organisational justice. Consequently, given that the practice of RL for business leaders can serve to increase the well-being of employees, this in turn improves quality of life. This chapter maintained that owners-managers-entrepreneurs of MSMEs should devote time and attention to training programmes because of the benefits of RL in enhancing the well-being of their employees, as well as economic growth in times of uncertainty. Within organisation, leaders and human resource team must implement best practices to successfully address

challenges and barriers of trust and organisational justice. They may ensure that diverse perspectives are considered, leading to more comprehensive and effective solutions which fosters a culture of mutual respect and collaboration. Responsible leaders must communicate honestly and transparently with all stakeholders regarding upcoming difficult decisions. Honest communication about the crisis fosters trust and ensures that employees are aware of the challenges and the organization's responses. It reduces anxiety and rumors, providing a clear understanding of the situation. At the same time, leaders should demonstrate how these decisions align with all stakeholders need and organisational sense of fairness and justice.

5.4 Limitations and Future Directions for Research

Based on the findings established across the three studies conducted, this research has limitations that offer an opportunity for future research. In Chapter 2, the first limitation is the findings of an SLR are dependent on diverse past research selected from four major databases. Thereby, for the extension of the research, other databases should also be included in future investigations. In doing so, it would allow more findings to be included in the conclusions with the support of broader samples to ensure accurate results related to the field. The second limitation to the study is that an importance insight from this review is the limited research on the behaviour of RL. Therefore, further research on the behaviour of RL is needed, which can explain the reasons for variable findings on its impact. Another limitation of this study is that only English-language articles were reviewed. Future studies can, for example, explore journal articles that have been published in languages other than English. This is due to the context of RL in other countries and cultures having the potential to have different antecedent, behaviour, and outcome dimensions.

In Chapter 3, the limitation to the study is the focus was on the mediating impact of the leader group prototype and psychological empowerment on the relationship between RL and employee resilience. Regarding future research, it would be worthwhile to add performance

outcomes (e.g., non-financial performance and financial performance) to extend the current model and thus provide more direction to enhance organisational performance, especially in the MSME sector, through employee resilience. Furthermore, examining additional mediators (e.g., organisational inclusion) could also add value to this study. At the same time, this study encourages future research to further explore the relationship between RLC and macro-level outcomes (e.g., globalisation challenges), as this would be fruitful.

In Chapter 4, the limitation to the study is the focus was on the moderating influence of transparent communication as a contingent factor to determine its impacts on trust in leaders and employee well-being. Future studies could, for example, include other moderating variables, such as institutional pressure, that might moderate the different relationships between leadership and followers (Ur Rehman *et al*., 2023). In so doing, value would be added to the research. Finally, it would be worthwhile studying leaders' well-being to extend the present model, since leaders' well-being is also considered a principal indicator of organisational performance (Bernerth and Hirschfeld, 2016).

It should be noted that this study (Chapters 3 and 4) had some common limitations. First, this research is essentially cross-sectional. This provides a snapshot of the relationship between the independent and dependent variables, whereas a longitudinal research design would enhance the ability to explain cause-and-effect relationships. Consequently, it was not possible to determine the influence of RL on employee resilience and well-being at various points in time. For future research avenues, more empirical and longitudinal studies are required to enhance a deeper understanding of RL.

Second, as the data for this study were collected during a time of crisis (the COVID-19 pandemic), the data obtained might either be above or below average since both leader and employee reactions or feelings tend to fluctuate throughout their context, particularly in uncertain circumstances. An additional area of study might include the long-term effect of RL

on employee resilience and well-being, including post-crisis. It could be assumed that RL will have a long-term and positive impact on employee resilience and well-being.

Third, this research performed only quantitative analysis (Chapters 3 and 4). At the time of this research, the world was experiencing the COVID-19 pandemic. The researcher attempted to gather data as quickly as possible and avoid face-to-face interviews. Therefore, the researcher lost the chance to obtain more detailed information from the respondents by using an open qualitative methodology, such as open interview questions, which could have been useful in identifying the reasons for their responses to the questionnaires. Future research could incorporate qualitative research methods to enrich the collected data and produce more reliable and consistent results.

Fourth, this research was carried out on a homogeneous group (employees in MSMEs). The employees were asked to give their opinion on several aspects of RL and its effect on their resilience and well-being during a time of uncertainty (COVID-19). Thereby, it could be assumed that the responses received from them are limited to their perspectives and possess the probability of being biased. Future research might also investigate the entrepreneurs, founders, and owner-managers of MSMEs, since several aspects would allow an investigation to check whether findings obtained from employees are valid.

Finally, the population of Thailand consists of more than 95% Buddhists. There may be a need for additional research into the role of religious beliefs in the formation of morals that are closely related to or manifest as responsible behaviour. Consequently, considering religious and cultural beliefs as moderating variables of responsible leadership may be of interest to future researchers. Correspondingly, additional factors may be investigated in various cultural and religious contexts (e.g., Sri Lanka, where most of the population follows Buddhism and is characterised by collectivism, high power distance, and uncertainty avoidance, as in Thailand).

5.5 Conclusion

This research aimed to explain the role of RL in employee resilience and well-being in times of uncertainty, particularly in the context of Thai MSMEs. MSMEs are considered the most significant engine in driving the economy and are notable for generating employment and contributing to international trade, particularly in developing countries. Thailand, where the empirical part of this research is focused, is highly dependent on the performance of MSMEs for national economic growth and development. A large number of studies have contributed to the leadership and performance of MSMEs. In this uncertain business environment, responsible leadership is worth mentioning because it contributes to leadership, employee outcomes, and MSME performance.

This research mainly explored the effect of RL on employee resilience and well-being in times of crisis and contains several findings that add to the existing knowledge in the literature. First, existing studies address the role of leaders in several contexts; however, no study has examined the role of RL in the context of a crisis. This conclusion is supported by an SLR (Chapter 2). Second, this research supports the notion that RL significantly influences employee resilience and well-being in times of crisis. These conclusions are supported by empirical analyses (Chapters 3 and 4). Third, the results indicate that RL, when mediated by the leader group prototype and psychological empowerment, has a greater influence on employee resilience than its direct effect. Fourth, this research further reports that RL, when mediated by trust in leaders and organisational justice, has a greater influence on employee well-being than its direct effect.

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APPENDICES

APPENDIX A: Ethics Committee Decision

University of Essex

23/09/2021

Ms Nattanapa Veesapen

Essex Business School

University of Essex

Dear Nattanapa,

Ethics Committee Decision

Application: ETH2122-0061

I am writing to advise you that your research proposal entitled "Leadership and uncertainty: The role of responsible leadership orientation in leader group prototypicality, psychological empowerment, and employee resilience" has been reviewed by the Ethics Sub Committee 3.

The Committee is content to give a favourable ethical opinion of the research. I am pleased, therefore, to tell you that your application has been granted ethical approval by the Committee.

Please do not hesitate to contact me if you require any further information or have any queries.

Yours sincerely,

Casper Hoedemaekers

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i) Participation Information Sheet

Project title

Leadership and uncertainty: The role of responsible leadership orientation in leader group prototypicality, psychological empowerment, and employee resilience

An invitation to participate

My name is Nattanapa Veesapen and I am a research student in the Department of Essex Business School at the University of Essex. I would like to invite you to take part in a research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and to decide if you want to take part.

This information sheet tells you the purpose of the study, what will happen to you if you take part and gives detailed information about the conduct of the study.

If there is anything that is not clear or if you would like more information, please contact Nattanapa Veesapen, mobile number 0929291442, Email: nv19744@essex.ac.uk

What is the purpose of the study?

This research will form the basis of a PhD submission to University of Essex by Nattanapa Veesapen. The aim of this research is to better understand how employee resilience is enabled through responsible leadership behaviours of SME business leaders and to explore the mechanisms through which they do so. In particular, the study investigates the four different approaches to responsible leadership (labelled as traditional economist, opportunity seeker, integrator, and idealist) in evoking leader group prototypicality, psychological empowerment, and employee resilience. It sought to test hypotheses of (1) Responsible leadership orientation is positively related to employee resilience, and (2) The relationship between responsible leadership orientations and employee resilience is mediated by leader group prototypicality and employee psychological empowerment, respectively.

Why have I been invited to participate?

You have been invited because your views and experiences are valued, and it would be really helpful to learn from these.

Do I have to take part?

Participation in this research project is entirely voluntary. It is up to you to decide whether or not you wish to take part in this research study. Please note that consent to participate is implied by you completing and submitting the questionnaire. Please indicate that you have read and understood the information provided here by ticking the box at the top of the questionnaire.

What will happen to me if I take part?

If you are willing to take part, you will be asked to complete an electronic online questionnaire. The questionnaire should take approximately 10 minutes to complete. After submitting, the questionnaire will be forwarded to the researcher's account for analysis.

Some of you will be invited to have an online interview. Each interview will be digitally recorded so that they can be transcribed and analysed at a later stage. You will be given the opportunity to read the transcripts of the interviews and to make comments on the analysis of them. The interviews can take place via online platforms or by telephone if you prefer. The interviews will last about half an hour depending on how much you have to say. It will focus on your experience related to the research topic, in particular the responsible leadership behaviour of your leaders. If you choose to take part, you will be asked to sign a consent form.

The researcher will consider using online or remote methods by using Skype, ZOOM, Line (a popular local communication platform) for interviewing. If you are unable to use these methods, the researcher will use a telephone and an audio-recording device. You will be informed to give your consent for an interaction to be recorded. The researcher will use an online consent statement and ask the participants to complete this. You will receive a copy of a participant information sheet (PIS) (Word) in a format as a downloadable document (placing the file online, i.e., Google drive, OneDrive) as part of an online survey.

What are the possible disadvantages and risks of taking part?

The questionnaires/interviews will involve prioritising your time. It is possible that some questions could cause you distress, as they might remind you of potentially unpleasant experiences associated with attending the rehabilitation programme, however this is unlikely.

What are the possible benefits of taking part?

There are no direct benefits to you; however, some people enjoy having the opportunity to reflect. It is hoped that the information we get will help us to understand how to develop responsible leadership and employee resilience in the future, which ultimately will benefit leaders, employees, and organisations.

What information will be collected?

Both the questionnaire and interview contain demographic questions regarding gender, age, educational level, and tenure under the current leader of the respondents. Another set of questions consists of sub-items for testing the proposed hypotheses, including factors related to responsible leadership behaviours, leader group prototypicality, psychological empowerment, and employee resilience.

Will my information be kept confidential?

All data is anonymous and no personal or identifiable information is required as part of this study. Please ensure you do not disclose either your own or a third party's personal information anywhere on the questionnaire.

Ethical and legal practice guidelines will be followed and all information about you will be handled in confidence. If you join the study, the data collected for the study will be looked at by the researcher and authorised persons from University of Essex and academic supervisors of the researcher, who will check that the study is being carried out correctly; all have a duty of confidentiality to you. All information which is collected about you during the course of the research will be kept strictly confidential, stored in a secure place, and on a password protected database.

The research data generated by the project will be retained for a period of at least ten years after the completion of the project as it is required by the University's Research Data Management Policy that research data are made available for access and re-use where legally, ethically and commercially appropriate, taking note of any relevant safeguards.

Any personal information (telephone number for contact, for example) will be kept for six months after the end of the study so that you can be contacted about the findings of the study and possible follow-up studies (unless you advise that you do not wish to be contacted). After this time, your data will be destroyed, whether in paper or electronic form.

There will be an agreement (via informed consent) between the researcher and you that your individual responses and identities will not be disclosed beyond the research team unless they have agreed. However, if data is transmitted via the internet (e.g., online or email surveys, Skype interviews, etc.), the researcher will minimise the risk by encrypting data transmission.

What is the legal basis for using the data and who is the Data Controller?

The Data Controller will be the University of Essex and the contact will be the University Information Assurance Manager (dpo@essex.ac.uk).

What should I do if I want to take part?

Please complete and send back the return slip below to Nattanapa Veesapen via email: nv19744@essex.ac.uk to confirm that you are interested in taking part. The researcher will then contact you.

What will happen to the results of the research study?

The results will be used for the purpose of the Doctoral degree. However, they might additionally be disseminated at educational meetings and conferences or published in peer-reviewed publications.

Who is funding the research?

This study is funded by the Royal Thai Government.

Who has reviewed the study?

This study has been reviewed by the Humanities, Science and Health, or Social Sciences Ethics Sub-Committee at the University of Essex or the University of Essex Ethics Committee.

Concerns and Complaints

If you have any concerns about any aspect of the study or you have a complaint, in the first instance please contact the principal investigator of the project, Nattanapa Veesapen, using the contact details below. If you are still concerned, you think your complaint has not been addressed to your satisfaction or you feel that you cannot approach the principal investigator, please contact the departmental Director of Research in the department responsible for this project: JUN LI (junli@essex.ac.uk). If you are still not satisfied, please contact the University's Research Governance and Planning Manager, Sarah Manning-Press (e-mail sarahm@essex.ac.uk). Please include the ERAMS reference which can be found at the foot of this page.

Name of the Researcher/Research Team Members

1. Miss Nattanapa Veesapen, Research student, Essex Business School, University of Essex, Tel: +(66) 929291442, Email: nv19744@essex.ac.uk

2. Mr Ekajit Chamsai, Research Assistance, Tel: +(66) 826561561, Email: c.ekajit@gmail.com

ii) Consent Form

Title of the Project: Leadership and uncertainty: The role of responsible leadership orientation in leader group prototypicality, psychological empowerment, and employee resilience

Research Team: Nattanapa Veesapen

Please initial box

1. **I confirm that I** have read and understand the Information Sheet dated xx for the above study. I have had an opportunity to consider the information, ask questions and have had these questions answered satisfactorily. ☐

2. I understand that my participation is voluntary and that I am free to withdraw from the project at any time without giving any reason and without penalty. I understand that any data collected up to the point of my withdrawal e.g., will be destroyed; cannot be withdrawn because it cannot be identified. ☐

3. *Example of a risk statement:* I understand that, due to the nature of the interventions used in this research, those who have had epileptic seizures in the past may not be suitable as participants due to the risk of triggering such a seizure. I confirm that, to the best of my knowledge, I have never had an epileptic seizure. ☐

4. I understand that the identifiable data provided will be securely stored and accessible only to the members of the research team directly involved in the project, and that confidentiality will be maintained. ☐

5. I understand that my fully anonymised data will be used for research publications. ☐

6. I understand that the data collected about me will be used to support other research in the future, and may be shared anonymously with other researchers. ☐

7. I give permission for the survey database that I provide to be deposited in the University of Essex so that they will be available for future research and learning activities by other individuals. ☐

8. I agree to take part in the above study.

Participant Name	Date	Participant Signature
_____	_____	_____

Researcher Name	Date	Researcher Signature

APPENDIX C: Articles selected for review (Chapter 2)

	Author (year).	Journal	Population	Sample	Geographic
1	Abbas *et al*., 2022	Frontiers in Psychology	Employees in the manufacturing and service sectors	520	China
2	Afsar, Masood and Umrani, 2019	Personnel Review	Subordinates and supervisors working in hotel industry	325/126	Pakistan
3	Agarwal and Bhal, 2020	Group and Organisation Management	Employees	152/178/250	India
4	Ahmad *et al.*, 2020	Leadership & Organization Development Journal	Hospital staffs	230	Pakistan
5	Ahmad Rizal *et al.*, 2022	International Journal of Environmental Research and Public Health	Pro- and anti-vaccination groups on social media	528	Malaysia
6	Akhtar *et al.*, 2020	International Journal of Manpower	Banking sector employees		Pakistan
7	Akhtar *et al.*, 2023	Service Industries Journal	Employees	168	Pakistan
8	Almohtasb, Aldehayyat and Alaodat, 2021	Academy of Strategic Management Journal	SMEs employees	259	Jordan
9	Amir, Siddique and Ali, 2022	Business and Society Review	Middle-level and high-level managers	382	Pakistan
10	Ansong, Agyeiwaa and Gnamkob, 2022	European Business Review	Employees across three manufacturing firms	325	Ghana
11	Bouichou, Wang and Feroz, 2021	International Review on Public and Nonprofit Marketing	Department manager	422	Morrocco
12	Castaneda *et al.*, 2023	International Journal of Contemporary Hospitality Management	Managers	40	Four different countries
13	Castro-González, Bande and Fernández-Ferrín, 2019	Sustainability	Salesperson-supervisor	176	Spain
14	Castro-Gonzalez, Bande and Vila-Vazquez, 2022	Social Responsibility Journal	Salesperson-supervisor	176	Spain
15	Chen, Kwan and Xin, 2022	Asia Pacific Journal of Management	Employees	412	China
16	Cheng *et al*., 2022	Frontiers in psychology	Employees	557	China
17	Cheng, Wei and Lin, 2019	Journal of Business Research	sales team supervisors and insurance salespeople	120/426	China
18	Dong and Zhong, 2021	Frontiers in psychology	Employees in manufacturing industry	280	China
19	Dong and Zhong, 2022	Journal of Managerial Psychology	Employees in manufacturing industry	225	China
20	Espinosa, 2022	Frontiers in psychology	Employees	309	Colombia

	Author (year).	Journal	Population	Sample	Geographic
21	Freire and Gonçalves, 2021	Sustainability (Switzerland)	Frontline employees of four and five-star hotels	214	Portugal
22	Garcia *et al*., 2022	International Journal of Contemporary Hospitality Management	Experts and owners or general managers of SME restaurants	16/40	Spain
23	Gomes, Marques and Cabral, 2022	Nonprofit Management and Leadership	Employees from nonprofit organizations	231	Portugal
24	Han, Wang and Yan, 2019a	Sustainability (Switzerland)	Employees	384	China
25	Han, Wang and Yan, 2019b	Leadership & Organization Development Journal	Employees	380	China
26	Haque, Fernando and Caputi, 2019b	Asia-Pacific Journal of Business Administration	Full-time Employees	200	Australia
27	Haque, Fernando and Caputi, 2020	International Journal of Productivity and Performance Management	Employees	200	Australia
28	He, Morrison and Zhang, 2019	Sustainability	Millennial employees in hospitality industry	243	China
29	He, Morrison and Zhang, 2021	Corporate Social Responsibility and Environmental Management	Millennial employees in five-star hotels	261	China
30	Huo *et al*., 2022	Frontiers in Environmental Science	Employees in hospitality sector	228	China
31	Inam *et al*., 2021	International Journal of Manpower	Full-time employees	200	Pakistan
32	Ismail and Hilal, 2023	Global Business & Organizational Excellence	Employees	292	Egypt
33	Javed *et al*., 2020a	Leadership and Organization Development Journal	Managers	227	Pakistan
34	Javed *et al*., 2020b	Corporate Social Responsibility & Environmental Management	Managers	224	Pakistan
35	Javed *et al*., 2021	Leadership & Organization Development Journal	Employees	236/203/257	Pakistan
36	Li *et al*., 2023	Current Psychology	Employees	116	China
37	Li, Yang and Akhtar, 2022	Frontiers in Psychology	Expatriates	119	China
38	Liao and Zhang, 2020	Corporate Social Responsibility and Environmental Management	Employees in manufacturing industry	208	China
39	Lin, Huang and Huang, 2020	Personnel Review	Knowledge workers	512	China
40	Lips-Wiersma, Haar and Wright, 2020	Journal of Business Ethics	Employees	879	USA
41	Liu and Lin, 2018	Review of Managerial Science	Employees	1000	Taiwan
42	Lu *et al*., 2022	Corporate Social Responsibility and Environmental Management	Middle-level managers and employees	102/527	China
43	Luu, 2022	International Journal of Contemporary Hospitality Management	Managers and employees from tour companies.	87/608	China
44	Luu, 2023	Journal of Sustainable Tourism	Employees/Managers	726/108	Vietnam

	Author (year).	Journal	Population	Sample	Geographic
45	Mantikei *et al*., 2020	Contemporary Economics	Employees	250	Indonesia
46	Marques *et al*., 2021	The International Journal of Human Resource Management	Expatriates	111	28 Countries
47	Megheirkouni, Naylor and Oshimi, 2022	Event Management	Employees in sport industry	320	Japan
48	Mohebi, Zandi and Fotovat, 2022	Avicenna Journal of Nursing and Midwifery Care	Nurses	470	Iran
49	Mousa, 2019	International Journal of Emerging Markets	Physicians	140	Egypt
50	Mousa and Puhakka, 2019	Journal of Management Development	Physicians	360	Egypt
51	Mousa, Puhakka and Abdelgaffar, 2019	Management of Environmental Quality	Physicians	240	Egypt
52	Piñeros, 2022	Frontiers in Psychology	Employees	309	Columbia
53	Saleem and Malik, 2022	International journal of environmental research and public health	SMEs employees in pharmaceutical firms	100	Pakistan
54	Sharma, 2019	International Journal on Leadership	Customers	200	India
55	Tastan and Davoudi, 2019	International Journal of Business Governance and Ethics	Employees	246	Turkish
56	Tian and suo, 2021	International Journal of Environmental Research and Public Health	Employees	750	China
57	Thakur and Sharma, 2019	Pacific Business Review International	Employees	121	China
58	Tuan, 2022	International Journal of Hospitality Management	Employees and supervisors from hospitality industry	929/193	China & Vietnam
59	Ur Rehman *et al*., 2023	International Journal of Productivity and Performance Management	Mid-level employees of construction industry	385	Pakistan
60	Voegtlin *et al.*, 2020	Journal of Business Ethics	Supervisor and subordinates	137/120	Switzerland
61	Wang *et al*., 2015	Leadership & Organisation Development Journal	Chief Executive Officer (CEO)	85	China
62	Wang *et al*., 2021	Journal of Business Research	Top- and middle-level managers in manufacturing firms	125	China
63	Xiao *et al.*, 2021	Frontiers in Psychology	Employees	237	China
64	Xuecheng *et al.*, 2022	Sustainability	Employees of manufacturing firms	264	China
65	Yang *et al.*, 2022	Frontiers in Psychology	Employees	555	China
66	Yasin, 2021	Journal of Knowledge Management	Employees from the banking sector	280	Pakistan

	Author (year).	Journal	Population	Sample	Geographic
67	Yasin *et al*., 2020	Social Responsibility Journal	Branch-level employees from the banking sector	168	Pakistan
68	Zhang, Liu and Zhang, 2023	Frontiers in Psychology	Employees	411	China
69	Zhang *et al*., 2021	Journal of Environmental Management	Employees and supervisors	299/71	China
70	Zhang, Zhao and Chen, 2021	Frontiers in Psychology	Human resource managers and employees	139/966	China
71	Zhao and Zhou, 2019	Sustainability (Switzerland)	Employees from hospitality sector	302	China
72	Zhou *et al*., 2022	Frontiers in Psychology	Employees	319	China
73	Zhu *et al*., 2021	Human Resource Development Quarterly	Employees	210	China
74	Zulfiqar, Khan and Huo, 2022	Kybernetes	Employees and supervisor	147	Pakistan

APPENDIX D: Survey questionnaire in English (Chapter 3 and 4)

This questionnaire is divided into 10 sections:

Section 1: Information concerning participants' demographic profile
Section 2: Information concerning the style of responsible leadership orientation of participants' leaders
Section 3: Information concerning responsible leadership of participants' leader in general
Section 4: Information concerning participants' leader group prototypicality
Section 5: Information concerning the level of transparent communication within the workplace
Section 6: Information concerning participants' resilience
Section 7: Information concerning participants' trust in leaders
Section 8: Information concerning organisational justice
Section 9: Information concerning participants' psychological empowerment
Section 10: Information concerning participants' well-being

We ask you to complete all questions to the best of your ability. Please rate the following statements in terms of how well they describe how you feel.

Section 1: Demographic profile

1. Gender
   - ☐ Male
   - ☐ Female
   - ☐ Prefer not to say
2. Age
   - ☐ 18-25
   - ☐ 26-35
   - ☐ 36-45
   - ☐ 46-55
   - ☐ 56-65
   - ☐ 66 and above
3. Education
   - ☐ High school or Equivalent
   - ☐ Vocational/Technical school
   - ☐ Bachelor's degree
   - ☐ Master's degree
   - ☐ Doctoral degree
   - ☐ Others
4. Marital Status
   - ☐ Single
   - ☐ Married
   - ☐ Divorced
   - ☐ Widowed

5. Tenure
   - ☐ Less than 1 year
   - ☐ 1-3 years
   - ☐ 4-7 years
   - ☐ 8-11 years
   - ☐ 12-15 years
   - ☐ Over 15 years
6. Personal income
   - ☐ Under 15,000 ฿
   - ☐ Between 15,000 and 30,000 ฿
   - ☐ Between 30,000 and 55,000 ฿
   - ☐ Greater than 55,000 ฿
7. Industry type
   - ☐ Agro and Food Industry
   - ☐ Consumer Products
   - ☐ Financial
   - ☐ Industrial
   - ☐ Property and Construction
   - ☐ Resources
   - ☐ Services
   - ☐ Technology
   - ☐ Other
8. Firm size
   - ☐ Micro Enterprises (not more than 5 employees)
   - ☐ Small Enterprises (5-50 employees)
   - ☐ Medium Enterprises (50-200 employees)

Section 2: Responsible leadership categorisation

Item no.	Description	5	4	3	2	1
2.1 Traditional economist (Autocratic style)						
1	My leader is in charge and gives orders.					
2	My leader makes decisions alone without asking for suggestion.					
3	My leader is bossy, and orders subordinates around.					
4	My leader makes sure that his/her own interests are always met.					
5	My leader believes that, in reality, only one person can be the leader.					
2.2 Opportunity seeker (Transactional style)						
1	My leader provides meaningful rewards based upon task completion.					
2	My leader attends to followers' mistakes and failures to meet standards (seeks deviation from expectations and provides punishment).					
3	My leader reacts to situations after they become serious.					

2.3 Integrator (Transformative style)						
1	My leader builds trust and confidence through personal association.					
2	My leader develops a collective sense of mission and values.					
3	My leader creates a collective vision.					
4	My leader teaches and coaches on an individual basis.					
5	My leader encourages innovation through examination and analysis of critical assumptions.					
2.4 Idealist (Servant style)						
1	Others would seek help from him/her if they had a personal problem.					
2	My leader emphasises the importance of giving back to the community.					
3	My leader can tell if something work related is going wrong.					
4	My leader gives others the responsibility to make important decisions about their own jobs.					
5	My leader makes others' career development a priority.					

Section 3: Responsible leadership

Item no.	Description	5	4	3	2	1
1	My leader demonstrates awareness of the relevant stakeholder claims.					
2	My leader considers the consequences of decisions for the stakeholders affected.					
3	My leader involves the affected stakeholders in the decision-making process.					
4	My leader weighs different stakeholder claims before making a decision.					
5	My leader tries to achieve a consensus among the stakeholders affected.					

Section 4: Leader group prototypicality

Item no.	Description	5	4	3	2	1
1	My leader is a good example of the kind of people that are members of my team.					
2	My leader has very much in common with the members of my team.					
3	My leader represents what is characteristic about the team.					
4	My leader is very similar to the members of my team.					

Section 5: Transparent communication

Item no.	Description	5	4	3	2	1
5.1 Participation						
1	My leader asks for feedback from people like me about the quality of firm's information.					
2	My leader involves people like me to help identify the information I need.					
3	My leader provides detailed information to people like me.					
4	My leader makes it easy to find the information people like me need.					
5	My leader asks the opinions of people like me before making decisions.					
6	My leader takes the time with people like me to understand who we are and what we need.					
5.2 Substantiality						
1	My leader provides information that is relevant to people like me.					
2	My leader provides information that can be compared to previous performance.					
3	My leader provides information that is easy for people like me to understand.					
4	My leader provides information that is complete.					
5	My leader provides information in a timely fashion to people like me.					
6	My leader provides accurate information to people like me.					
7	My leader provides information that is reliable.					
5.3 Accountability						
1	My leader presents more than one side of controversial issues.					
2	My leader is forthcoming with information that might be damaging to the organisation.					
3	My leader is open to criticism by people like me.					
4	My leader freely admits when he/she has made mistakes.					
5	My leader provides information that can be compared to industry standards.					

Section 6: Employee resilience

Item no.	Description	5	4	3	2	1
1	I collaborate effectively with others to handle unexpected challenges at work.					
2	I successfully manage a high workload for long periods of time.					
3	I resolve crises competently at work.					
4	I learn from mistakes at work and improve the way I do my job.					
5	I respond effectively to feedback at work, even criticism.					
6	I re-evaluate my performance and continually improve the way I do my work.					
7	I seek assistance to work when I need specific resources.					
8	I approach managers when I need their support.					
9	I use change at work as an opportunity for growth.					

Section 7: **Trust in leadership**

Item no.	Description	5	4	3	2	1
7.1 Cognitive						
1	I can depend on my leader to meet his/her responsibilities.					
2	I can rely on my leader to do what is best at work.					
3	My leader follows through with commitments s(he) makes.					
4	Given my leader's track record, I see no reason to doubt his/her competence.					
5	I'm confident in my leader because (s)he approaches work with professionalism.					
7.2 Affective						
1	I'm confident that my leader will always care about my personal needs at work.					
2	If I shared my problems with my leader, I know (s)he would respond with care.					
3	I'm confident that I could share my work difficulties with my leader.					
4	I'm sure I could openly communicate my feelings to my leader.					
5	I feel secure with my business leader because of his/her sincerity.					

Section 8: Organisational justice

Item no.	Description	5	4	3	2	1
8.1 Procedural justice						
1	Have you been able to express your views and feelings during those procedures?					
2	Have you had influence over the (outcome) arrived at by those procedures?					
3	Have you been able to appeal the (outcome) arrived at by those procedures?					
4	Have those procedures been applied consistently?					
5	Have those procedures been free of bias?					
6	Have those procedures been based on accurate information?					
7	Have those procedures upheld ethical and moral standards?					
8.2 Interpersonal justice						
1	Has (he/she) treated you in a polite manner?					
2	Has (he/she) treated you with respect?					
3	Has (he/she) treated you with dignity?					
4	Has (he/she) refrained from improper remarks or comments?					

Section 9: Psychological empowerment

Item no.	Description	5	4	3	2	1
9.1 Meaning						
1	The work I do is very important to me.					
2	My job activities are personally meaningful to me.					
3	The work I do is meaningful to me.					
9.2 Competence						
1	I'm confident in my autonomy in determining how I do my job.					
2	I'm self-assured about my capabilities to perform my work activities.					
3	I've mastered the skills necessary for my job.					
9.3 Self-determination						
1	I've significant autonomy in determining how I do my job.					
2	I can decide on my own how to go about doing my work.					
3	I've considerable opportunity for independence and in performing how I do my job.					
9.4 Impact						
1	My impact on what happens in my department is large.					
2	I've a great deal of control over what happens in my department.					
3	I've significant influence over what happens in my department.					

Section 10: Employee well-being

Item no.	Description	5	4	3	2	1
10.1 Psychological well-being						
1	I easily adapt to day-to-day changes to my life and manage my responsibilities well.					
2	I care for things that are important to me, not what is important to others.					
3	I feel I am a sensible person.					
4	I am not flexible.					
5	I understand the expectations of me.					
6	I feel I am capable of decision making.					
7	I feel depressed from the stress and demands of day-to-day life					
8	I believe that I have a purpose and direction in life.					
9	I think life is a continuous process of learning					
10	I am a confident person.					
10.2 Social well-being						
1	I am an important part of my team and organisation.					
2	People are trustworthy in my team.					
3	I am close to my teammates in my organisation.					
4	My team is a great source of social support.					
5	My views are well accepted by my teammates.					
6	People in my team don’t help each other in difficult times.					
7	I take active part in important decision-making activities of my team.					
8	I love to spend time with my teammates.					
9	I can freely share my problems with my colleagues.					
10	My day-to-day activities contribute towards the benefits of my team.					
10.3 Workplace well-being						
1	I am quite satisfied with my job.					
2	I enjoy meaningful work.					
3	I attach lots of value to my work.					
4	My work achievement often acts as a source of motivation.					
5	My workplace is very conducive to well-being.					
6	My job provides ample scope for career growth.					
7	I used to maintain a balance between work and home life.					
8	My employer does care a lot about their employees.					
9	My work offers challenges to advance my skills.					
10.4 Subjective well-being						
1	Mostly I feel happy.					
2	I am an optimistic person.					
3	I feel good about myself.					
4	My life is mostly sorrowful.					

APPENDIX E: Survey questionnaire in Thai (Chapter 3 and 4)

แบบสอบถามนี้แบ่งออกเป็น 10 ส่วน

ส่วนที่ 1: ข้อมูลส่วนบุคคล

ส่วนที่ 2: ข้อมูลเกี่ยวกับลักษณะภาวะผู้นำเชิงรับผิดชอบของผู้นำในองค์กรของท่าน

ส่วนที่ 3: ข้อมูลทั่วไปเกี่ยวกับลักษณะภาวะผู้นำเชิงรับผิดชอบในภาพรวมของผู้นำองค์กรของท่าน

ส่วนที่ 4: ข้อมูลเกี่ยวกับการมีคุณลักษณะความเป็นผู้นำที่มีความใกล้เคียงกับคุณลักษณะของทีมและสมาชิกในทีม

ส่วนที่ 5: ข้อมูลเกี่ยวกับความโปร่งใส/การสื่อสารอย่างตรงไปตรงมาในที่ทำงาน

ส่วนที่ 6: ข้อมูลเกี่ยวกับทักษะในการปรับตัวของท่าน

ส่วนที่ 7: ข้อมูลเกี่ยวกับความไว้ใจในตัวผู้นำของท่าน

ส่วนที่ 8: ข้อมูลเกี่ยวกับความยุติธรรมในองค์กร

ส่วนที่ 9: ข้อมูลเกี่ยวกับการได้รับการยอมรับจากผู้บังคับบัญชา

ส่วนที่ 10: ข้อมูลเกี่ยวกับสวัสดิภาพในการทำงานของท่าน

ขอความกรุณาทุกท่านในการทำแบบสอบถามอย่างตรงไปตรงมา โดยเลือกคำตอบที่ตรงกับสิ่งที่ท่านคิดมากที่สุด

ส่วนที่ 1: ข้อมูลส่วนบุคคลของผู้ทำแบบสอบถาม

9. เพศ

- ☐ เพศชาย
- ☐ เพศหญิง
- ☐ ไม่ระบุ

10. อายุ

- ☐ 18-25
- ☐ 26-35
- ☐ 36-45
- ☐ 46-55
- ☐ 56-65
- ☐ 66 หรือมากกว่า

11. การศึกษา

- ☐ ประถมศึกษา
- ☐ ปวช./ปวส.
- ☐ มัธยมศึกษา
- ☐ ปริญญาตรี
- ☐ ปริญญาโท
- ☐ ปริญญาเอก

☐ ตำแหน่งวิชาการ
☐ อื่นๆ

12.สถานภาพ

☐ โสด
☐ สมรส
☐ หย่าร้าง
☐ ม่าย

13.จำนวนปีที่ทำงานในองกรนี้

☐ น้อยกว่า 1 ปี
☐ 1-3 ปี
☐ 4-7 ปี
☐ 8-11 ปี
☐ 12-15 ปี
☐ มากกว่า 15 ปี

14.จำนวนรายได้

☐ ต่ำกว่า 15,000 บาท
☐ 15,000-30,000 บาท
☐ 30,000-55,000 บาท
☐ มากกว่า 55,000 บาท

15.ประเภทธุรกิจ

☐ ธุรกิจการค้าส่งและค้าปลีก
☐ ธุรกิจบริการ
☐ ธุรกิจการผลิต
☐ อื่นๆ
☐ ไม่สามารถระบุได้

16.ขนาดองค์กร

☐ ธุรกิจขนาดย่อม (พนักงานไม่เกิน 5 คน)
☐ ธุรกิจขนาดเล็ก (พนักงาน 5-50 คน)
☐ ธุรกิจขนาดกลาง (พนักงาน 50-200 คน)

ส่วนที่ 2: ข้อมูลเกี่ยวกับวิธี/แนวทางในการเป็นผู้นำของผู้บังคับบัญชาของผู้ทำแบบสอบถาม

คำถามชุดนี้เกี่ยวข้องกับวิธี/แนวทางในการเป็นผู้นำองค์กรของท่าน ให้ท่านเลือกว่าท่านเห็นด้วยกับประโยคเหล่านี้มากหรือน้อยเพียงใด

5 = เห็นด้วยอย่างมาก 4 = ค่อนข้างเห็นด้วย 3 = ไม่แน่ใจ 2 = ค่อนข้างไม่เห็นด้วย 1 = ไม่เห็นด้วยเลย

ข้อที่	คำถาม	5	4	3	2	1
2.1 คำถามเกี่ยวกับความเป็นผู้นำแบบรวมอำนาจ						
1	ผู้นำองค์กรเป็นผู้มีอำนาจสูงสุดและออกคำสั่งโดยเด็ดขาด					
2	ผู้นำองค์กรตัดสินใจแต่เพียงผู้เดียว โดยไม่ขอความเห็นจากผู้อื่น					
3	ผู้นำองค์กรเป็นคนเจ้ากี้เจ้าการและคอยสั่งงานลูกน้องอย่างสม่ำเสมอ					
4	ผู้นำองค์กรคอยตรวจอยู่เสมอว่าลูกน้องปฏิบัติงานได้ตามที่ต้องการ					
5	ผู้นำองค์กรมีความเชื่อว่ามีผู้นำได้เพียงคนเดียวเท่านั้น					
2.2 คำถามเกี่ยวกับความเป็นผู้นำแบบต่างตอบแทน						
1	ผู้นำองค์กรมอบรางวัลหรือผลตอบแทนให้เมื่อทำงานสำเร็จ					
2	ผู้นำองค์กรใส่ใจในข้อผิดพลาดของฉัน และช่วยแก้ไขเพื่อให้ผลลัพธ์ออกมาตรงตามมาตรฐานองค์กร					
3	ผู้นำองค์กรเข้าแก้ไขปัญหาหลังจากพบว่าสถานการณ์เป็นที่น่ากังวลแล้ว					
2.3 คำถามเกี่ยวกับความเป็นผู้นำแบบสร้างการเปลี่ยนแปลง						
1	ผู้นำองค์กรมีปฏิสัมพันธ์อันดีกับลูกน้องเพื่อสร้างความไว้ใจและเชื่อใจ					
2	ผู้นำองค์กรสื่อสารเป้าหมายระยะยาว (พันธกิจ) และคุณค่าขององค์กรที่ควรทำให้สำเร็จได้อย่างชัดเจน					
3	ผู้นำองค์กรมีเป้าหมายหรือวิสัยทัศน์ในการทำธุรกิจที่ชัดเจน					
4	ผู้นำองค์กรคอยชี้แนะลูกน้องตามบทบาทหน้าที่ของแต่ละคนอย่างเหมาะสม					
5	ผู้นำองค์กรสนับสนุนให้ลูกน้องได้ทดลองและสร้างสรรค์ผลงานด้วยวิธีการใหม่ๆ					
2.4 คำถามเกี่ยวกับผู้นำแบบอุดมคติ						
1	ผู้นำองค์กรเป็นที่พึ่งได้เสมอเมื่อลูกน้องมีปัญหา หรือรู้สึกไม่สบายใจในการทำงาน					
2	ผู้นำองค์กรเชื่อว่าธุรกิจควรให้ความสำคัญกับการตอบแทนสังคมหรือสิ่งแวดล้อม					
3	ผู้นำองค์กรสามารถรับรู้ได้เมื่อมีสิ่งผิดปกติเกิดขึ้นในการทำงาน					
4	ผู้นำองค์กรมอบหมายให้ลูกน้องตัดสินใจและรับผิดชอบการทำงานด้วยตนเอง					
5	ผู้นำองค์กรให้ความสำคัญกับการเติบโตในหน้าที่การงานของลูกน้องเสมอ					

ส่วนที่ 3: ข้อมูลทั่วไปเกี่ยวกับความเป็นผู้นำของผู้ทำแบบสอบถาม

ข้อที่	คำถาม	5	4	3	2	1
1	ผู้นำองค์กรแสดงความตระหนักถึงความต้องการของผู้มีส่วนได้ส่วนเสีย ในการดำเนินธุรกิจของตนเอง					
2	ผู้นำองค์กรคำนึงถึงผลกระทบของธุรกิจต่อผู้มีส่วนได้ส่วนเสียอยู่เสมอ					
3	ผู้นำองค์กรสนับสนุนให้ผู้มีส่วนได้ส่วนเสียได้เข้ามามีส่วนร่วมในการตัดสินใจของธุรกิจ					
4	ผู้นำองค์กรตัดสินใจเลือกให้ความสำคัญกับความต้องการที่แตกต่างกันของผู้มีส่วนได้ส่วนเสียได้อย่างเหมาะสม					
5	ผู้นำองค์กรแสดงความพยายามที่จะไกล่เกลี่ยให้ผู้มีส่วนได้ส่วนเสียที่มีความต้องการหลากหลาย ยอมรับในเป้าหมายอันเดียวกัน					

ส่วนที่ 4: ข้อมูลเกี่ยวกับการมีคุณลักษณะความเป็นผู้นำที่มีความใกล้เคียงกับคุณลักษณะของทีมและสมาชิกในทีม

ข้อที่	คำถาม	5	4	3	2	1
1	ผู้นำองค์กรแสดงคุณลักษณะอันเหมาะสมที่สามารถบ่งบอกถึงคุณลักษณะของทีมและสมาชิกในทีม					
2	ผู้นำองค์กรมีทัศนคติด้านการทำงานที่เหมือนหรือคล้ายกับสมาชิกคนอื่นๆในทีม					
3	ผู้นำองค์กรมีคุณลักษณะเฉพาะที่แสดงความเป็นทีม					
4	ผู้นำองค์กรมีอุปนิสัยคล้ายกับคนในทีม					

ส่วนที่ 5: ข้อมูลเกี่ยวกับความโปร่งใส/การสื่อสารอย่างตรงไปตรงมาในที่ทำงาน

ข้อที่	คำถาม	5	4	3	2	1
5.1 ด้านการมีส่วนร่วมของผู้นำ/หัวหน้างาน (Participation)						
1	ผู้นำองค์กรถามความคิดเห็นของลูกน้องเกี่ยวกับคุณภาพของการสื่อสารภายในทีม					
2	ผู้นำองค์กรให้ลูกน้องร่วมตัดสินใจเกี่ยวกับข้อมูลที่ควรเปิดเผยให้ทีมรับทราบ					
3	ผู้นำองค์กรชี้แจงรายละเอียดของข้อมูลที่มีความสำคัญและจำเป็นกับลูกน้องเสมอ					
4	ผู้นำองค์กรทำให้ลูกน้องเข้าถึงข้อมูลที่ต้องการและจำเป็นได้โดยง่าย					
5	ผู้นำองค์กรขอความเห็นของลูกน้องก่อนการตัดสินใจเรื่องสำคัญ					
6	ผู้นำองค์กรให้ความสำคัญกับการทำความรู้จักและความต้องการของลูกน้องเสมอ					

5.2 ด้านการทำงานอย่างเอาจริงเอาจังของผู้นำ/หัวหน้างาน (Substantiality)						
1	ผู้นำองค์กรมีข้อมูลที่เกี่ยวข้องกับการทำงานมาแบ่งปันกับลูกน้องเสมอ					
2	ผู้นำองค์กรมีการวิเคราะห์ประสิทธิภาพการทำงานด้วยการเปรียบเทียบข้อมูลประสิทธิภาพการทำงานระหว่างอดีตและปัจจุบัน					
3	ผู้นำองค์กรสามารถจัดเตรียมข้อมูลที่ง่ายต่อความเข้าใจให้กับฉัน					
4	ข้อมูลหรือข่าวสารที่ได้รับจากผู้นำองค์กรมีความจำเป็นและเพียงพอต่อการทำงานของฉัน					
5	ข้อมูลหรือข่าวสารที่ได้รับจากผู้นำองค์กรมีความทันสมัยและทันเหตุการณ์					
6	ข้อมูลหรือข่าวสารที่ได้รับจากผู้นำองค์กรมีความถูกต้องและแม่นยำ					
7	ข้อมูลหรือข่าวสารที่ได้รับจากผู้นำองค์กรมีความน่าเชื่อถือ					
5.3 ด้านความน่าเชื่อถือของผู้นำ/หัวหน้างาน (Accountability)						
1	ผู้นำองค์กร เสนอข้อมูลจากหลากหลายมุมมอง					
2	ผู้นำองค์กรสามารถประเมินความเสี่ยงของข้อมูลที่อาจส่งผลในแง่ลบต่อองค์กรได้ทันท่วงที					
3	ผู้นำองค์กรเปิดโอกาสให้ฉันพูดถึงข้อบกพร่องของตัวหัวหน้าเอง					
4	ผู้นำองค์กรสามารถยอมรับได้อย่างเปิดเผยเมื่อตัวหัวหน้าเองทำผิด					
5	ผู้นำองค์กรมีข้อมูลหรือข่าวสารที่เป็นมาตรฐานเมื่อเทียบกับคู่แข่งอื่นๆในธุรกิจเดียวกัน					

ส่วนที่ 6: ข้อมูลเกี่ยวกับทักษะในการปรับตัวของท่าน

ข้อที่	คำถาม	5	4	3	2	1
1	ฉันสามารถร่วมมือกับทีมในการแก้ไขปัญหาได้อย่างมีประสิทธิภาพ					
2	ฉันสามารถรับมือการงานหนักและยากได้เป็นเวลานาน					
3	ฉันสามารถแก้ไขปัญหา/อุปสรรคที่ยากได้อย่างดี					
4	ฉันเรียนรู้จากข้อผิดพลาด และนำมันมาใช้พัฒนาตนเอง					
5	ฉันรับมือกับคำวิจารณ์ในแง่ลบได้ดี					
6	ฉันประเมินตนเองอยู่เสมอ เพื่อหาวิธีการปรับปรุง/แก้ไขตนเอง					
7	ฉันมองหาตัวช่วย เมื่อเจองานที่ยากหรือไม่ถนัด					
8	ฉันเข้าหาหัวหน้าเมื่อต้องการขอคำแนะนำหรือความช่วยเหลือ					
9	ฉันมองว่าการเปลี่ยนแปลงคือโอกาสในการเติบโตในหน้าที่การงาน					

ส่วนที่ 7: ข้อมูลเกี่ยวกับความไว้ใจในตัวผู้นำของท่าน

ข้อที่	คำถาม	5	4	3	2	1
7.1 ด้านความรู้ความเข้าใจ (Cognitive)						
1	ฉันมั่นใจว่าผู้นำมีความรับผิดชอบต่องานและผลลัพธ์ของงาน					
2	ฉันมั่นใจว่าผู้นำจะตัดสินใจเลือกสิ่งที่ดีที่สุดให้กับทีม					
3	ฉันมั่นใจว่าผู้นำจะใช้ความสามารถอย่างเต็มที่เพื่อบรรลุเป้าหมายที่ตั้งไว้					
4	ฉันมั่นใจในทักษะและความสามารถของผู้นำของฉัน					
5	ฉันมีความมั่นใจในความเป็นมืออาชีพของผู้นำของฉัน					
7.2 ด้านอารมณ์และความรู้สึก (Affective)						
1	ผู้นำแสดงความใส่ใจต่อความรู้สึกและความต้องการของฉันอย่างเหมาะสม					
2	เมื่อฉันมีปัญหา ฉันมั่นใจว่าจะได้ความความช่วยเหลืออย่างเอาใจใส่จากผู้นำ					
3	ฉันสามารถปรึกษาปัญหาในการทำงานกับผู้นำได้อย่างสบายใจ					
4	ฉันสามารถพูดคุยถึงปัญหาอื่นๆนอกเหนือจากที่ทำงานกับผู้นำได้อย่างเปิดเผย					
5	ฉันรู้สึกว่าผู้นำมีความจริงใจต่อฉัน					

ส่วนที่ 8: ข้อมูลเกี่ยวกับความยุติธรรมในองค์กร

ข้อที่	คำถาม	5	4	3	2	1
8.1 ความยุติธรรมด้านกระบวนการดำเนินงานภายในองค์กร (Procedural Justice)						
1	ฉันสามารถแสดงความคิดเห็นและความรู้สึกต่อวิธีการหรือกระบวนการการดำเนินงานต่างๆ ภายในองค์กรได้					
2	ฉันมีอิทธิพลเหนือผลลัพธ์ที่เกิดขึ้นจาก วิธีการหรือกระบวนการการดำเนินงานต่างๆ ภายในองค์กรได้					
3	ฉันสามารถเรียกร้องหรือตรวจสอบผลลัพธ์ที่เกิดขึ้นจากวิธีการหรือกระบวนการการดำเนินงานต่างๆ ภายในองค์กรได้					
4	วิธีการหรือกระบวนการการดำเนินงานต่างๆ ภายในองค์กร ถูกนำไปใช้อย่างยุติธรรมและสม่ำเสมอ					
5	วิธีการหรือกระบวนการการดำเนินงานต่างๆ ภายในองค์กร เกิดขึ้นโดยปราศจากอคติ					
6	วิธีการหรือกระบวนการการดำเนินงานต่างๆ ภายในองค์กร เกิดขึ้นจากข้อมูลที่ถูกต้อง					
7	วิธีการหรือกระบวนการการดำเนินงานต่างๆ ภายในองค์กร เกิดขึ้นบนมาตรฐานทางจริยธรรมและศีลธรรม					

8.2 ความยุติธรรมด้านปฏิสัมพันธ์ระหว่างบุคคล (Interpersonal Justice)						
1	ผู้นำองค์กรปฏิบัติต่อท่าน อย่างสุภาพ					
2	ผู้นำองค์กรปฏิบัติต่อท่าน ด้วยความเคารพ					
3	ผู้นำองค์กรให้เกียรติท่าน					
4	ผู้นำองค์กรไม่ใช้คำพูดที่ไม่เหมาะสมกับท่าน					

ส่วนที่ 9: ข้อมูลเกี่ยวกับการได้รับการยอมรับจากผู้บังคับบัญชา

ข้อที่	คำถาม	5	4	3	2	1
9.1 การเข้าใจความหมายและจุดหมายของการทำงาน (Meaning)						
1	งานที่ทำอยู่มีความสำคัญต่อชีวิตและความเชื่อของฉัน					
2	ฉันรู้สึกว่าสิ่งที่ฉันทำในแต่ละวันเป็นสิ่งที่ดีและมีความหมาย					
3	บทบาทในการทำงานที่ฉันได้รับเป็นสิ่งที่ฉันอยากทำ					
9.2 ด้านความมั่นใจในความสามารถของตนเอง (Competence)						
1	ฉันมั่นใจว่าฉันมีความสามารถเลือกวิธีการทำงานได้อย่างเหมาะสม					
2	ฉันมั่นใจว่าฉันมีความสามารถในการทำงานให้บรรลุเป้าหมายได้					
3	ฉันมีทักษะที่จำเป็นในการทำงานอย่างครบถ้วน					
9.3 ด้านความสามารถในการตัดสินใจด้วยตนเอง (Self-Determination)						
1	ฉันมีอำนาจในการตัดสินใจเกี่ยวกับงานของฉันอย่างเต็มที่					
2	ฉันสามารถตัดสินใจเลือกวิธีการทำงานด้วยตัวของฉันเอง					
3	ฉันสามารถใช้ความสามารถของฉันในการทำงานได้อย่างเป็นอิสระ					
9.4 ด้านบทบาทและความสำคัญของตนเอง (Impact)						
1	ฉันมีบทบาทสำคัญในแผนกที่ฉันอยู่					
2	ฉันสามารถควบคุมการทำงานของแผนกที่ฉันอยู่ได้เป็นส่วนใหญ่					
3	ฉันมีมีอิทธิพลอย่างมากต่อสิ่งที่เกิดขึ้นในแผนกของฉัน					

ส่วนที่ 10: ข้อมูลเกี่ยวกับสวัสดิภาพในการทำงานของท่าน

ข้อที่	คำถาม	5	4	3	2	1
10.1 ด้านสุขภาวะทางจิตใจ (Psychological well-being)						
1	ฉันสามารถรับมือกับการเปลี่ยนแปลงในแต่ละวันได้ดี					
2	ฉันรู้ตัวเองดีว่าตัวฉันต้องการอะไร					
3	ฉันรู้สึกว่าฉันเป็นคนมีเหตุผล					
4	ฉันเป็นคนที่ไม่ยืดหยุ่น					
5	ฉันเข้าใจความคาดหวังของตนเองเป็นอย่างดี					

6	ฉันรู้สึกว่าฉันสามารถตัดสินใจในเรื่องต่างๆได้ดี					
7	ฉันรู้สึกกังวลกับความเครียดและความต้องการในแต่ละวัน					
8	ฉันเชื่อว่าฉันมีเป้าหมายและทิศทางของชีวิตของฉัน					
9	ฉันคิดว่าชีวิตคือการเรียนรู้โดยไม่มีที่สิ้นสุด					
10	ฉันเป็นคนมั่นใจในตนเอง					
10.2 ด้านสุขภาวะทางสังคม (Social well-being)						
1	ฉันเป็นคนที่มีความสำคัญในองค์กรและทีม					
2	เพื่อนร่วมงานในทีมของฉันสามารถไว้ใจได้					
3	ฉันมีความสนิทสนมกลมเกลียวกับเพื่อนร่วมงานของฉัน					
4	เพื่อนร่วมงานของฉันเป็นกำลังใจที่ดีของกันและกัน					
5	ความคิดและมุมมองของฉันได้รับการยอมรับจากเพื่อนร่วมงาน					
6	เพื่อนร่วมงานไม่ค่อยช่วยเหลือกันในยามลำบาก					
7	ฉันมีส่วนสำคัญในการตัดสินใจของทีม					
8	ฉันชอบใช้เวลาร่วมกับเพื่อนร่วมงานของฉัน					
9	ฉันสามารถเล่าเรื่องปัญหาหนักใจให้เพื่อนร่วมงานฟังได้					
10	สิ่งที่ฉันทำมีส่วนช่วยให้ทีมบรรลุเป้าหมาย					
10.3 ด้านสุขภาวะในที่ทำงาน (Workplace well-being)						
1	ฉันพึงพอใจกับงานของฉัน					
2	ฉันสนุกกับการทำงานที่มีความหมาย					
3	งานที่ฉันทำมีความสอดคล้องเชื่อมโยงกับสิ่งที่ฉันเชื่อ					
4	การบรรลุเป้าหมายเป็นแรงบันดาลใจที่สำคัญในการทำงานของฉัน					
5	ที่ทำงานของฉันมีแต่คนเอื้ออาทรต่อกัน					
6	ฉันสามารถเติบโตในอาชีพที่ฉันทำอยู่ได้					
7	ฉันพยายามรักษาความสมดุลระหว่างชีวิตการทำงานและชีวิตส่วนตัว					
8	ผู้นำ/หัวหน้างานของฉัน ให้ความใส่ใจกับลูกน้องเป็นอย่างดี					
9	งานของฉันมีความท้าทายและเปิดโอกาสให้พัฒนาตนเองอยู่เสมอ					
10.4 ด้านความสุขจากภายใน (Subjective well-being)						
1	ฉันรู้สึกมีความสุข					
2	ฉันเป็นคนมองโลกในแง่ดี					
3	ฉันรู้สึกดีกับตัวเอง					
4	ชีวิตของฉันมีแต่เรื่องน่าเศร้า					