

**REPUBLIC OF TURKEY
BARTIN UNIVERSITY
GRADUATE SCHOOL
DEPARTMENT OF BUSINESS ADMINISTRATION**

THE IMPACTS OF RESPONSIBLE LEADERSHIP ON EMPLOYEE WELL-BEING

MASTER'S THESIS

**BY
TAHA ÇİFTÇİ**

**SUPERVISOR
PROF. DR. ŞABAN ESEN**

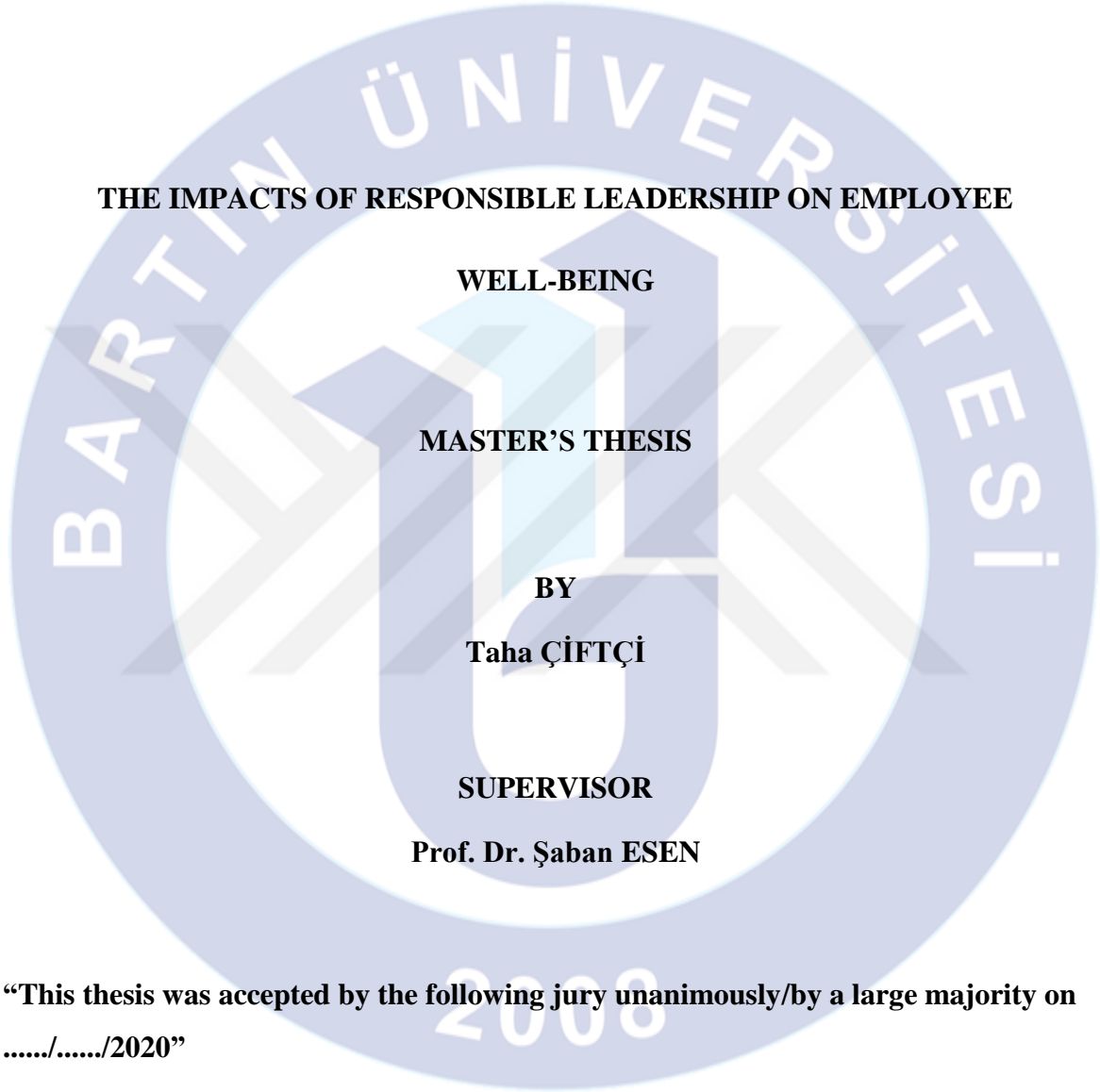
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**“This thesis was accepted by the following jury unanimously/by a large majority on
...../...../2020”**

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ACCEPTANCE AND APPROVAL

This study submitted by Taha ÇİFTÇİ and entitled “The Impacts of Responsible Leadership on Employee Well-Being” was defended successfully and accepted by our jury **unanimously / by a large majority** as a master's/doctoral thesis upon the defense examination held on /...../2020

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DECLARATION

I hereby declare that, this master's thesis prepared in accordance with Bartın University Graduate School thesis writing manual, conducted under the supervision of Prof. Dr. Şaban ESEN and titled "The Impacts of Responsible Leadership on Employee Well-Being" is a unique study, all information has been obtained in accordance with academic rule and ethical conduct. I have fully cited and referenced all material and results that are not original to this work and that I will accept any legal sanctions if found otherwise.

24/07/2020
Taha ÇİFTÇİ

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It is a pleasure for me to present this thesis to Bartın University Graduate School.

Firstly, I would like express my sincerest thanks and gratitude to my thesis supervisor Prof. Dr. Şaban ESEN for his contributions, guidance and cooperation,

Secondly, I would like to thank Bartın University administrative staff for their participation in data collection process,

Finally, I am using this opportunity to express my gratefulness to my family for their endless love and support, and to my dearest friend Mehmet YILDIZ for his invaluable contributions and encouragement to complete this work.

Taha ÇİFTÇİ
Bartın, 2020

ABSTRACT

Master's Thesis

The Impacts of Responsible Leadership on Employee Well-Being

Taha ÇİFTÇİ

Bartın University

Graduate School

Department of Business Administration

Thesis Supervisor: Prof. Dr. Şaban ESEN

Bartın-2020, Page: XV+ 93

A leader's trait, work experience, management approaches, problem solving skills, vision and mission and interpersonal relations with employees, shareholders and stakeholders are remarkably important for the business/corporation/institution s/he is leading. With the globalization and changing management practices, the world is in an urgent need of a leadership that emphasizes social impact, dedicated to common good, response to stakeholders' and shareholders' need and act responsibly towards environment, employees and business partners. The concept of responsible leadership has been a very popular topic in the last 15 years as it has responded to all of these needs and provided practical solutions for businesses, companies and communities. In addition to all these benefits, responsible leadership plays an important role for employees. Employee well-being is directly associated with leadership approach. Therefore, this study was conducted to investigate the effects of responsible leadership on the well-being of employees.

In the theoretical part of this work, leadership approaches, the concept of responsible leadership and employee well-being are mentioned. Employee well-being was explained with its sub-dimensions which are life well-being, workplace well-being and psychological well-being. In the empirical part, the data analyzed and the hypotheses were tested. In the conclusion part, the findings of the research were given.

Survey method was preferred as data collection tool in the study. Administrative staff of the Bartin University constituted the universe and the participants of the study were selected by random sampling method. Questionnaires were sent to 220 persons through e-mail and 182 valid responses obtained. The data obtained from the participants, were analyzed via the SPSS program and the hypotheses were tested. In this regard, this study reflects the features of a qualitative study.

As a result of the study, it was found that that responsible leadership affects overall employee well-being positively. In addition, study results revealed that there is a positive and meaningful relationship between responsible leadership and employee well-being. When taking the demographics of the participants into account, no relationship between the employees' perception of responsible leadership and well-being was found regarding monthly income, years of service, age and marital status. In terms of the educational level and gender of the participants, a significant relationship was found between the employees' perception of responsible leadership and well-being.

Key Words: Responsible Leadership; Leadership; Employee Well-Being; Life Well-Being; Workplace Well-Being; Psychological Well-Being.

ÖZET

Yüksek Lisans Tezi

Sorumlu Liderliğin Çalışanların İyi Olma Hali/Refahı Üzerindeki Etkileri

Taha Çiftçi

Bartın Üniversitesi

Lisansüstü Eğitim Enstitüsü

İşletme Ana Bilim Dalı

Tez Danışmanı: Prof. Dr. Şaban ESEN

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Bir liderin özelliği, iş deneyimi, yönetim yaklaşımı, problem çözme becerileri, vizyon ve misyonu, çalışanlar, hissedarlar ve paydaşlarla olan ilişkileri, yönettiği iş/şirket/kurum için son derece önemlidir. Küreselleşme ve değişen yönetim uygulamaları ile dünya; sosyal etkiyi vurgulayan, ortak iyiliğe adanmış, paydaşların ve hissedarların ihtiyaçlarına cevap veren ve çevreye, çalışanlara ve iş ortaklarına karşı sorumlu davranan bir liderliğe acil ihtiyaç duymaktadır. Sorumlu liderlik kavramı, bu ihtiyaçların tümüne cevap vermesi ve işletmeler, şirketler ve toplumlar için Pratik çözümler sunması nedeniyle son 15 yılda oldukça popüler bir liderlik yaklaşımı olmuştur. Tüm bu faydaların yanı sıra, sorumlu liderlik çalışanlar için de önemli bir rol oynamaktadır. Çalışanların refahı doğrudan liderlik yaklaşımı ile ilişkilidir. Bu sebepten dolayı, sorumlu liderliğin çalışanların iyi olma hali üzerindeki etkilerini araştırmak amacıyla bu çalışma yapılmıştır.

Çalışmanın teorik kısmında liderlik yaklaşımları, sorumlu liderlik kavramı ve çalışanların iyi olma halinden bahsedilmiştir. Çalışanların iyi olma hali; hayatta iyi olma, işyerinde iyi olma ve psikolojik iyi olma olan alt boyutlar ile birlikte açıklanmıştır. Ampirik kısımda ise verilerin analizi yapılmış, hipotezler test edilmiştir. Sonuç kısmında araştırmanın bulgularına yer verilmiştir.

Çalışmada veri toplama aracı olarak anket yöntemi tercih edilmiştir. Araştırmanın ana kütlesini Bartın Üniversitesi idari personeli oluşturmuş ve araştırmaya katılım sağlayanlar basit tesadüfi örneklem yolu ile seçilmiştir. Anketler 220 personele e-mail yolu ile gönderilmiş ve 182 tane geçerli yanıt elde edilmiştir. Elde edilen veriler SPSS (Sosyal Bilimler için İstatistik Programı) programında analiz edilmiş ve hipotezler sınanmıştır. Bu bağlamda, yapılan çalışma nitel bir araştırma özelliği taşımaktadır.

Çalışma sonucunda sorumlu liderliğin çalışanların genel iyi olma hali pozitif yönde etkilediği bulunmuştur. İlaveten, çalışma bulguları sorumlu liderlik ile çalışanların iyi olma hali arasında pozitif ve anlamlı bir ilişki olduğunu ortaya çıkarmıştır. Katılımcıların demografik özellikleri dikkate alındığında, sorumlu liderlik algısı ve iyi olma hali arasında aylık gelir düzeyi, hizmet yılı, medeni durum ve yaş açısından anlamlı bir farklılık bulunmaz iken; eğitim düzeyi ve cinsiyet dikkate alındığında çalışanların sorumlu liderlik algıları ile iyi olma hali/refahı anlamlı derecede farklılaşmaktadır.

Anahtar Kelimeler: Sorumlu Liderlik; Liderlik; Çalışanların İyi Olma Hali/Refahı; Hayatta İyi Olma; İş Yerinden İyi Olma; Psikolojik İyi Olma.

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LIST OF ABBREVIATIONS

CEO	: Chief Executive Officer
CSR	: Corporate Social Responsibility
EWB	: Employee Well-Being
LWB	: Life Well-Being
PE	: Personal Expressiveness
PWB	: Psychological Well-Being
RL	: Responsible Leadership
SDT	: Self-Determination Theory
SWB	: Subjective Well-Being
WWB	: Workplace Well-Being
YÖKTEZ	: Council of Higher Education Thesis Center

INTRODUCTION

Researchers working on leadership emphasize that current leadership approaches were introduced mostly in the twentieth century and new leadership approaches should be explored as the understanding of business has started to change in the late twentieth century and at the beginning of twenty-first century (Bass & Bass, 2008; Antonakis & Day, 2017; Koçel, 2018). The world has been changing so the concepts of leadership and management have been too. In particular, it is stated that it is time for the concept of responsible leadership to be discussed (Tsui, 2019). The mandate for the discussion of leadership is that when the old leadership approaches such as great man theory, trait theory, behavioral theories and contingency theories (etc. Antonakis & Day, 2017; Koçel, 2018) were introduced, the main purpose of the enterprises was to make profit regardless of considering environmental and organizational factors. Today this approach has changed and it has been accepted that the aim of businesses is sustainable development by generating value and benefit for stakeholders and the society. Changing world needs new leadership approaches focusing on and emphasizing common good and societal impact (de Bettignies, 2014). In order to support this approach, Academy of Management held its 2019 conference in Bled Slovenia, by choosing the theme of “Responsible Leadership in Rising Economies” (URL-1, 2020). In addition, in August 2019, 181 CEOs from the United States announced a new business approach by publishing a declaration entitled “Corporate Purpose” statement issued by the Business Roundtable. In this statement, it is emphasized that business leaders commit to lead their organizations/businesses towards the benefit of all stakeholders such as customers, suppliers, non-governmental organizations, communities and shareholders. Based on this information it is time to study responsible leadership in organizations and its direct and indirect impacts on employees.

The topic of leadership has been a cornerstone in management studies for years. Leadership, directly, if not, indirectly affects many variables in organizations such as performance, profitability, employee behaviors etc (Stogdill, 1948; Kirkpatrick & Locke, 1991; Zel, 2001; Bass & Bass, 2008; Antonakis & Day, 2017; Koçel, 2018). Responsible

leadership, which is an emerging phenomenon as a distinguishing approach towards stakeholders and shareholders, has become prominent due to its theoretical and practical implications (Maak & Pless, 2006). Employee well-being is an important topic in management and organizational studies as well. When literature is reviewed, it clearly can be seen that there are numerous studies aiming to discover the relationship between different leadership styles and employee well-being. In their study, Nielsen and colleagues found that there is a link between transformational leadership and employee well-being. According to the results of this study, when the roles are clearly explained, chances for growth and development are provided, employees find meaning at work environment, and the relationship between the concept of transformational leadership and employee well-being is mediated (Nielsen et al., 2008). In addition, employees who have high level of enthusiasm, energy and well-being may trigger their managers to take the lead, set up a vision and demonstrate effort for the development of his/her employees (Nielsen et al., 2008). Similarly, Liu, Siu and Shi's study found that transformational leadership has positive effects on employee well-being (2010). This study, conducted in Chinese societies, revealed that trust and self-efficacy in leaders have supporting effects on employee well-being. Rahimnia and Sharifirad studied impacts of Authentic Leadership on employee well-being. Their study concluded that authentic leadership supported and enhanced job satisfaction, decreased stress and stress symptoms, and positively affected well-being (Rahimnia & Sharifirad, 2015). Stocker and colleagues studied the relationship between appreciative leadership and employee well-being. Their findings have implications that appreciative behavior needs be supported at work environment since appreciation leads to positive behaviors in employees. They claim that "appreciation at work is a 'vehicle' to touch elementary needs of human beings. By recognizing contributions of employees, both in terms of task performance and of extra-role performance, supervisors, but also others, are likely to contribute to a good and healthy organizational culture overall" (Stocker et al., 2014: 90). Kelloway and colleagues conducted a study investigating the relationship between positive leadership and employee well-being (2013). They finalized their results concluding that positive leadership is associated with positive employee affect. Based on these studies, it is unequivocally clear that the impacts of responsible leadership on employee well-being needs be studied. Therefore, this study is intended to contribute the literature by its practical implication. Hence, in this study, main research question is generated as "what are the impacts of responsible leadership on employee well-being"?

The importance of this work is due to some contributions it will make to the literature. First, the concept of responsible leadership is a burgeoning leadership approach and it is emphasized that it needs to be investigated due to current developments. Therefore, this study will provide relative data and contribute to the field in this respect. Second, due to shortage of studies focusing mainly on the responsible leadership and employee well-being in the literature, this thesis study will also investigate whether responsible leadership have effects on employee well-being or not. Finally, results of this study will shed a light on responsible leadership and its impacts on employee well-being and therefore will provide evidence and clues for leaders, managers and supervisor focusing on well-being.

The aim of this study is to examine how responsible leadership affects employees' well-being. In addition, it is aimed to question the relationship between responsible leadership and employee well-being. For this purpose, the research questions of the study are as follow:

1- How does responsible leadership affect the well-being of employees?

Like many scientific studies, this study has some limitations too. First, cross-sectional data was collected in the study. Data were obtained in certain time period. More accurate results can be obtained when more than one survey is applied by conducting longitudinal studies spread over time to claim causality. Second, the data of the study was collected from a single source i.e. employees. This causes common method bias and can cause correlation coefficients to rise. Third, the sample consists of a single institution and a single city and therefore, using a larger and more heterogeneous sample is essential for better results.

1. LEADERSHIP AND MAIN LEADERSHIP THEORIES

“Management is doing the things right; leadership is doing the right things”. Peter Drucker

1.1 Leadership

The leader phenomenon and the concept of leadership is as old as human history and written principles of leadership are as old as the emergence of civilization. (Bass & Bass, 2008). Leadership has emerged with the very first group interactions in primitive times. Setting goals and achieving them, making plans and acting to make them come true are inherent in human nature. Groups are created for specific purposes under the supervision of “a group member” and they perform to actualize those purposes.

The motivated group member who takes the responsibilities is called leader and the job he or she is doing is called leadership. Leadership phenomenon directly comes to mind where groups and shared objectives are emerged. Since then, it has been a hot topic in management field.

After the second half of the twentieth century, leader phenomenon and leadership concepts have been one of the most studied and researched topics in the management field. Scopes of these concepts are immensely wide since they have to do with human being.

Leadership is an important topic to study and to research in educational, social, industrial, organizational and military services since the significance of it is highly critical (Bass & Bass, 2008). Successful educational programs, proper and quality social interactions, industrial developments and achievements, organizational sustainability and profitability, military triumphs and battles won are, with no hesitation, a results of well-organized, motivated, planned and well-managed process, namely, leadership. Leaders are directly responsible for an organization’s success or failure. Correspondingly, this fact puts an enormous importance and value on leadership studies. In an era of global competition, leadership seems to be the most vital variable for the success of the businesses and organizations (Koçel, 2018).

For the last century, especially after the second half of the twentieth century and at the beginning of the twenty-first century, the leader phenomenon and the leadership

concept have been mostly studied topics in management field. The number of published articles, books, and published case studies are a clear indicator of this situation. There has been an obvious increase in the number of these studies. Even though, there were around 120 articles, books and abstracts about leadership in English up to 1950, as of March 2020, Amazon.com listed 70.000 books on sale in there different languages which are English, France and Spanish. Similarly, Google Scholar listed 95,500 publications and 16,800 books on leadership as of April 2005 (Bass & Bass, 2008). As of April 2020, 2092 masters and PhD dissertations published on the Council of Higher Education, Thesis Center (YÖKTEZ) database that were listed with the title of ‘leadership’. These numbers give a broad notion about popularity, importance and the wideness of the discussed topic.

Existing literature provides with a plethora of “leadership” definitions. Starting from around 1920’s, definitions and the concepts of the leadership have changed almost every decade in parallel with the institutional and organizational amendments. Approaches and theories on the business and management field towards leadership have also contributed to the definition pool. Due to these continuous studies, several theories and approaches concerning leadership have come out and numerous definitions have emerged. Today there are more than 350 leadership definitions in the existing literature (Ercetin, 2000). The main reasons why there are numerous definitions and alternative approaches have emerged in leadership studies are globalization, technological developments, economic developments, changes in internal/external structure and the environment of businesses, and changing employee perceptions (Demir et al., 2010).

It is hard to find solely single, proper, accepted and true definition of leadership. Different definitions can be made for different purposes. Nevertheless, 84 social scientists from 56 different countries meeting in Calgary in Canada in 1994 in scope of the Globe Project (House et. al., 2004) agreed upon on a global definition despite their cultural and linguistic disparities. They concluded that “leadership was the ability to influence and, motivate followers and enable others to contribute to the effectiveness and success of the organization of which they are members” (Bass & Bass, 2008: 49). Based on this definition, it can be inferred that leadership is a universal concept and to some extent, numerous principles of it can be applied to different groups, followers and organizations regardless of their nationalities and cultures.

In defining leadership, qualities, traits, skills and attitudes play an important role and the main definitions accordingly focus on these variables. This idea is in line with Craig Watson's approach. In his approach, Craig Watson conceives that leadership comprises of 4S, mainly, style, skills, staff and shared goals (1983). Leadership is not being good at on one single skill but performing at best for the overall aggregation of different abilities and qualifications with its idiosyncratic way (Alkın, 2006). Leadership is not only performing daily and ordinary duties but also taking responsibilities under a circumstance where risks emerge. In addition, analyzing alternatives and making a solid and proper decision, convincing his or her followers in implementing that decision for the main goal or objective of the organization is also an important part of leadership. (Tahaoğlu & Gedikoğlu, 2009).

Leadership is social influence. Leaders make impact and difference. Leaders and followers are united. If there are not any followers, then there is no demand for leadership. (Bass & Bass, 2008). Leaders are expected to fulfill the needs of organizations for success, sustainability and high performance. Leadership is the ability to gather people in towards a specific objective, directing them for a defined set of goals and having the skills to convince and motivate group members (Tuncer, 2011).

“Leadership is a demanding, unrelenting job with high pressures and grave responsibilities” (Kirkpatrick & Locke, 1991: 59). In an era of global competition where rivals are fierce, fluctuations are vivid and present and the need for human resources are at the peak, it is unequivocally clear that leadership is crucial. Under these circumstances, it is the leaders' responsibility to keep organization alive and make sure that it sustains flourishes and reaches its goals.

Koçel defines leadership as “a process by which a person influences and directs the activities of others in order to accomplish certain personal or group objectives under certain conditions” (Koçel, 2018: 586). Leader is the person a group of people follows to accomplish and fulfill their personal and group goals and behaves in live with according to his will, orders and instructions.

Mainly, leadership is seen as an instrument for achieving group and organizational goals by organizing and managing followers, responding his/her followers' needs and generating consensus towards a shared value.

In essence, leadership is being equipped with necessary skills required to do the right things and inborn talents to lead, motivate and drive followers. Antithetical to the common views and beliefs, leadership is not a “mystical or ethereal” concept. Rather, leadership is an observable, learnable set of principles (Bass & Bass, 2008: 36). Leadership is about knowledge and inspiration. Knowledge is acquired through education and training. Yet, inspiration is associated with personality and inborn abilities.

Many theories, approaches and classifications on leadership studies have been put forwarded starting from late nineteenth century until today. The scope and the importance of the discussed topic have triggered many social scientists’ interest to study and research leadership. This has resulted with the emergence and the development of leadership theories that have been accepted by scholars. There are different accepted approaches for leadership and these theories are: Trait Theory, Behavioral Theory, Contingency Theory and Modern Approaches (Tabak & Sığrı, 2013).

1.2 Trait Theory

Trait theory is the first systematic approach to leadership. Previously, the Great Man theory was dominant, and it was the only approach to conceptualize leadership. However, this theory evolved into trait theories (Kirkpatrick & Locke, 1991). Through the history, certain personal traits and characteristics have been considered as distinguishing features in the classification of people, namely, segregating leaders from non-leaders.. Certain physical, personal and social skills have been attributed to leaders. In this vein, trait theory of leadership emerged in late nineteenth and early twentieth century. This approach became dominant in explaining leadership, starting from 1920’s to 1950’s. This school of thought accentuates that specific characteristic and traits separate leaders from non-leaders (Antonakis & Day, 2017).

The well-known question goes ‘are leaders born or made? Trait theory is associated with this question and the answer to this question forms the main fundamentals of this approach. Answer to this question, that is leaders are born, not made, creates the basis for this school of leadership. The common notion of this theory is that physical appearance, personality characteristics and social skills are the main indicator to decide whether a person can be considered as a leader or not. Stogdill (1948) and Mann (1959) emphasize that intelligence and dominance are the must-have qualifications of a leader. In addition, height, weight and appearance are direct results of heredity and those who have these qualifications

are more likely to be selected as a leader by group members or followers. According to this approach, the reason why a group member is selected and accepted as a leader and the leadership is attributed to that person is his/her traits that make him/her different from group members (Koçel, 2018).

The main theme of trait theory is that people are born with specific traits and these traits are the essential source and reason for being a leader. The “nature versus nurture” discussion has been widely popular in many areas, as well as the leadership studies. According to this view, some people are well suited for certain jobs or positions. On the other hand, proponents of the “nurture” idea puts forward the fact that people can be educated or trained for any jobs or positions. This idea sets and applies to the main fundamentals of the trait approach theory of leadership. Certain personal traits come with the birth. It is suggested that there are certain dispositional characteristics that a leader has to have. Physical and personal characteristics, personal skills and social talent are the notable features leaders have (McCleskey, 2014; Northouse, 2018).

According to this theory, leaders have to have certain features. This notion has been covered in numerous papers. “The desire to lead, drive, honesty and integrity, self-confidence and trust, cognitive ability and problem solving skills, and knowledge of the business are the main six traits that distinguish leaders from lay people” (Kirkpatrick & Locke, 1991: 49). Leaders are segregated from non-leaders in terms of responsibility, success, heredity, status and capacity. Northouse (2017) expands the list of leader traits. He suggests that intelligence, self-confidence and self-esteem, determination and decisiveness, integrity and sociability are distinguishing traits of a leader. In addition to these features and qualifications, in their reviews, Stogdill (1948) and Mann (1959) put forward that intelligence and dominance were the sole indicators of being a predictive leader (Antonakis & Day, 2017). In his book, Koçel states that age, height, gender, race/ethnicity, trustworthiness, physical appearance, elocution, intelligence, knowledge, bridging between interpersonal relations, responsibility, emotional maturity and integrity, honesty, straightforwardness, sincerity, determination, dedication, capacity to get things done and self-confidence are the characteristics that leaders have (2018).

Despite its long history and practicality, the research on leader traits theory has a long and controversial background. During the mid-twentieth century, several researchers started to argue that trait theory lacked to explain and support leadership in detail. Trait theory was

criticized and challenged by Ralph Stogdill in 1950's. Stogdill, stated that "a person does not become a leader by virtue of the possession of some combination of traits" (Kirkpatric & Locke, 1991: 48).

Traits alone are not the only indicators of successful business leadership, but they are just preconditions. (Kirkpatric & Locke, 1991). Research on leadership showed that there are too many lay people who have numerous leadership characteristics despite the fact that they are not accepted as leaders. This fact contributed to the criticism of trait theory and paved a way for the emergence of other leadership theories such as behavioral and situational (contingency) theories.

1.3 Behavioral Theory

After the criticism of trait theory and its inadequacy and pitfalls to explain leadership in a comprehensive manner, researchers and theoreticians pondered upon a new leadership theory. Researchers studying leadership started to focus on behavioral characteristics of leaders starting around 1950's. This inquiry of new method caused the creation of Behavioral Theory of leadership. It is theorized that in addition to genetic variables and personality traits, Behavioral Leadership Theory encapsulates leaders' actions, behaviors, their approaches to their followers. With the influential Ohio State and the University of Michigan studies, two inclusionary leadership factors, called as consideration and initiating structure found to be associated with the behavioral leadership theory. Here, consideration refers to being supportive and person oriented and initiating structure means task oriented and directive leadership (Antonakis & Day, 2017; Koçel, 2018).

Stogdill conceives that both personal traits and situation have to be taking into account in leadership studies (Bass & Bass, 2008). This idea formulates the main basis for the behavioral theory of leadership. Fundamental theory of behavioral leadership approach is that leadership is a mediator and enables interpersonal relationship between the leader, followers, and the situation (Popper, 2001).

In the scope of trait theory of leadership, the main idea is that leaders are not made but born. On the other hand, theorist and researchers of behavioral theory of leadership claim that leaders are born and made. Successful leadership is learnable and improvable set of practices behaviors can be learned as well.

The very base idea of this approach is to understand how leaders become successful. In contrast to trait theory and personal characteristics, it is assumed that leaders' behaviors and interactions with followers or workers play an important role in success. In addition, communication skills, decision-making process, planning and controlling of organizational procedures, negotiating abilities and delegation of authority are the important variables in determining effective leadership. These skills and behaviors make a leader effective and successful (Koçel, 2018).

Behaviors that leaders reveal are the main criteria in behavioral approach. Main purpose of the behavioral theory of the leadership is to determine similar and salient behaviors of leaders regardless of the circumstances, and to describe and understand leadership in the light of those behaviors. This theory focuses on the incorporation of personal behaviors and effective leadership for a successful process. What makes a leader successful, according to this approach, is not the traits and characteristics the leader has but the way s/he behaves while leading and the features of the relationships s/he conducts with the group in which s/he acts. Leaders are expected to support their workers and be conscientious about workers' personal values and needs (Keçecioglu, 2003; Zel, 2001; Koçel, 2018).

In determining the antecedents of a successful and effective leadership, behavioral approach researchers found numerous variables that play an important role. Communication styles, setting goals and making plans towards achieving these targets, prioritizing organizational objectives and motivating team members, acting and behaving in certain manners regardless of the circumstances in which leadership is performed and the business operates are the salient examples of these variables (Tabak, 2005; Koçel 2018). It was found that behaviors of effective and ineffective leaders are differentiated. In addition, it was observed that influential leaders revealed the same behaviors under different situations (Keçecioglu, 2003).

Due to contradictory findings in regard to behavioral styles of leaders, behavioral trait theory found itself in a dilemma. This situation was because of the fact that there were no universally accepted leadership styles for different tasks and situations. As a result, "leadership theory in the 1960s began to focus on leadership contingencies" (Antonakis & Day, 2017: 9). This led to flourishing of Contingency Theory of Leadership.

1.4 Contingency (Situational) Theory:

This theory assumes that different leadership styles emerge under different circumstances/situations. In contrast to trait theory and behavioral theory, situational theorists have presumed that leadership is a result of situational demands. As Stogdill (1975) states, leadership is a product of circumstances and the situations. According to this view, leaders are not born or self-made. Leaders are neither a product of personality or skills and traits. According to this theory, leader-follower interaction, task structure and the power of the leaders largely determine the whether the leadership is effective or not (Bass & Bass, 2008; Antonakis & Day, 2017; Koçel, 2018).

Situational theory obtained its mandate for the formation and the rationale for existence upon the failure of fulfillment of the previous trait and behavioral theories in explaining and covering leadership in detail. For example, behavioral theory presumes that it is the leaders' responsibility act towards both work and personnel needs, however, this theory does not clearly states under which circumstances leaders should behave so. Situational theory includes contingency factors and proves with a more comprehensive theory to study leadership. This approach not only benefits the fundamentals of other theories but also widens its scope by circulating situational factors. In this approach, it is assumed that even the best leadership approach may vary in accordance with the changing situations (Zel, 2001; Koçel, 2018).

Circumstances are important and salient components of leadership and leadership is emerged in accordance with the situations. Different situations require different approaches. According to the situational leadership theory that aims to explain leadership phenomenon by considering 'conditions', there are a couple of variables affecting the leaders influence. These are: (Koçel, 2018; 600).

- The nature of the intended purpose,
- Followers' expectations and abilities,
- Organizational characteristics in which leadership emerges,
- Previous experiences of leader and the followers.

These four items are highly important to decide if the leader is successful and effective or not. In addition to these factors, there are several elements affecting leader behavior. First of all, leaders' personality and experiences are vital in leader behavior.

Second, superiors' expectations and attitudes have impact on leader behavior. Third, organization climate is another variable that leaders directly take into consideration. Fourth, characteristics and hopes of peers play an important role in leader behavior (Koçel, 2018).

In this theory, it is emphasized that leader behaviors can change in towards the current situations in order to obtain best results and assure success. Leadership research show that there are times and occasions which leader behaviors towards individuals revealed great success and there are circumstances under which leaders take job conditions into consideration and this process resulted in success too. Unlike other theories, behavioral leadership researchers articulate that “there is no single one best approach in leadership”. That thought is what makes behavioral theory separated and distinguished from trait and behavioral theory. It is almost impossible to have a broad notion about organizations by solely analyzing the structure or the human resources. Organizations, group and teams are being taken into account in a holistic view to assure sustainability and success. It is stated that leaders are responsible to assure and guarantee those needs. (Zel, 2001; Bakan, 2004; Koçel, 2018) .

There are a couple of theoretical and applied studies contributing to understanding of situational theory. These studies are, Fiedler's Contingency Model, Path Goal Theory, Hersey and Blanchard's Situational Theory, Leadership Continuum Theory and Normative Decision Theory (Koçel, 2018).

2. RESPONSIBLE LEADERSHIP

2.1 Responsible Leadership

Leadership studies and theories have been an area of continuous inquiry and an endless research. In order to describe, analyze and theorize leadership, thousands of leadership definitions and numerous models and conceptualizations have been emerged. However, on the one hand these models and conceptualizations have been saturated the field of leadership, on the other hand, with the change of organizational structures, globalization, changing employee needs and so on, new approaches are being searched as well. Early leadership theories which were prominent in twentieth century focus on the leaders' trait, attitudes and behaviors, situations and contingencies, employee work performance and turnovers. In the beginning of the twenty-first century, researchers have come up with a new approach, so called responsible leadership. Responsible leadership, "is an idea that has been gaining increasing attention among both scholars and practitioners, in response to society's needs in the contemporary (21st century) global context" (Tsui, 2019: 5).

Existing leadership theories (e.g. authentic, charismatic, ethical, servant, spiritual, transformational etc.) have been experiencing a criticism for using common theories, conceptual and empirical redundancy, overlapping operationalization, and excessive positivity (Banks et al. 2016; Antonakis & Day 2018; Hoch et al., 2018; Ashford & Sitkin 2019; Lemoine et al., 2019). Ashford and Sitkin (2019: 454), for instance, noted that field of leadership is "a huge literature [...] with unclear boundaries". Also, emphasizing this critical situation of the leadership field, Antonakis and Day (2018: 15) asserted that "given how much is currently known about the nature of leadership, researchers must begin to integrate overlapping and complementary conceptualizations of leadership." Finally yet importantly, Tsui (2019) noted that past leadership theories that were developed on the basis of shareholder primacy need to be questioned.

It is maintained that responsible leadership theory (Maak & Pless 2006; Pless et al., 2012; Maak et al., 2016; Waldman et al., 2019) is one such an overarching theory that integrates different conceptualizations while at the same time it challenges existing leadership theories by going beyond traditional leadership domains in its foci. This is

because responsible leadership hosts transformational, ethical, authentic and servant leadership mindsets as well as situational and contextual perspectives. As a distinguishing aspect from traditional transformational leadership, ethical leadership, authentic leadership, and servant leadership approaches, responsible leadership put emphasis on both society and the environment by fostering positive change and aiming to create sustainable value (Pless, et al., 2011; Han et al., 2019). In this regard, studying responsible leadership will both contribute to the gap in the literature, and help understand the concept of leadership in detail in the context of contemporary twenty first century.

2.2 An Overview of Responsible Leadership

Maak and Pless's (2006) publication has been one of the initial and foundational articles on RL concept. The authors define RL as "a relational and ethical phenomenon, which occurs in social processes of interaction with those who affect or are affected by leadership and have a stake in the purpose and vision of the leadership relationship" (103). Building and sustaining ethically and morally strong and sound relationships with all employees, customer, clients, business partner and shareholders is another definition of responsible leadership. A sense of justice and fairness, recognition, responsibility and care for a the political, social and economic and human nature are at the core of these relationships (Pless, 2007).

Maak and Pless (2006) theorized and developed a RL roles-model. Accordingly, RL has four interdependent roles: (i) a steward who is "a guardian of values, a shelters to protect personal and professional honesty and integrity, and steering a business responsibly and respectfully"; (ii) a servant to others; who has "a willingness and desire to support others and to care for their interests and needs" as well as who demonstrates attentiveness, humility and modesty; (iii) a visionary who facilitates the process of envisioning a collective vision by all stakeholders through linking different stakeholders and engaging them; (iv) a citizen who recognizes that private business world and the rest of the world are inevitably connected to each other and thereby is committed to the common good and will participate in activities to further and maintain the well- being of all stakeholders.

Also, there are four operational roles corresponding each of the former roles: (a) the architect who creates and cultivates a work environment where diverse people find meaning, feel respected, recognized and included as well as assure that HR management systems are based on moral values; (b) the coach who integrates and motivates people from multiple

backgrounds to work together to realize a common vision; (c) the storyteller and meaning enabler who creates shared systems of meaning, through sense making and dialogue with the use of stories; (d) the change agent who initiates and supports change towards a value-conscious and sustainable business in a stakeholder society (Maak & Pless, 2006).

Similarly, Pless (2007) argued that a responsible leader accommodates the effectiveness of the business with the corporate responsibility idea by taking an active citizenship role both inside and the outside of the organization. In this regard, RL focuses on multiple relationships and multilevel outcomes going beyond immediate follower outcomes or organizational outcomes. Responsible leaders can do this with their motivation to encourage stakeholders inside and outside the organization to participate in responsible activities including, for instance, contributing to sustainability and social change (Maak & Pless, 2006; Pless & Maak, 2011).

Most leadership conceptualizations like transformational, ethical, authentic and servant leadership traditionally focus on dyadic relationships between leaders and followers inside the organization. A non-traditional and promising leadership approach in its understanding of “relations” and “responsibilities” that leaders are required to address is responsible leadership (Maak & Pless 2006; Pless & Maak 2011; Pless et al., 2012; Maak et al., 2016; Waldman et al., 2019). RL focuses on multiple stakeholder relationships both inside and outside the organization with employees, contractors, suppliers, customers and society. Inevitably, then, responsibility of leaders is required to be balanced between economic and stakeholder concerns with a concomitant focus on managing not only follower relationships but also diverse relationships with diverse stakeholders including but not limited to employees, suppliers, customers, competitors, Non-Government Organizations (NGO) and government (Maak & Pless 2006; Maak 2007; Pless 2007; Pless & Maak 2011; Pless et al., 2011; Maak et al., 2016).

According to proponents of RL theory, RL can be distinguished from other types of leadership not regarding excellent cognitive and intellectual capacities but in terms of its moral character and relational intelligence enabling him/her to manage and address complex and sometimes conflicting demands by multiple stakeholders (Maak & Pless 2006; Pless & Maak 2011; Maak et al., 2016). This is what distinguishes the good from the great – as responsible leaders (Maak & Pless, 2006: 105).

Pless, Maak and Waldman (2012) reported four different RL orientations of business leaders based on their findings: traditional economist, opportunity seeker, integrator, and idealist. Similarly, Maak, Pless and Voegtlin (2016) described two broad responsible leadership styles namely instrumental and integrative. Integrative RL aims to create long-term value for a range of stakeholders in business and society by communicating internally and externally about the relevance of stakeholder engagement. In contrast, instrumental RL aims to increase financial performance with less attention to stakeholder relations adopting an exclusive decision making (Maak et al., 2016). According to Waldman, Siegel and Stahl (2019), there are two predominant manifestations of RL in practice; strategist and integrator. Strategist approach represents theory of the firm and instrumental stakeholder theory whereas integrator approach represents theory of business and normative stakeholder theory. They noted that strategist leaders demonstrate responsibility toward only those stakeholders who are instrumental to serving the interests of shareholders, they are accountable in terms of only shareholder outcomes, highly concerned with positive image-building regarding Corporate Social Responsibility (CSR), highly concerned with cost/benefit analysis in pursuing CSR and not personally involved in CSR activities. Integrator leaders, however, demonstrate responsibility toward all relevant stakeholders, they are accountable in terms of stakeholder outcomes, highly concerned with authenticity in CSR, they realise that CSR activities are not appropriate for strict cost/benefit analysis, and they tend to get personally involved in CSR activities.

2.3 Increasing Importance and Relevance of Responsible Leadership for both Theory And Practice

Academic and practitioner interest in responsible leadership has been burgeoning (Pless 2006; Waldman & Galvin 2008; Waldman & Siegel 2008; Pless & Maak 2011; Maak et al., 2016; Haque et al., 2019a; Waldman et al., 2019). In an attempt to address this increasing scholarly and practical interest, the Academy of Management organized a specialized conference on RL in October 2019 indicating both academic and practical importance of the concept in the near future. Further, there are two special issues in Academy of Management Perspectives and Journal of Business Ethics as well as two edited books devoted to RL. Indeed, Tsui (2019: 7) pointed out that “the world has changed, giving

urgency and legitimacy to responsible leadership idea”. She then asserted that responsible leadership is of paramount importance in the practical world.

In this regard, it wholeheartedly needs to be agreed with Anne Tsui (2019: 9) that “it is time to understand the who, why, how, and when of responsible leadership to respond the challenges of the 21st century”.

In scientific space, on the one hand, researchers in leadership field have had discussions around the evolving nature of leadership (Anderson et al., 2017; Palanski et al., 2019). They share a common understanding that most leadership concepts and theories were developed in traditional business environments where organizational boundaries were more clear, hierarchical relationships were more prevalent, employment modes were less variant, stakeholder approach was much less embraced (Uhl-Bien et al., 2007; Twenge et al., 2010; Dinh et al., 2014; Lyons & Kuron 2014; Palanski et al., 2019; Waldman et al., 2019). Referring to the constant change and realities of our time, they acknowledge that leadership needs re-evaluation.

Similarly, the last editorial of the journal *The Leadership Quarterly* noted that “to solve the world's problems, better leadership is required in all spheres of social interaction” (Editorial 2019: 5). RL goes beyond traditional leadership domains (e.g. dyadic leader-follower relationships) because it focuses on the management of multiple relationships with multiple stakeholders inside and outside the organization (Maak & Pless 2006; Pless & Maak 2011; Pless et al., 2012; Maak et al., 2016).

Over ten years ago, Waldman and Siegel (2008) argued that, using a theory of the firm perspective (McWilliams & Siegel, 2001), responsible leaders should only instrumentally invest in CSR based on cost/benefit analysis with a view to maximize return on investment. In contrast, Waldman argued that, using a theory of business perspective (Donaldson & Walsh, 2015), responsible leaders should invest in CSR to balance the different concerns and expectations of various stakeholders even without considering the return on investment in certain situations. Nonetheless, in their new discussion letters (Waldman et al., 2019: 8), Siegel acknowledged that he is “willing to make a concession, since there is mounting empirical evidence that catering to two key non-financial stakeholders—employees and customers—enhances firm performance”.

In business space, on the other hand, purpose of business appears to be evolved from shareholder profit maximization to stakeholder value creation. This is evident in a statement on the purpose of businesses declared by 181 CEOs from US. They acknowledged that they all share five common commitments: (i) delivering value to their customers, (ii) investing in their employees, (iii) dealing fairly and ethically with their suppliers, (iv) supporting the communities in which they work and (v) generating long-term value for shareholders (Business Roundtable, 2019). Therefore, there is clearly need for more discussion and research on RL today. In addition, it is stated that “the concept of responsible leadership needs to be placed within the larger domain of existing leadership constructs and theory” (Waldman, 2011: 80).

2.4 The Need for Responsible Leadership

It is the leaders’ responsibility to maintain and sustain an organization through, complex, ambiguous, and, global and interconnected business environment. Leaders are responsible for having a clear vision and shared goals which individual and organizational energy bundle together in order to make them true. In addition to these tasks, leaders are responsible to act responsibly towards stakeholders, shareholders, and environment and so on (Maak & Pless, 2006). “Over the last twenty years, high-profile corporate scandals, new market conditions and big societal changes have caused executives to ponder upon enhancing and sustaining the level of responsible leadership among their managerial cadres” (Miska et al., 2014: 351). After several business crises such as, BP Oil Spill, Enron, Bhopal, Parmalat, WorldCom, and Shell Nigeria, building trust has been a crucial exigency for leaders. Because of these corporate scandals, as Waldman and Galvin stated in their study, “the image of corporate leadership has been blackened, employees and the public as a whole largely perceiving them in an unfavorable manner including attributions of distrust and greed—in other words; they are no longer trusted to act responsibly” (Waldman & Galvin, 2008: 327-328).

In a globalized and interconnected business environment, the idea that “where companies are expected to be accountable not only for shareholders in order to maximize financial performance, but for stakeholders for their wider economic, environmental and societal impacts” mainly is the core of responsible leadership (Wade, 2006: 227). It is clear that leaders have impactful power to produce either great harm or to bestow several benefits on their components. In today’s business realm where stakeholder needs and environmental

concerns are at the zenith, it is an urgent need to develop, search, understand and apply responsible leadership practices.

The world and correspondingly management practices have changed, giving urgency and legitimacy for the idea of responsible leadership and this thought has been becoming more prevalent. Many executives, CEO's and business authorities come to the realization that the world is in an urgent need of a leadership which focuses and emphasizes the social impact and dedicates to reveal the common good (Tsui, 2019). In recent years, globalization, diversification and networking have becoming highly important. In such a business environment, leaders must pay attention for both profit returns for the shareholders and social responsibility for internal and external stakeholders. Responsible leaders successfully response to the stakeholder needs and, to the challenges of a complex business environment (Miska et al., 2014; Han et al., 2019). Responsible leaders focus both on business and stakeholder interests. They bring social responsibility and leadership by bringing different stakeholder interest together in order to integrate social and economic benefits of the leadership (Han et al., 2019). In addition, Lawrence and Pirson assumes that responsible leadership has the ability to generate, build and sustain beneficial relations amongst all stakeholders by cultivating protection, acquisition, understanding and connection (2015).

Elkington (1997) postulates that triple bottom line refers to creating social, environmental and economic value and leaders are expected to contribute this value creation. In addition, 'doing good and doing no harm' has become a business philosophy. Doing good is about contributing the society by philanthropic activities such as fair wages for employees and providing with humane working conditions, supporting development on local communities and backing up societal welfare, and enabling access to products for every part of the societies. On the other hand, doing no harm focuses on environmentally friendly production policies, minimization of waste, safeguarding product safety, shunning corruption, refraining from discrimination against minorities (Miska et al., 2014; Miska & Mendenhall, 2018). "Achievement of these two goals is at the heart of what effective leadership is all about" (Waldman & Galvin, 2008: 327). Since most corporate leaders have failed to achieve these goals the need for responsible leaders whom expected to achieve those unique goals have emerged.

In summary, responsible leadership gained prominence and the researchers are focusing on it due to changes in business environment, forming multinational corporations

with diverse people from different countries, cultures, backgrounds etc., recent corporate scandal causing environmental and social disasters, increasing egocentrism and greed for wealth and increasing number of corrupted organizations.

2.5 What Constitutes a Responsible Leader?

“Responsible leadership is the art of building and sustaining good relationships to all relevant stakeholders” (Maak and Pless, 2006a: 40). Responsible leader engages himself/herself amongst his/her followers and creates a web of inclusion. Responsible leaders sustain a dual and quality relationship with employees, shareholders, stakeholders, social and natural environment, clients, and customers. All these partners are included in relative business activities. Creating value, acting morally and ethically towards stakeholders, being responsible for the society on which the business/corporation operates, aiming at common good and well-being are the main philosophy of responsible leadership. In a globalized world, people from different backgrounds, races, ethnicities, cultures may have the opportunity to work together. In such a business environment, responsible leaders mobilize and organize such diverse workforce to achieve corporate goals. In addition, they create an atmosphere under which interests of the employee are being taken into consideration, well-being is monitored, diversity is appreciated, personal values and beliefs are respected, and organizational coherence is desired and sustained (Maak & Pless, 2006).

Crises and fluctuations are destiny for both humanity and businesses. Under a circumstance where crises outbreak, rough periods come, problems arise and conflicts occur, responsible leaders take action to manage this time course and overcome these situations. Intellectual capacity that responsible leaders presumably have, play an important role in this process. They also take stakeholders viewpoints’ into account in decision making process, act morally and ethically with respect to employees, reflect a humane behaviors, care for the needs and interests of second on third parties, show honesty, integrity and authenticity for all those whom they are in relationship with (Maak & Pless, 2006).

What distinguishes leaders and especially responsible leaders from lay people is having a good character. In fact, having a good character and being an ethical and moral person is essential for any leaders and core of being responsible leader (Ciulla, 1998; George, 2003; Maak & Pless, 2006). In his paper George states that “staying true, being authentic, leading with integrity, is only possible if principles and leadership practice match” (George, 2003: 20). Over the last two to three decades, high profile corporate scandals such as Ashley

Martin, Mississippi Company, Texaco, WorldCom, Enron, Fannie Mae, Lehman Brothers and hundreds of others were mainly because of the leaders of these corporations (Hoch et al., 2018; URL-2, 2020). Once leaders do not behave in an ethical manner, do not safeguard moral values do not have the integrity and good character, corporate scandals and collapses are inevitable. Outcomes of these collapses and scandal are huge both societies and stakeholders. Social, ecological, financial and societal drawbacks of these scandals were no ignorable. For all that mentioned reasons, the image of corporate leadership has been blackened, society, employees and the whole public have started to depict leaders as those who have unfavorable manners with ego and greed, and as a result, they are not trusted anymore. Ego and greed cause successful and good leaders to engage in unethical and discreditable acts (Koh et al., 2018). Remembering all these failures, scandals and collapses, there is an arising opinion that leaders need to act in virtues and ethical principles such as honesty, integrity, care, accountability and respect (Waldman & Galvin, 2008).

2.6 Responsible Leader Traits

Responsible leadership differentiates from traditional leadership theories. Traditional leadership theories focus on leader trait such height, weight, appearance etc. to some certain degree. Unlike these theories, traits of responsible leaders are more likely to be ethical, moral, imaginative and accountable. It is noted that in a broad stakeholder society the features of leader such as being charismatic and visionary is highly desired. Those who have these characteristics are more likely to be considered good leaders, however, such limited traits may hinder the development of responsible leadership because focusing on limited features and traits may cause to neglect some essential leadership skills. Grandiosity of a leader is praised in a traditional leadership approach, but, in responsible leadership, instead of being pretentious and pomposity, caring for others, being competent to serve others, showing empathy, and helping their well-beings are more of characteristic of a leader. Moral imagination is key to responsible leadership since the ethical challenges are multi-faceted in complex and global business environment (Maak & Pless, 2006).

Responsible leaders have the capacity and ability to develop continuous relationships with their followers. The rewards of this relationship are beneficial and long lasting, both tangible and intangible. This ability is a direct result of communication skills, persuasion and transparency. They have intellectual capacity to evaluate and analyze current situation and make decisions for the near and far future. They excel on interpersonal relations and

‘relational intelligence’ (Maak & Pless, 2006: 105) so that they bring employees, customers and clients, stakeholders, shareholders, and business collaborators and guarantee organizational unison. Responsible leaders have emotional and ethical features to guide their actions and behaviors when interaction with others. They build trust, and cultivate and foster sustainable and long-lasting relations. In order to be considered ‘responsible’, “an individual will need to feel an inner obligation to do the right thing toward others” (Waldman & Galvin, 2008: 328).

Psychological and moral maturity is another obvious trait of a responsible leader. These skills and traits are practiced and reinforced through the learning and experiencing process in a complex stakeholder society. Are leaders born or made question has long debated in leadership studies. It is clear that nobody is born with certain skills and talents required to deal with complex and demanding difficulties of business environment. It is assumed that leader development is possible, so as responsible leadership, with the willingness to learn (Maak & Pless, 2006).

Listening skills and empathy is salient in the nature of responsible leadership (Koçel, 2018). It is generally accepted that leaders are good speakers and they inspire and motivate their followers. Unfortunately, they are not good listener, and this reveals the fact that they lack empathy and desire to support others to some certain degree. Responsible leaders differentiate from traditional leaders in terms of listening and empathy (Maak & Pless, 2006).

Competence and moral integrity are remarkable important and lacking these traits can potentially jeopardize business and the stakeholders. Competence and integrity help responsible leaders achieve noble goals and moral growth for both leaders and followers (Maak & Pless, 2006; 108).

Responsibility is another important trait that responsible leaders must have. Responsibility refers the aiming of the ultimate best—eudaimonism—and, secondarily, to produce advantages for constituencies who may never be affected otherwise (Cameron, 2011: 32). Responsible leaders balance the needs and concerns of a wide range of stakeholders in their actions and decision-making process (Waldman, 2011). It is stated that responsibility is a balancing mechanism for mutual interest and immediate economic viability amongst various stakeholders (Waldman, 2011; Pearce et al., 2014; Carroll, 2015).

2.7 Main Stakeholders in Responsible Leadership Concept

In a stakeholder society, responsible leadership has to be evaluated beyond traditional leadership concepts due to its complex and multifaceted nature. Here, “the leader becomes a coordinator and a cultivator of relationships towards different stakeholder groups” (Maak & Pless, 2006: 100). In essence, responsible leadership is about creating a collaboration and inclusion with different stakeholder groups, focusing on both ethical issues and long-term goals by building relationships with stakeholders (Han et al., 2019). It is clear that considering stakeholders’ needs and thoughts and creating such business philosophy are the main components of responsible leadership. Stakeholder theory is encapsulating in its nature by taking concerning for and balancing of stakeholders’ needs and interests (Waldman & Galvin, 2008). The main stakeholders, leaders are responsible for and make an impact on, are discussed below.

2.7.1 Employees:

Employees are valuable to the organizations and the leaders directly affect their performance, behaviors and work ethics. These variables are also direct results of employees’ talents, motivation, personal education and well-being. Responsible leaders are held accountable for leading teams; mobilize employees often across business, countries or cultures in order to achieve performance goals that are set on the strategic plan of the organization. Coaching, mentoring and supporting employees to achieve organizational goals in an ethical and respectful way under the supervision of responsible leaders are examples of activities that are done for the sake of organizational success. Creating incentives to motivate and encourage workers, generating an environment in which employees articulate their thoughts without fear and pressure are responsibilities of leaders. In addition, responsible leaders make sure that workplace conditions are humane, healthy and safe; no discriminatory activities occur among employees in terms of gender, race, ethnicity or nationality; a fair pay policy is adopted; and work-life balance of employees are monitored and encouraged (Maak & Pless, 2006; Freeman, 2004).

2.7.2 Clients and Customers:

Clients are customers are indispensable stakeholders that businesses are in relationship with. Goods, products and services are produced in order to meet customers’ and clients’ needs and the income accumulated from the sale of those goods and services sustains the businesses. Here, responsible leaders make sure that customers and client are

best served with quality products and services. It is expected that products and services are safe and do not harm to end users. Transparency is also important in explaining potential risks involved. Responsible leaders are sensitive and wise enough to manage this process and convey a clear and transparent communication with customers and clients (Maak & Pless, 2006).

2.7.3 Business Partners:

It is hard to imagine a business without its partners. The relationship between a business and its partners are mostly shaped the leaders' approaches. Responsible leaders ensure that "ethical, environmental and labor standards are also respected and applied by their business partners" (Maak & Pless, 2006: 100). It is expected that business partners are treated in a respectful and fair manner.

2.7.4 Social and Natural Environment:

Regardless of the type of business and the leadership approach that has been adopted, all businesses are to be responsible and be sensitive for the social and natural environment. First of all, responsible leaders take action to train and coach their people for sustainable development, help workers understand the importance of natural resources and become more conscientious for the social and natural environment (Wade, 2006). Responsible leaders assess the potential outcomes of their decisions to the social and natural environment. By not only donating to charities and corporate giving, but also taking active role to encourage employees to engage them in well-being of the community activities is attributed to responsible leadership (Maak & Pless, 2006). They also make sure that environmentally friendly production processes are used via 'green' technologies, materials are recycled and energy saved (Maak & Pless, 2006).

2.7.5 Shareholders:

"Shareholders are generally concerned about the effects of leadership on companies' economic conditions" (Miska et al., 2014: 353). Responsible leaders preserve and guarantee shareholders' investment capital and make sure that they receive adequate and proportional return. Responsible leaders are in a transparent and continuous communication concerning economic, social and ecological performance of the corporation and take shareholders' interests and needs into consideration" (Waldman & Galvin, 2008; Maak & Pless, 2006: 101). Responsible leaders refrain from taking decisions under pressure for the sake of the

shareholders since they are held accountable for the outcomes of their decisions. On the one hand, responsible leaders are to maintain short term profit margins, their own compensation packages; on the other hand, they are also responsible for the long-term sustainability of the organization (Maak & Pless, 2006).

2.8 Challenges That Responsible Leaders Have to Meet

Leading people for a shared vision is an important part of leadership. “Any business leader’s pursuit of responsible leadership includes considerable challenges, pressure, and complexities” (Miska et al., 2014: 349). At this process, there are certain constraints such as sustaining diversity, achieving profit maximization, adhering to ethics and undertaking environmental responsibilities are inherent in the nature of responsible leadership. All these constraints are due to some challenges. There are numerous challenges that responsible leaders have to meet in a globalized and inter-connected business environment.

The first one is *diversity challenge*. Due to globalization and internationalization, businesses and corporations are becoming more diverse because of the fact that a wide range of people from different countries, genders cultures, ages, backgrounds and religions are having the chance to work together. Selecting and retaining these various people, understanding their needs and respecting to their values, at the same time leveraging their potential to create a business environment where success and sustainability aspired requires skills, talents and understanding that a responsible leaders have to have (Cox, 2001; Pless & Maak, 2004; Maak & Pless, 2006).

The second is *ethics challenge*. In today’s business environment, ethics and morals serve leaders as a compass. Creating ethical standards, supporting moral actions and valuing cultural differences are highly important. Generating humane working conditions, putting against child labor, caring about human rights, staying clear from corruption and setting social and environmental standards are amongst the ethical challenges that responsible leaders face (Maak & Pless, 2006).

Trust challenge is in the third row. One of the biggest and the most important challenge that leaders face today and are going to come across in the future is trust. Maak and Pless noted that responsible leaders can be considered as weavers of trusting relationships (2006) Trust is hard to build, but easy to demolish. In twenty first century, corporate image is directly associated with trust and it has considerably become that

important after numerous corporate scandals (Ketola, 2010; Roy, 2017). Responsible leaders are to create public trust and by transforming their businesses into high performing organizations where ethical and moral standards are set, natural resources are used effectively, working conditions are created appropriately and the negative impacts of the business on the stakeholders and the environment are minimized if any.

Stakeholder challenge is the next one. There is a generally accepted notion that building trustful and strong relations with stakeholders (clients and customers, non-government organizations, employees, shareholders etc.) is the most important indicator and determinant of business success, excellence and organizational viability (Freeman, 1994; Maak & Pless, 2006). Personal maturity is needed for interpersonal relationships with stakeholders and responsible leaders have this feature. Responsible leaders value proper communication, make sure that stakeholders are treated respectfully and fairly, listen to different voices and ideas and deal competently with conflicts of interests (Yukl, 2002).

The last challenge is *values challenge*. Values are core to the responsible leadership, and it is deeply related with modern discussion of business ethics. For example, “treating employees as a valuable part of the business and right holders, creating value by implementing environmentally friendly technologies in sustainable way, initiation corporate social responsibility, respecting environmental regulations and becoming a good citizen in society, being a pioneer for the world peace, engaging in social entrepreneurship, and being responsible or ethical leaders” are ideas that depend on some underlying notion of values (Freeman & Auster, 2011: 15). On the one hand, societal values refer to living together in the society, on the other hand individual values are referred as traits such as honesty, integrity, humility and courage. In addition to societal and individual values, relational values comprise of tolerance, fairness, respect and caring for others, honesty and trustworthiness (Maak & Pless, 2006).

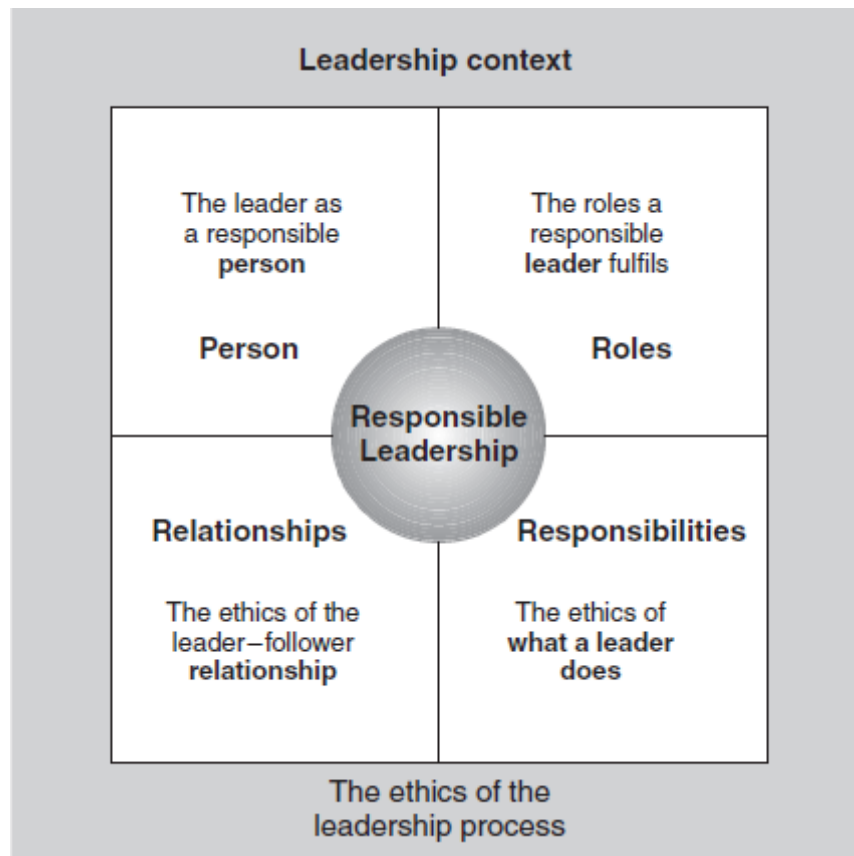


Figure 1: Main Dimensions of Responsible Leadership

Source: (Maak & Pless, 2006)

2.9 What Responsible Leaders Do?

2.9.1 Responsible Leaders Are Dedicated to a Clear and Ethically Driven Agenda

As a distinguishing character, previous leadership types such as transformational, ethical, servant, etc. responsible leadership approach is dedicated to generate a world that is more fair and sustainable. It also dedicated to a bundle of values, such as human right, sustainability, reducing disposals, human rights, and personal transformation if examples are needed to be given. “Once a leader has committed to a set of beliefs, values, and actions, it is incumbent on that leader to promote understanding and receptivity towards that agenda” (Blakeley, 2016: 118).

Responsible leaders encourage people for a better future by articulating their own hopes and help building communities and movements in order to empower both themselves and others to achieve common good.

2.9.2 Responsible Leaders Believe That There Are Some Universal Human Values

Despite corporations, organizations and even countries create their own agenda for development, profit and sustainability, there are global values taken for granted for every single individual. In twentieth first century business context, “character” (Maak & Pless, 2006; Blakeley, 2016) of the leadership is an indispensable feature in driving and maintaining ethical actions and creating value. There are universally admired and appreciated values as honesty, integrity, courage and responsible leaders are an exemplar in reflecting these values. In a global context, responsible leaders not only take action for the unwanted situations in their close realm, but also show empathy for any unethical and unpleasant incidents happening around the world. They do not remain silent for low wage policies in any part of the world. They do not accept the idea that corruption may happen in certain countries or insider trading can be overlooked for the sake of upper management members. They are not consent that natural resources can be consumed recklessly. Responsible leaders make sure that there are global values and they have to perpetuate no matter the circumstances are. There might be differences in mores and the conceptualizations of right and wrong in different cultures. Even though complexity is inherent in these different cultures, responsible leaders have the confidence to assert that there are some global values, and these are worth supporting and standing for (Blakeley, 2016).

2.9.3 Responsible Leaders are Devoted to the Democratization of Institutions

There has been much debate whether power influences behaviors. Owen states power has an impact on brain in such a way to cause and emerge hubris syndrome (2012). In multinational corporations, selecting competitive and less prosocial executives and granting them power lead these executives to rise into positions that are more powerful (Blakeley, 2016). The idea of constructing businesses and corporations with private concerns, shareholders’ approach that corporates are belong to them, and executives’ thoughts that they cannot be hold accountable any mismanagement applications turn businesses and corporates into structures where democracy and transparency are implemented. These institutions are supposed to be controlled by both internal (leadership styles, corporate decisions) and external mediums.

Responsible leaders postulate that corporations are not belonging to certain people such as shareholders or senior executives, but all of us. It is the corporations’ duty and responsibility to safeguard sustainability and to target achieving stakeholders’ long-term

interests (Tudway, 2014). Responsible leaders make sure that democracy in corporations is implemented and guaranteed. They assure that decisions are taken in line with democracy and the idea of equal participation. Representation of all stakeholders such as non-governmental organizations, local communities, and labor representatives etc. are inherent in responsible leadership philosophy. Another point is that responsible leaders are accountable of equitable power distribution (Blakeley, 2016).

2.9.4 Responsible Leaders Are Committed to a Personal Transformation

It has already been mentioned that character is core to leadership (Maak & Pless, 2006). Character is the main drive for morally, societally and ethically desired behaviors. Despite the fact that character is highly crucial for leaders, on the other hand globally successful and powerful corporations are tend to attract and hire those who are more self-oriented and less prosocial because of the fierce competition and desire to success (Blakeley, 2016; Segal et al., 2011). At this vein, responsible leaders take active initiatives in order to cultivate virtues such as honesty, integrity, courage, humanity, transcendence and wisdom and help create and sustain such a business environment. Anderson and Brown articulates the fact that even though prosocial leaders are good at in leading organizations, creating an environment here virtue is cultivated, organizational and selecting processes are usually not in favor of selecting those prosocial leaders (2010). Therefore, Blakeley suggests it is important to build organization and constitute systems in which virtue is valued and cultivated (2016).

2.9.5 Responsible Leaders Are Committed to Co- Creating an Organizational, Social, and Political Movement Dedicated to Serving Society

The term ‘responsible leadership’ is attributed to those who shows effort and make an impact on others in order to help create more equitable, sustainable, and fair world by taking active roles in designing an effective organizational structure. Under this structure, power is shared, virtues and ethics are cared and valued, cultural differences are welcomed, natural resources are used effectively, and all stakeholder needs are met, and opinions are cared. Anyone who has these features and credentials are considered as responsible leader regardless of whether that person is belong to a multinational corporation, has taken leadership courses by attending a corporate program or nor. Responsible leadership is more of a philosophy and movement rather than a position. Responsible leaders are aware of the

hot topics in business realm, such as social justice, personal and collective well-being, sustainability and equal and democratic distribution of power (Blakeley, 2016).

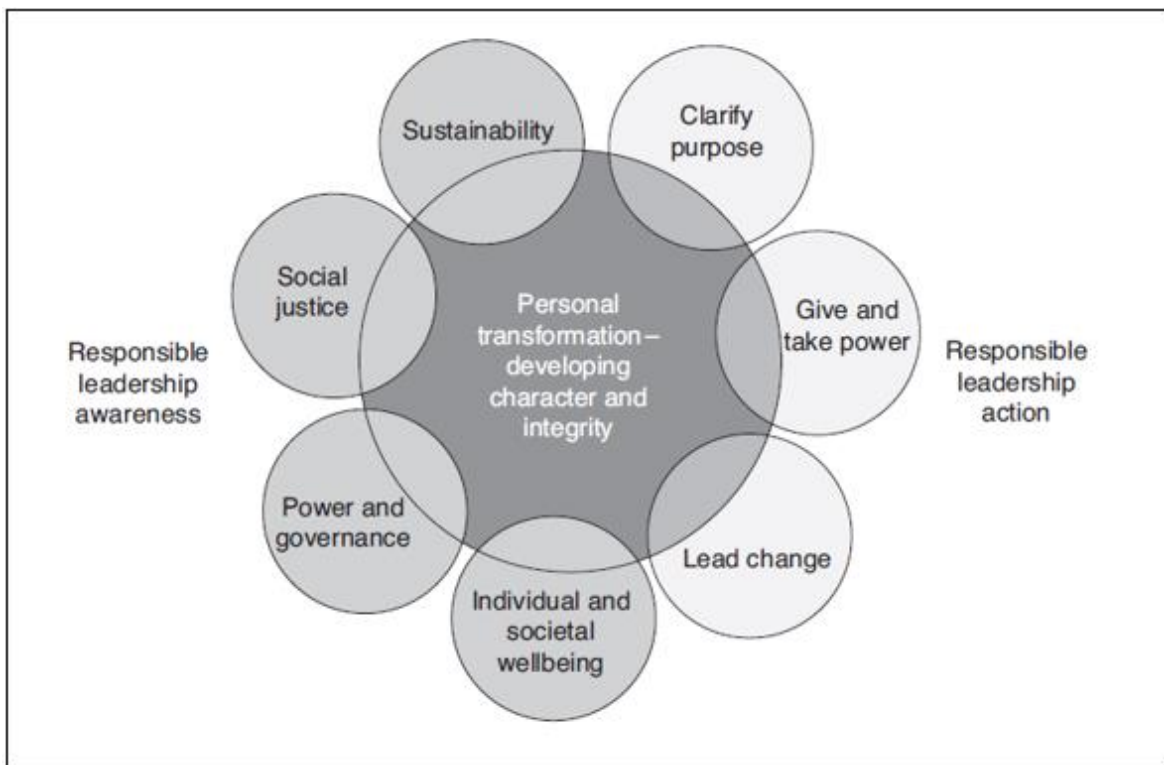


Figure 2: Responsible leadership: Awareness, action, and personal transformation

Source: (Blakeley, 2016: 124)

2.10 Responsible Leadership and Its Effects on Employees

Han and colleagues found that there is a positive relationship with responsible leadership and organizational citizenship behavior for the environment. Organizations and their participants play an important role in the protection of environment. Responsible leaders represent moral examples and motivate employees to imitate those examples in the scope of ethical behavior and direct them to refrain from any corporate image-damaging behavior. Han and colleagues believe that employee external and autonomous motivation is supported by approving, encouraging and establishing moral and ethical models (Han et al., 2019). In Doh, Stumpf and Tymon’s study it is articulated that employees are more willing to stay with their organizations when responsible leadership practices are applied compare to ones of these practices are overlooked and neglected (Doh et al., 2011). Voegtlin and colleagues found (2012) that responsible leadership affects followers’ attitudes and

cognitions in a positive direction, such as job satisfaction, motivation, and commitment (2012).

In conclusion, RL has been one of the emergent leadership concepts in the last two decades. However, most of the literature on responsible leadership is conceptual and number of empirical research has been increasing. Recently, researchers began to investigate the antecedents and consequences of responsible leadership. These studies focus on the most examined topics including job satisfaction, organizational citizenship' organizational commitment, employee turnover intentions, employee intention to leave, organizational citizenship behavior and so on (Doh et al., 2011; Haque et al., 2019b, 2019a; Voegtlin, 2011; Voegtlin et al., 2019). In organizational scope, previous studies have mainly focused on the responsible leadership and its effects on employee attitudes and behavior (Maak & Pless, 2006; Voegtlin, 2011). The purpose of this study is to reveal the impacts of responsible leadership on employee well-being. Maak and Pless assert that responsible leaders care for others; mainly they consider their needs and well-being (2006).

3. EMPLOYEE WELL-BEING

3.1 An Overview and Definition of Well-being

The question 'what is a good life' has been an area of inquiry and research for thousands of years. Definition of 'quality' is a subjective term which every individual has different notion about it. Individuals evaluate their own life conditions in a cognitive and affective manner and decide whether their lives are meaningful and worthwhile. This evaluation mainly structures the idea of subjective well-being. In determining subjective well-being, 'people's own evaluations of their lives are the main focus area that is being taken into account (Diener, 2000). Well-being mainly refers to feeling good, being fulfilled and feeling happy. It is a desirable state for almost any individual since in the work environment and its conditions are directly associated with organizational harmony and coherence, high level of job performance and organizational commitment. Sonnentag defines well-being as "a person's hedonic experience of feeling good and to the eudaimonic experience of fulfillment and purpose" (Sonnentag, 2015: 261). Hence, it can be inferred that the core of well-being concept is "the personal experience of feeling good and/or feeling authentic and meaningful in one's life" (Sonnentag, 2015: 263). Similarly, Ryan and Deci define well-being as a broad concept that refers to individuals' own evaluations of their lives and to their "optimal psychological functioning and experience" (Ryan & Deci 2001: 142). Ryff, defines well-being as "the striving for perfection that represents the realization of one's true potential" (Ryff, 1995: 100). In accordance with definition, Waterman postulates that well-being is more than just being happy and feeling pleasure, it involves the actualization of human potential (1993). Employee's life quality and psychological condition at work (Siegrist et al., 2006), work fulfilment, overall well-being and emotional stability (Vanhala & Tuomi, 2006) are another definition of employee well-being. Danna and Griffin (1999) defines well-being as individuals' mental, physical and overall health conditions as well as their experiences of fulfilment both at work and outside of work (Nielsen et al., 104). From this perspective, in the scope of EWB, family relations and life satisfaction of employees should be assessed, and work and health conditions need to be taken into consideration (Siegrist et al., 2006).

The matter of well-being has been found complex and controversial by researchers due to its challenging nature (Ryan & Deci, 2001), and it has substantial importance on

success, survival, sustainability and development of organizations. This phenomenon has been an important topic in terms of theory and practice as well as organizational behavioral and management studies (Spreitzer & Porath, 2012). Human beings have pursued well-being since ancient times. It is known that high level of stress causes employees to perform low work performance; dissatisfaction of job and at the very end may end up with suicides. Therefore, employee well-being (EWB) has been popular and widely studied topic and has attracted significant attention from both academia and leaders and managers (Zheng et al., 2015). It is obvious that there are several definitions of well-being and the fact that the we define well-being is a reflection of our government practices, teaching methods, therapy, parenting, and preaching” (Ryan & Deci, 2001: 142).

Working is a crucial component of most people’s’ lives and in turn, it has big emphasis on their well-being. Workplace conditions are remarkably different than daily life situations, thus the concept and understanding of employee well-being should be studied in detail and need to be distinguished from general well-being (Zheng et al., 2015).

Well-being is not a stable construct and it can change over time depending on different variables. There are several factors affecting well-being and causing it to increase or decrease within weeks, days or even hours. From this perspective, it can be concluded that well-being is a dynamic construct. There are several factors affecting well-being and causing it to increase or decrease over time. These fluctuations and changes can be attributed to job-related factors, personal resources and employees’ work–home interfaces. Job related factors consist of job stressor, job resources, interpersonal environment, management practices and leadership approaches. Personal resources can be articulated as age, tenure, status, personality traits and experiences. The last variable that is employees’ work–home interfaces is associated with employee’s work and family relations. Upon encountering with different events and experiences, it is assumed that well-being may fluctuate based on these variables either in a positive or in a negative direction (Sonnentag, 2015).

3.2 Philosophical Perspectives on Well-Being

There are two separate perspectives in conceptualizing well-being. This distinction is made based on different worldviews and philosophical traditions. The first perspective is hedonic view and the second one is eudaimonic view (Ryan & Deci, 2001; Sonnentag, 2015). Organizational research studies focus on both hedonic and eudaimonic view of well-being. Diener (2000) postulates that hedonic view is associated with subjective well-being and it

consists of positive affect, experiencing low levels of negative affect, and high levels of life satisfaction (Sonnentag, 2015). Eudaimonic approach considers well-being as 1) “personal growth and self-realization”, 2) “authenticity and personal expressiveness” and 3) “the pursuit of meaning in life” (Waterman 1993; Ryff, 1995; Diener 2000; Sonnentag, 2015). It is clear that while hedonic view is conceptualized as personal/subjective experience of feeling authentic and good; on the other hand, eudaimonic well-being refers to living a meaningful and good life (Sonnentag, 2015).

3.2.1 Hedonic View:

In this happiness-oriented view, well-being has been considered as hedonic pleasure and subjective experience of happiness (Diener, 2000; Ryan & Deci, 2001, Sonnentag, 2015). Experiencing the highest level of happiness, positive affect, low levels of negative affect and life satisfaction thought to be equal with well-being. To this view, total amount of happiness, pleasure attainment and pain avoidance are evaluated as different forms of well-being. In the progress of time, this view has evolved. Goal pursuits and achievements have been taken into account as another form of well-being. Therefore, hedonism is expressed as both bodily pleasures and self-interests (Ryan & Deci, 2001). Happiness cannot be reduced to only physical goodness and hedonism since goal achievements are valued in this approach. Ryan and Deci define hedonic view as meaning and self-realization and the state of being fully functioning. Beyond happiness, ‘actualization of human potential’ is an important complement of hedonic approach (Ryan & Deci, 2001). In this approach, happiness is the main determinant of well-being; however, happiness cannot be attributed to only to physical hedonism and lack of mental illness. There are different ways to measure pleasure /pain in personal experiences and subjective well-being (SWB) is one of them (Diener & Lucas 1999). Hedonic well-being has been conceptualized mainly as a personal and subjective experience of feeling good” (Sonnentag, 2015: 263).

3.2.2 Eudaimonic View:

Despite the dominance of hedonic view, many researchers, philosophers, religious masters, visionaries and pundits from different part of the world have put against the idea that well-being is only an equivalent of happiness which is a form of hedonic pleasures and bodily fulfilments. In fact, this view has been considered vulgar and been thought that it leads human into slavish followers of desires. (Ryan & Deci, 2001). Therefore, this view can be distinguished from hedonic view concerning its concept and definitions of well-being.

While hedonic well-being is a result of momentary pleasure, eudaimonic well-being stem from meeting the needs that are inherent in human nature and in turn fulfilling them leads to human growth and maturation.

As a form of happiness, Waterman defines eudaimonia as "the feelings accompanying behavior in the direction of, and consistent with, one's true potential" (Waterman, 1984: 16). "Eudaimonic well-being refers mainly living a good and meaningful life" (Sonntag, 2015: 263). Well-being is more than just being happy and feeling pleasure. It includes actualization and realization of human potential power, and these variables construct the eudaimonism (Waterman, 1993; Ryan & Deci, 2001). In live with this view, personal success and achievement, self-actualization and self-positioning are other components of eudaimonia. Waterman (1993) postulates that "eudaimonia emerges when people's life activities are in line and competent with deeply held values. Under these circumstances people usually feel alive and authentic, feeling they exist for who they are. Waterman (1993) names this situation as personal expressiveness (PE). PE has found to be associated with activities reinforcing personal growth and development.

3.3 Components of Well-Being

Employee well-being can be determined based on two different aspect: the first one is subjective well-being (SWB) or job satisfaction and the second one is psychological well-being (PWB) (Zheng et. al., 2015). Zheng and colleagues propose that "employee well-being (EWB) comprises three dimensions: life well-being (LWB), workplace well-being (WWB), and psychological well-being (PWB)" (Zheng et al., 2015: 621). In Zheng and colleagues' assortment, life well-being mainly refers to subjective well-being. Besides, scholars have divided employee well-being into several components. These components are namely "life satisfaction (the way an individual perceives the world), satisfaction with important domains (e.g., workplace satisfaction), positive affect (experiencing good and pleasant emotions, having positive moods), and low levels of negative affect (experiencing less unpleasant emotions and moods)" (Diener, 2000; 34). Zheng and colleagues found that employee well-being (EWB) consist of three different dimensions. These are 1) life well-being, (or subjective well-being) 2) psychological well-being and 3) workplace well-being. All these three are significantly correlated with job performance and organizational commitment (2015). Lu, and colleagues (2006) divided employee well-being into four different parts. These are, work satisfaction, family satisfaction, life satisfaction, and positive emotions. As

a counterpoint to this classification, some researchers postulated that employee well-being should include negative emotions in the workplace as well (Diener & Ryan, 2011; Diener & Seligman, 2002). Similarly, Page and Vella-Brodrick (2009) have argued that EWB should be measured in terms of subjective well-being (SWB), psychological well-being (PWB), work-related affect, and job satisfaction. In line with these classifications, Grant and colleagues categorized well-being as psychological well-being, physical well-being and social well-being (2007).

3.3.1 Life Well-Being (Subjective Well-Being)

Life well-being, (in other words subjective well-being as Zheng and friends propose), the first aspect of well-being, consists of three components: “life satisfaction, existence of positive mood, and not experiencing negative mood and accumulation of all these three often regarded as happiness” (Ryan & Deci, 2001: 144, Diener et al., 1999). SWB is the main determinant of satisfaction with life, work and leisure as well as physical well-being and health, world assumptions and constructive thinking (DeNeve & Cooper, 1998). Personality has been considered the most influential determinant of SWB and traits are effective in feeling positive or negative in life. Subjective well-being in a workplace focuses on how workers feel and think about their works and work conditions and how these variables influence the workers’ life in general. Work-related subjective well-being is defined as the situation that an employee is fulfilled and satisfied with his or her job, frequently experience positive emotions and rarely experience negative emotions at work (Ilies et al., 2015). Coping and goal striving found to be associated with SWB. Work engagement consists of three core components that are vigor, dedication and absorption (Schaufeli & Bakker, 2004). Thriving at work is another dimension of well-being that is associated with both hedonic and eudaimonic view (Spitzer et al., 2005). Thriving at work encapsulates learning, developing and the sense of vitalizing. Feeling energetic, positive and alive can be described as vitality. Learning and developing are mainly acquiring necessary knowledge and skills, and applying them to work environment.

3.3.2 Psychological Well-Being

The second main aspect of well-being is psychological well-being. An individual’s overall effectiveness is usually described as psychological well-being. PWB is an indicator of hedonic and delightful dimension of individual feelings (Jamal & Mitchell, 1980). This aspect has been associated with ‘the happy worker is the productive worker’ presumption.

Psychological well-being has three defining characteristics. Of these three, the first one is that well-being is a phenomenological event that is people evaluates their own happiness based on their subjective experience and they are happy when they psychologically believe to be so. Second, it includes emotions. Those who are in good psychological conditions and feel well, are more inclined to experience more positive emotions and less negative emotions. Third is that, in determining well-being, one's life is taken into consideration as a whole (Wright & Cropanzano, 2000). According to Ryff and Keyes (1995), "PWB refers to six distinct aspects of human actualization (Ryff and Keyes (1995). These six elements describe PWB both theoretically and operationally. In addition, they reflect clues about what supports physical and emotional health (Ryff & Singer 1998). The first one of these six dimensions is autonomy and it can be described as a sense of self determination and feeling as an independent person. The second one is personal growth and it is the sense of continuous development and growth of an individual. The third one is self-acceptance and it is mainly accepting the past and evaluating it positively. The fourth of these six elements is life purpose and it is about accepting the fact that individuals have purposes in their life and pursuing them make the life meaningful. Environmental mastery is the fifth one and it refers the capacity to manage one's life and surrounding world in an effective manner. Finally, the sixth one is positive relatedness. This term means possessing the ability to set up and sustain quality relationships with others (Ryff & Keyes, 1995).

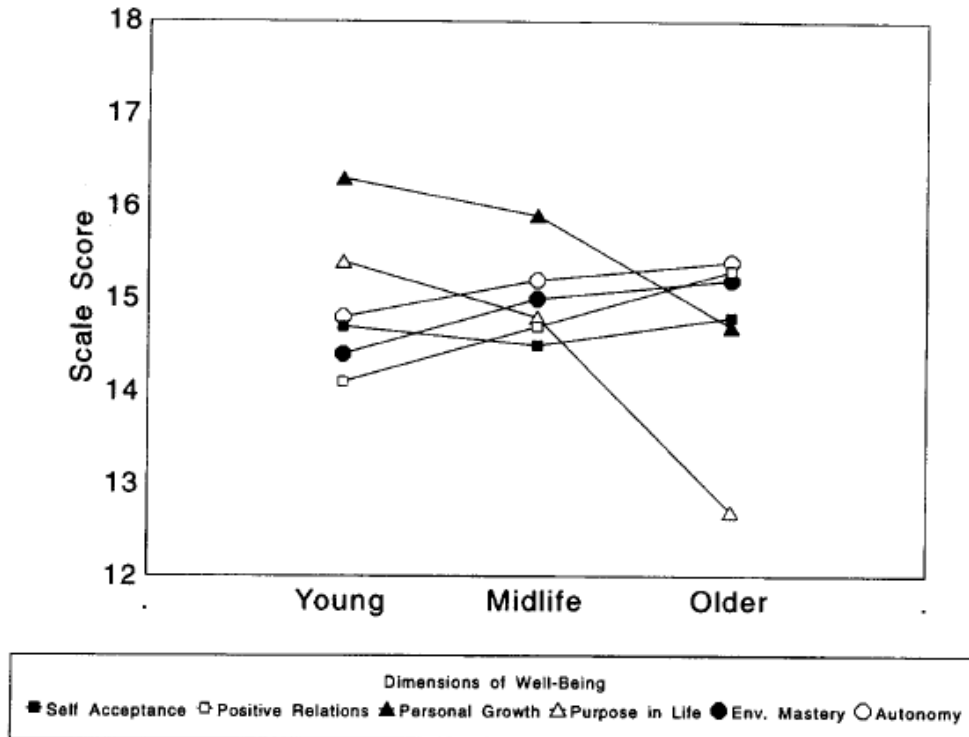


Figure 3: Six 3-item measures of psychological well-being for different ages.

Source: (Ryff & Keyes, 1995).

3.3.3 Workplace Well-Being (WWB)

Workplace well-being (WWB) is the third and notable component of overall well-being. “WWB includes not only job satisfaction but also the positive emotions that an individual experience regarding work” (Zheng et al., 2015: 638). Employees spend significant amount of time at their workplaces and therefore, employers and leaders should support and encourage employee well-being at work places .Workplaces are crucial places for the development and the welfare of a society since important ideas and inventions are born there, therefore, well-being of employees is an important component of overall well-being. Friendly and cordial relations are set up at and valuable contributions to both organization and society are made at workplaces (Gary, 2017). Leadership types and management practices are important factors in evaluating employee workplace well-being. Employees own perceptions, feelings and thoughts are critical in determining workplace well-being. Researchers suggest stress-free and physically safe workplaces play an important role in guaranteeing in employees’ workplace well-being.

Employers and organizations devote substantial amount of resources and time in hiring employees. Through employees, organizations produce products and services, make profit and maintain a sustainable customer service and relationships. Both tangible and intangible benefits are provided employees for their labor and effort. Research has revealed that employees do not only aspire to work in a stable job, but they also desire meaning, personal development and self-actualization. All these factors play a substantial role in employee workplace well-being. Most studies are clearly show that employee well-being should be managers' priority and best interest. It is because of the fact that employees with high level of well-being contribute to organizational coherence more than those who rate their well-being level low, are more productive and their organizational commitments are at a desirable level (Harter et al., 2003).

Employees spent almost one-third of their lives at their workplaces. They usually interact with their direct managers, supervisor and leaders. Hence, leadership types, work behaviors of managers, leaders or supervisors play an important role on the well-being of employees.

3.3.4 Affect

Affect, another indicator of well-being, in other words the experience of different feelings such as happy, sad, enthusiastic, worn out etc. is an important demonstrator of well-being (Diener, 2000; Gutierrez et al., 2005). In theoretical approach, affect has been divided into two parts, which are positive and negative affect. Feeling positive, alert, energetic and active are different examples of positive affect. The state of low mood, feeling anger, disgust, fear, and nervousness are components of negative affect (Danna & Griffin, 1999). Job satisfaction and work-related affect are the main constituents of workplace well-being. SWB consists of life satisfaction and dispositional affect, whereas workplace well-being is an accumulation of work satisfaction and work-related affect (Page & Vella-Brodrick, 2009).

3.4 Variables Causing Change in Well-Being

In a job environment, there are numerous variables that affect the well-being. These variables cause well-being to change in short or long time periods.

3.4.1 Job Stressors

Any work conditions that causes physiological and psychological strain reactions are called job stressors (Kahn & Byosiere, 1992; Sonnentag, 2015). According to the longitudinal study results, it has found that job stressors do not have much impact on positive well-being but they are associated with and have impacts on negative well-being. It was found that high level of job stressors such as workloads, responsibilities and work hassles cause strain symptoms to increase (Sonnentag, 2015).

3.4.2 Job resources

Bakker and colleagues define job resources as physical, social, organizational and psychological conditions and resources that help workers to produce goods and services, reduce job demands, lead to personal growth, enable learning and development (Bakker et al., 2014). Components of job resources are autonomy, independence, feedback, task range and the chances to learn and develop (Sonnentag, 2015). Autonomy and other job resources have found to be associated with work engagement and positive changes in well-being over time (De Lange et al., 2008, Hakanen et. al., 2008; Xanthopoulou et al. 2009; Kinnunen & Feldt 2013).

3.4.3 The Interpersonal Environment

Leadership process, interpersonal relations and social support are important variables affecting employee well-being in work environment. Depriving from social support at work may cause negative well-being sings to increase over time (Halbesleben & Buckley 2006, Ter Doest & De Jonge 2006). When it comes to leadership approaches, Nielsen and friends concluded that positive leadership is synchronized with well-being (Nielsen et al., 2008). Similarly, another study conducted in Sweden found that non-inclusive, non-participatory and sell-oriented leadership styles predicted an increase in followers' and subordinates' depressive symptoms (Theorell et al., 2012).

3.4.4 Personal Resources

Both job resources and personal resources may influence well-being. Most studies have concluded that personal factors such as self-efficacy, positivism, optimism and active enduring is associated with well-being and lead to an increase in work engagement, and therefore a positive well-being (Sonnentag, 2015).

3.4.5 The Work-Home Interface

Work and family conflicts have been a matter of discussion. Several studies found evidences that conflict between work requirement and family demands have impacts on positive well-being, affecting it in a negative manner (Grant-Vallone & Donaldson 2001). A decrease in positive well-being is a corollary of those conflicts. When it comes to negative well-being, it is concluded that work and family contradictions are related to increase in strain indicator on a time span (Nohe et al., 2015).

3.5 Research Topics in Well-Being Concept

There are different research topics in the field of employee well-being and these topics were discussed in detail in the following headings.

3.5.1 Personality, Individual Differences, and Well-Being

This approach mainly focuses on whether there is an association between personal traits and well-being. Openness, agreeableness and conscientiousness are more likely to be affected by environmental factors, while extraversion and neuroticism are more of a function of genetic factors and all these five different traits have impacts on well-being. Extraversion and agreeableness is positively related with SWB and neuroticism is negatively related with SWB (Diener & Lucas, 1999; Ryan & Deci, 2001). Diener concluded that both personality and life circumstances have, unequivocally, impact on long term well-being. While life events and extraversion is associated with pleasant emotions; on the other hand, negative emotions are more likely to correlate with neuroticism and negative life experiences. Good and bad events are inevitable in life and therefore, temperament has found to be a powerful factor affecting people's subjective well-being (Diener, 2000).

3.5.2 Physical Health and Its Relations to Well-Being

The relationship between health status and well-being seems somewhat clear. Sickness is generally associated with the state of ill-being, pain and not feeling good. Therefore, existence of pain and displeasure can cause negative affect to increase. In addition, illness may create physical limitations that may cause the sufferer to reach opportunities for life satisfaction and positive affect. One study found that well-being level of people with disabilities is lower than those whose physical conditions are good. Vitality, namely feeling positive, energetic and alive and indicator of subjective well-being, has been found that it is affected by somatic and psychological factors (Ryan & Deci, 2001).

3.5.3 Work Engagement and Well-Being

Work engagement consists of three core components that are vigor, dedication and absorption (Schaufeli & Bakker, 2004). Thriving at work is another dimension of well-being that is associated with both hedonic and eudaimonic view (Spreitzer et al., 2005). Thriving at work encapsulates learning, developing and the sense of vitalizing. Feeling energetic, positive and alive can be described as vitality. Learning and developing is mainly acquiring necessary knowledge and skills and applying them in work environment.

3.6 Antecedents of Well-Being

3.6.1 Social Class, Wealth and Culture:

Citizens of rich countries are happier than those who live in poorer countries. Some countries are good at responding to people's basic needs. These needs are food supplies, clean drinking water, and health. In these nations, citizens usually report higher levels of SWB (Sonnentag, 2015; Steel et al., 2018). Overall national income increases, according to study results, have not been found associate with increased subjective well-being. Differences in the wealth of the citizens of the same nation indicate small positive correlations with happiness. Those who strongly chase after money and wealth are less happy than those who do not. It is noted that increasing income in a nation may influence well-being by means of providing citizen with more freedom and autonomy in order to satisfy their needs in daily life (Steel et al., 2018). It is emphasized that increasing income in a nation may influence well-being by means of providing citizen with more freedom and autonomy in order to satisfy their needs in daily life (Steel et al., 2018).

Diener & Diener (1995) found that the correlation between life satisfaction and economic status was higher in poor countries than wealthy ones. This is because of the fact that, posits Ryan and Deci, the need for money in order to meet basic requirements and to satisfy the need is more critical amongst the citizens of a poor nation compared to the wealthy ones since access to basic need in wealthy nations are easier (2001). Money and materialism has been associated with well-being. Studies posit that there is a negative relationship with well-being and money. The more emphasis people put on money and materialistic goals, the lower their well-being rates are. From the eudaimonic perspective, placing too much focus on achieving fame, image and money may lead people to engage in non-autonomous

activities and therefore the idea of attaining these goals may derail those people from authenticity and, as a result, lead to a lower level on well-being (Ryan & Deci, 2001). While progresses towards intrinsic goals reinforce well-being, working towards extrinsic goals such as money, wealth, fame and image may deteriorate well-being or contribute a lesser extent. Research on both hedonic and eudaimonic approaches concludes that money does not seem to be reliable medium in determining happiness and well-being. The relationship between wealth and well-being is a low positive one at best, and this stems for the fact that financial status eases access to resources that are crucial for maintaining a decent life and correspondingly achieving purpose, mystery and growth as well as self-acceptance (Ryff et al., 1999).

Steel and colleagues concluded that culture plays a crucial role in individual and national well-being. They also posit that cultural values that put emphasis on relationships and social capital are strongly associated with individual subjective well-being (SWB) than of the income of an individual (Steel et al., 2018).

3.6.2 Attachment and Relatedness

Relatedness can be described as the need to feel belongingness and connectedness with others (Ryan & Deci, 2000: 73). Social bonds have an important place in people's happiness. The importance of warm, supportive and trusting relationship for well-being has been acknowledged in the field of psychology. Relatedness, similar to other social bonds, is important and required for well-being (Deci & Ryan 1991; Ryan & Deci, 2001). Amongst the factors affecting happiness, relatedness is at or close to top of the list. On the other hand, loneliness is negatively associated with well-being. Competence, attachment and relatedness affect well-being in a positive direction as well.

3.6.3 Goal Pursuit

Goal motivates and drives human beings toward a certain direction. Competence and efficacy with regard to specific goals are thought to be in relationship with positive affect and employee well-being. Pleasure obtained as a result of achievements of goal is undeniable. From eudaimonic perspective, defining goals and trying to achieve them may cause people to feel happy. Self-concordant goals are the ones that meet basic needs and are aligned with true self. Nix and colleagues concluded that successful goal achievements led to happiness (Nix et al., 1999). Intrinsic goals can be listed as affiliation, personal growth

and attachment to community. Pursuing and attaining these goals may end up with satisfying basic needs and correspondingly an increase in well-being is observed. Placing emphasis on intrinsic goal are associated with well-being indicators such as self-esteem, self-actualization and decrease in depression and anxiety level. Extrinsic aspirations are wealth fame and image and conversely, pursuing strongly extrinsic aspirations are negatively related to these well-being factors (Ryan & Deci, 2000).

3.7 Outcomes of Well-Being

When employees receive social support from their work-mates, experience positive team climate in the organization, generate team spirit amongst co-workers and participate in positive social interaction and communication, their well-being level go up as a result of experiencing high level of mental health and work engagement (Simbula 2010; Sonnentag, 2015; Xanthopoulou et al., 2008; Dimotakis et al., 2011; Kühnel et al., 2012).

Well-being can be helpful for creativeness at work. Employees with high level of well-being may propose novel and useful ideas for the organization (Amabile, 1998). On the other hand, some studies have found that fluctuations on well-being may be harmful for the organizations. Counterproductive work behavior, unethical attitudes such as abusive manners, theft, sabotage and withdrawal may occur if fluctuations exist in well-being (Sonnentag, 2015).

Research results focusing on employee well-being suggest that happy people are more inclined to participate in community organizations than unhappy people. They are more liked by others due to their vitality and positivism, are less likely to get divorced, earn more incomes, perform better at work and tend to live longer (Diener et al., 2000). According to research result people with high level of well-being are more productive at work, are both mentally and physically healthier, have happier lives and more likely to live longer (Wright & Cropanzano, 2000). In conclusion, Wright and Craopanzano articulate that there is a positive relationship between psychological well-being and job performance (2000).

3.8 Self Determination Theory

Self-determination theory studied and proposed by Ryan & Deci (2000) is another concept that encapsulates both eudaimonia and self-realization, taken granted for another definition of well-being and it mainly focuses on the actualization of self. This theory

assumes that there are three fundamental psychological needs, which are “autonomy, competence, and relatedness”. They posit that fulfilment of these needs is necessary for psychological growth that is supported by intrinsic motivation, integrity and well-being (life satisfaction and psychological health) (Ryan & Deci, 2001). SDT proposes that competence, autonomy and relatedness are the main three requirements that are necessary for psychological growth. Specifically, daily experiences of autonomy, competence, and relatedness each contributed unique variance to the prediction of happiness and vitality (Ryan & Deci, 2001: 151).

3.9 Conservation of Resources Theory

Conservation of Resources Theory postulates that individuals are inclined to gain, retain, maintain and protect valuable sources for their survival (Halbesleben et al., 2006; Hobfoll et al., 2018). Halbesleben and colleagues define resources as “anything perceived by the individual to help attain his or her goals” (Halbesleben et al., 2014: 1338). Under the light of this information, employees aspire to both acquire new resources and preserve the ones they have in order to avoid depletion and loss. According to the conservation of resources theory, employee-well-being is supported when an employee has individual resources such as knowledge, skill, experience etc. in order to handle and complete job demands, cope with challenges and achieve their goals. In a work environment, employees are required to complete certain tasks, which demand psychological and physical resources. Lacking these sources may leave employees drained and fatigued and finally causes diminished well-being. (Ilies et al., 2015). Diener and Fujita (1999) concluded that possessing certain resources such as money, social skills and physical attractiveness are accurate predictors of one’s happiness. Setting goals and achieving them found to be a contributor of well-being. In addition, personality and temperament are substantially important in determining happiness and well-being both positive or negative direction, and circumstances have considerable amount of impact on well-being as well.

4. METHODOLOGY

4.1 Research Approach

Research is a collection of quest and inquiries to discover new facts and to reach new relationships and conclusions as a result of a critical examination of something or a subject (Coşkun et al., 2017: 21). Main purpose of a study may be finding an answer for a question, to contribute existing literature by its empirical findings or develop a solution for a problem and therefore contribute the society. Based on this explanation, the idea of questing whether responsible leadership has any impacts on employees and their well-being, has been the main premise in this master's degree study. In order to find the answer for this question quantitative research method was selected. In this study survey technique was used to collect data.

4.2 Research Questions

In social sciences, an accurate research question and sub-questions are created in order to enable operationalization of the research problem. Keeping this information in mind, in this study the main question was formulated as:

What are the impacts of responsible leadership on employee well-being?

Following this question and dividing employee well-being in three parts as life well-being, workplace well-being and psychological well-being, sub-questions were created as:

1. What are the effects of responsible leadership on employees' life well-being?
2. What are the effects of responsible leadership on employees' workplace well-being?
3. What are the effects of responsible leadership on employees' psychological well-being?

4.3 Purpose of the Study

The aim of this research was to determine the effects of responsible leadership on the well-being of employees. For reaching this purpose, Bartın University administrative

staffs were chosen as participants. Another aim of the study was to determine whether there was a significant difference between responsible leadership and employee well-being and demographics.

4.4 Research Hypotheses

Hypotheses are created in order to achieve the aim of a study (Coşkun et al., 2017). Previous leadership studies found that affirmative and favorable leadership styles such as transformative leadership (Nielsen et al., 2008; Liu et al., 2010), authentic leadership (Rahimnia & Sharifirad, 2015) and positive leadership (Stocker et al., 2014) styles are positively associated with organizational variables. Further, these studies found that such leadership approaches have positive impacts on employees and their well-being, productivity, performance and behaviors (Kirkpatrick & Locke, 1991; Zel, 2001; Bass & Bass, 2008; Rahimnia & Sharifirad, 2015; Koçel, 2018). Considering these findings, in this study it is assumed that responsible leadership is positively related with employee well-being and it has positive effects on employee well-being. Therefore, study hypotheses are created as follow:

H₁: Employee's perception of responsible leadership has a positive effect on employees' overall well-being.

H₂: Employee's perception of responsible leadership has a positive effect on employees' life well-being.

H₃: Employee's perception of responsible leadership has a positive effect on employees' workplace well-being.

H₄: Employee's perception of responsible leadership has a positive effect on employees' psychological well-being.

4.5 Research Model

In this research model, survey study attempts to determine whether employees' perceptions of responsible leadership have a meaningful effect on their well-being. In this context, responsible leadership which was handled in one dimension and its effects on overall well-being and life well-being, work well-being and psychological well-being was

questioned. In addition, the relationship between independent variables such as gender, age, marital status, service year in the institution, education and monthly income and well-being were investigated.

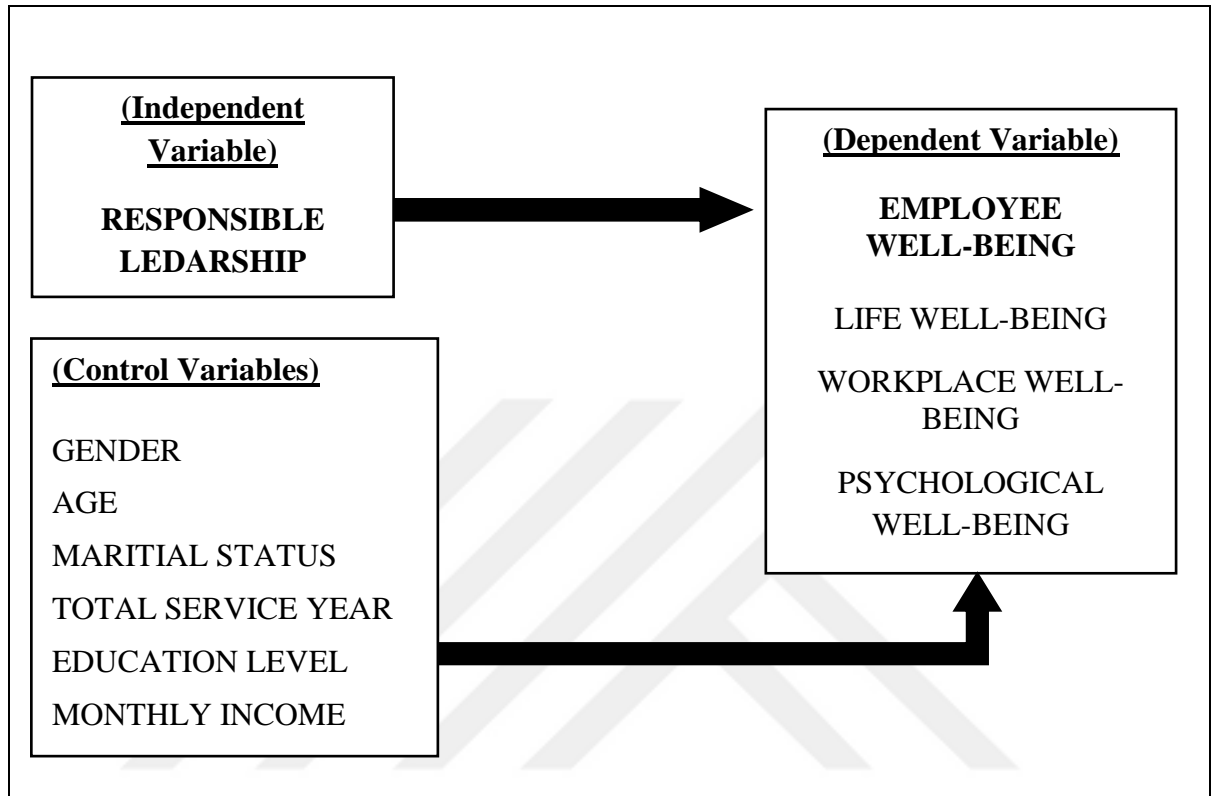


Figure 4: Research Model

4.6 Research Premises

The administrative staff of Bartın University responded to the questions asked to them in a heartfelt manner. In addition, the sample selected for the study was assumed to have the competence to represent the universe. Other premises of the study as follow:

- 1-There is a linear relationship between the perception of responsible leadership and the state of well-being
- 2- There is a linear relationship between the perception of responsible leadership and the state of well-being in the workplace.
- 3- There is a linear relationship between the perception of responsible leadership and the state of psychological well-being.
- 4- There is a linear relationship between the perception of responsible leadership and the state of well-being in life.

4.7 Limitations

The scope of this research on administrative personnel was limited to Bartın University. Therefore, one of the limitations of this research is that the results cannot be generalized to all other universities.

This research is limited to the answers obtained from those selected by simple random sampling method from the administrative staff of Bartın University. Research is restricted to survey questions, which are used as an assessment method.

The research topic is limited by age, gender, marital status, year of service, level of education and monthly income level variables, which are thought to have an impact on well-being and responsible leadership.

The literature review used in the research data collection phase and the Personal Information Form used to obtain administrative personnel opinions are limited to the Responsible Leadership scale and well-being.

4.8 Data Collection, Survey Preparation and Analysis

In this study, data were obtained from Bartın University administrative staff. Survey method was selected as data collection tool and close-ended questionnaires were made use of. For the survey questions, literature was reviewed, and two different studies were selected.

Empirical scale and the survey questions for responsible leadership were adapted from Christian Voegtlin's "Development of a scale measuring discursive responsible leadership" article. In this article, there are five questions in evaluating whether a direct leader/manager/supervisor is responsible or not. Participants were asked to select one answer for each question in evaluating their direct leader/manager/supervisor if s/he is considered as responsible leader. Questions are; 1-My direct leader/manager/supervisor demonstrates awareness of the relevant stakeholder claims, 2- My direct leader/manager/supervisor considers the consequences of decisions for the affected stakeholders, 3- My direct leader/manager/supervisor involves the affected stakeholders in the decision making process,4- My direct leader/manager/supervisor weighs different stakeholder claims before making a decision and 5- My direct leader/manager/supervisor tries to achieve a consensus

among the affected. Answers for these questions are close-ended and these are; 1-not at all, 2-once in a while, 3-sometimes, 3-fairly often and 5-frequently, if not always. First answer, not at all, indicates that an employee does not see/perceive his or her leader/manager/supervisor as a “responsible leader”. Fifth answer, conversely, states that direct leader/manager/supervisor of an employee is considered as a responsible leader.

In determining employee well-being, another scale developed by Zhang and colleagues (Zhang et al., 2015) was adapted from the “Employee well-being in organizations: Theoretical model, scale development, and cross-cultural validation” article. In this article, there are 18 survey questions to evaluate employee well-being. Answers for these 18 questions are close-ended and these are; strongly disagree, disagree, neutral, agree and strongly agree. While “strongly disagree” for a survey question refers to a low well-being, a “strongly agree” response refers to a high level of well-being.

In this study, 18 different survey questions were asked to respondents to determine overall employee well-being. In detail, the first six questions which are; 1-I feel satisfied with my life, 2- I am close to my dream in most aspects of my life, 3- Most of the time, I do feel real happiness, 4- I am in a good life situation, 5- My life is very fun and 6- I would hardly change my current way of life in the afterlife, were used to determine employee life well-being (LWB)(subjective well-being).

Second group of six questions starting from number seven to twelve were used to evaluate employee workplace well-being (WWB). These questions are; 7- I am satisfied with my work responsibilities, 8- In general, I feel fairly satisfied with my present job, 9- I find real enjoyment in my work, 10- I can always find ways to enrich my work, 11-Work is a meaningful experience for me and 12- I feel basically satisfied with my work achievements in my current job.

The last part of the survey questions were asked to employees in the aim of determining their psychological well-being. These questions are; 13- I feel I have grown as a person, 14- I handle daily affairs well, 15- I generally feel good about myself, and I’m confident, 16- People think I am willing to give and to share my time with others, 17- I am good at making flexible timetables for my work, and 18- I love having deep conversations with family and friends so that we can better understand each other.

Survey for this study consisted of three parts. The first part included questions in regard to responsible leadership. The second part questions starting from 6-23 were about employee well-being and the last part starting from 24-29 were about demographics.

Survey questions were sent administrative staff of Bartın University through their institutional e-mail addresses, by visiting them at their workplaces. They were asked whether they were willing to participate to the study or not, and upon receiving “yes” response, survey link were sent to them. High level of participation was aimed and to achieve this, survey questions were prepared to be answered no more than 6 to 8 minutes. In addition, both in the survey link and the visits at workplaces necessary explanations were made for clarifications.

Collected data were analyzed in the SSPS (Statistical Package for the Social Science) 24 package program. The reliability of the collected data was tested by reliability analysis and then the relationship between responsible leadership and employee well-being variables was measured by correlation analysis.

4.9 Universe and Sample of the Research

The universe of the research is composed of administrative personnel from Bartın University. The sample consists of those selected from among the administrative personnel by random sampling method. According to database of the university, in 2020, the total number of administrative staff working at this University is 264. Of these 264 administrative staffs, some of them were not at their workplaces due to COVID-19. Survey link were sent to 220 administrative staffs and 182 valid responses were gathered.

In the study, the following formula, which is valid in cases where the population size is known as whether the sample is sufficient or not, was used (Yamane, 2001: 116-117).

$$n = \frac{(N \cdot t^2 \cdot p \cdot q)}{d^2 \cdot (N-1) + t^2 \cdot p \cdot q}$$

$$n = \frac{(220 \cdot 1,96^2 \cdot 0,5 \cdot 0,95)}{(0,05^2 \cdot 219 + 1,96^2 \cdot 0,5 \cdot 0,95)}$$

$$n = 169$$

On the equation above;

N= population size

n= sample size

p= the probability of the occurrence of the event

q= (1-p) = probability of not the occurrence of the event

d= accepted \pm sampling error rate, based on the occurrence of the event

t_(α ,sd) = α significance level, critical t value

In this study, in determining the number of required samples, the reliability level accepted as 95%, confidence interval was accepted as 5% and sample error was accepted as 0.05. Based on this information and the result of equation, required sample size was determined as 169. In this study, data obtained from 182 respondents were analyzed.

4.10 Methods Used in Data Analysis

The following methods were used in the analysis of the data obtained in the research.

Cronbach's Alpha: It was used to determine the reliability of the scale statements that reveal responsible leadership and well-being in the survey.

Frequency Distributions: It was applied for the purpose of revealing the participants' personal information.

Descriptive Statistics: It was used to reveal descriptive information about the scales included in the survey form. In this section, the mean value ranges for scale expressions are classified as follow in the table 1 (Kaplanoğlu, 2014).

Table 1: Evaluation Range of Arithmetic Averages of Scale Expressions

1,00-1,80	significantly low
1,81-2,60	low
2,61-3,40	medium
3,41-4,20	high
4,21-5,00	significantly high

Correlation Analysis: This analysis was preferred to determine the relationship between responsible leadership and well-being (including sub-dimensions) in this research. The relationships between the scales were evaluated according to the following criteria (Kalaycı, 2005: 116).

- 0,00-0,25 significantly weak;
- 0,26-0,49 weak;
- 0,50-0,69 medium;
- 0,70-0,89 strong;
- 0,90-1,00 significantly strong

Independent Sampling t-test: It was used to compare responsible leadership and well-being with those with two groups of demographic variables.

One-way Variance (ANOVA) Analysis: It was used to compare responsible leadership and well-being with those with more than two groups of demographic variables.

In evaluating the significance level of the results obtained by Independent Sampling t-test and ANOVA analysis, 0,05 value was taken as a reference value.

Tukey HSD Test: It was preferred to determine which groups have a significant difference in the perception of responsible leadership based on the level of Education.

Regression Analysis: It was preferred in demonstrating the effects of responsible leadership on well-being.

4.11 Validity and Reliability of the Study

Survey questions were prepared in Turkish language. In order to achieve semantic integrity and accurate translation an initial translation of questionnaires were made. After this initial translation two specialist were asked for their opinions to evaluate the initial translation. After this, a back-translation was made and two specialist opinions were received. After having been made sure that translations are accurate and semantic integrity provided, questionnaires were prepared in Turkish language. Prepared questionnaires were sent to 40 administrative staffs for a pilot study in order to ensure validity. After making sure that survey questions are valid, survey links were sent to other participants.

In this study, Cronbach's Alpha technique was used to test the reliability of scale expressions in the survey form, applied for the purpose of carrying out the research. It is known that, reliability is the estimated value of the overall scores obtained from any measure and the lower dimensions of the scale to determine the correct, robust and strength level of the total scores (Şencan, 2015: 15). The α (alpha) value obtained in test results is accepted as a demonstration of the test homogeneity. According to the Cronbachs Alpha method, the coefficient of Alpha (α) is generally evaluated as in Table 2 (Özdamar, 2002: 673).

Table 2: Reliability levels for Cronbach's Alpha coefficient

$\alpha < 0.50$	Scale reliability is unacceptable
$0.50 < \alpha < 0.60$	Scale reliability is poor
$0.60 < \alpha < 0.70$	Scale reliability is acceptable
$0.70 < \alpha < 0.90$	Scale reliability is good
$\alpha > 0.90$	Scale reliability is excellent

5. EMPIRICAL FINDINGS

First of all, the reliability results of the scales included in the survey form are given. Then, personal information of the participants was narrated. In the following section, the mean and standard deviation values of the scale expressions included in the survey were given. Finally, the results of the hypothesis test created in line with the purpose of the research were transferred.

Table 3: Reliability Coefficient

	Cronbach's Alpha	Number of items
Responsible Leadership	0,92	5
Overall Well-Being	0,89	18
Life Well-Being	0,87	6
Workplace Well-Being	0,90	6
Psychological Well-Being	0,73	6

The results for the reliability levels of the statements included in the survey form revealed that responsible leadership scale statements had excellent reliability, overall well-being, life well-being and workplace well-being scale statements had good reliability, and psychological well-being scale statements had acceptable reliability levels.

5.1 Findings Defining the Research Group

182 administrative staffs were participated to the study. Demographics of the participants were given on the following tables in respect to their age, gender, marital status, monthly income level, education level and year of service.

Table 4: Gender Distributions

Gender	N	%
Male	113	62,1
Female	69	37,9
Total	182	100,0

Of the 182 participants, 113 of them are male and 69 of them are female. It can be seen that major participants of the survey are male.

Table 5: Age Distributions

Age	N	%
18-25	8	4,4
26-35	95	52,2
36-45	61	33,5
46 or more	18	9,9
Total	182	100,0

When the data is reviewed, it clearly can be noticed that more than half of the participants' age are between 26-35. A tiny percent of participants, which is 4,4 percent, are between the ages of 18-25. 33 percent of the participants between the ages of 36-45 and lastly almost 10 percent of the participant are between the ages of 46-55.

Table 6: Marital Status Distributions

Marital Status.	N	%
Single	68	37,4
Married	114	62,6
Total	182	100,0

Data shows that slightly more than one-third of the participants are single and almost two-third of the participants is married. Number of single employees are 68, and number of married employees are 114.

Table 7: Year of Service Distributions

Year of Service	N	%
0-5 years	47	25,8
6-10 years	69	37,9
11-15 years	36	19,8
16-20 years	11	6,0
Over 20 years	19	10,4
Total	182	100,0

Test results reveal that of the 182 administrative staffs, 47 of them (25.8 %) have work experience between 0-5 years. Number of those who have 6-10 years of work experience are 69 and they constitute around 37 percent of the total samples. When it comes to staff with work experience between 11-15 years, 36 people (19.8 %) are in this range. Number of employees who have more than 20 years of work experience is 19 and they constitute around 10 percent of the overall sample.

Table 8: Education Level Distributions

Education Level	N	%
Elementary/High School	12	6,6
Associate degree	22	12,1
Bachelor's Degree	107	58,8
Master's or Higher	41	22,5
Total	182	100,0

Survey results show that more than half of the participants have bachelor's degree and they constitute the 58,8 percent of the total sample and they compose of 107 people. Number of graduates of elementary school or high school is 12 and they have the lowest percent, which is 6, in the overall sample. Number of graduates from an associate (two-year) degree is 22 and the number of those who have at least a master's degree or higher is 41.

Table 9: Monthly Income Distributions

Monthly Income	N	%
3000-4000 TL	82	45,1
4001-5000 TL	54	29,7
5001-6000 TL	20	11,0
6000 TL & above	26	14,3
Total	182	100,0

Number of employees who have a monthly income of 3000-4000 Turkish Liras (TL) are 82 (45 % of the total sample), number of employees whose income fit between 4001-5000 TL are 54 (29 % of the total sample). Those who receive a monthly income between

5001-6000 TL are 20 (14 % of the total sample) and employees whose monthly income is 6001 TL and more constitute 26 of the 182 participants.

5.2 Descriptive Statistics Obtained For Responsible Leadership Scale

In this part of the study, the mean and standard deviation values obtained from respondents' responses to statements included in the Responsible Leadership scale are included.

Table 10: Results Obtained From Responses to Responsible Leadership Scale Statements

Scale Statements	Mean	S.D.
My direct leader/manager/supervisor demonstrates awareness of the relevant stakeholder claims.	3,45	1,115
My direct leader/manager/supervisor considers the consequences of decisions for the affected stakeholders.	3,61	1,150
My direct leader/manager/supervisor involves the affected stakeholders in the decision making process.	3,42	1,157
My direct leader/manager/supervisor weighs different stakeholder claims before making a decision.	3,42	1,114
My direct leader/manager/supervisor tries to achieve a consensus among the affected stakeholders.	3,49	1,160

Statistical results obtained from respondents' responses to statements on the Responsible Leadership scale showed that the highest level of participation was to “my direct leader/manager/supervisor considers the consequences of decisions for the affected stakeholders” statement. Lowest level of participation was to “my direct leader/manager/supervisor weighs different stakeholder claims before making a decision” statement and to “my direct leader/manager/supervisor weighs different stakeholder claims before making a decision” statement.

5.3 Descriptive Statistics Obtained for Well-Being Scale (with sub-dimensions)

In this part of the study, the mean and standard deviation values obtained from the responses of the participants to the statements included in the Well-Being scale are included. First, the results of the statements in the state of well-being in life, which are included in the state of well-being scale, are given. Results for the workplace well-being and psychological well-being were given respectively.

Table 11: Results Obtained From Responses to Life Well-Being Scale Statements

Scale Statements	Mean	S.D.
I feel satisfied with my life.	3,61	1,006
I am close to my dream in most aspects of my life.	3,24	1,059
Most of the time, I do feel real happiness.	3,45	1,048
I am in a good life situation.	3,78	,938
My life is very fun.	2,92	1,066
I would hardly change my current way of life in the afterlife.	2,36	1,185

Based on the statistical results obtained from respondents' responses to life well-being statements on the Well-Being scale, it was seen that highest level of participation was to “ I am in a good life situation” statement; and the lowest level of participation was to “ I would hardly change my current way of life in the afterlife” statement.

Table 12: Results Obtained From Responses to Workplace Well-Being Scale Statements

Scale Statements	Mean	S.D.
I am satisfied with my work responsibilities.	3,21	1,227
In general, I feel fairly satisfied with my present job.	3,21	1,223
I find real enjoyment in my work.	3,02	1,196
I can always find ways to enrich my work.	3,56	1,000
Work is a meaningful experience for me.	3,74	1,023
I feel basically satisfied with my work achievements in my current job	3,43	1,158

According to the statistical results obtained from respondents' responses to workplace well-being statements on the Well-Being scale, it was revealed that highest level of participation was to " Work is a meaningful experience for me" statement; and the lowest level of participation was to " I find real enjoyment in my work" statement.

Table 13: Results Obtained From Responses to Psychological Well-Being Scale Statements

Scale Statements	Mean	S.D.
I feel I have grown as a person.	4,18	,905
I handle daily affairs well.	4,17	,793
I generally feel good about myself, and I am confident.	3,98	1,000
People think I am willing to give and to share my time with others	3,68	,865
I am good at making flexible timetables for my work.	3,45	1,149
I love having deep conversations with family and friends so that we can better understand each other.	4,06	,929

According to the statistical results obtained from respondents' responses to psychological well-being statements on the Well-Being scale, it was seen that highest level of participation was to ‘‘ I feel I have grown as a person’’ statement; and the lowest level of participation was to ‘‘ I am good at making flexible timetables for my work’’ statement.

Table 14: Mean and Standard Deviations of All Items

Variables	Mean	S.D.
Responsible Leadership	3,48	,993
Well-Being (Overall)	3,50	,622
Life (Subjective) Well-Being	3,23	,816
Workplace Well-Being	3,36	,927
Psychological Well-Being	3,92	,615

In the above table, mean and standard deviation values of the answers given to the overall scale statements and its sub-dimension statements included in the survey form were represented. Referring to the mean values given on the Table 1, it was found that perception of employees' responsible leadership is seen to be 3.48, that is, at a ‘‘ high’’ level. When it comes to employees' overall well-being, the mean value found to be 3.50, that is, the employees' well-being perception is at a ‘‘high’’ level. With respect to sub-dimensions of well-being such as life (subjective) well-being, workplace well-being and psychological well-being; the mean values of employees' perception of life well-being and workplace well-being found to be 3.23, that is, at a ‘‘medium level’’; and the mean values of employees' perception of psychological well-being found to be 3.92, that is, at a ‘‘high’’ level.

5.4 Testing the Research Hypotheses

In this section, the results of the hypotheses created in towards the purpose of the research are included. In order to determine the relationship between responsible leadership and employee well-being, correlation analysis was applied.

Table 15: Correlation Analysis Results between Responsible Leadership and Well-Being

		Responsible Leadership
Well-Being (Overall)	r	,334**
	p	,000
	N	182
Life(Subjective) Well-Being	r	,237**
	p	,001
	N	182
Workplace Well-Being	r	,372**
	p	,000
	N	182
Psychological Well-Being	r	,138
	p	,063
	N	182

** Correlation is meaningful at 0.01 Level (2-tailed).

As a result of the correlation analysis, it was found that there is a positive and weak relationship between the perception of responsible leadership and well-being. In detail, a positive and significantly weak relationship was found between the perception of responsible leadership and life well-being. Similarly, the relationship between the perception of responsible leadership and workplace well-being was founded positive and weak. Conversely, it was found that there is no meaningful relationship between the perception of responsible leadership and psychological well-being.

Regression analyses results for both overall well-being and sub-dimensions of well-being were given in following tables. Result of these analyses are directly associated with study hypotheses.

Table 16: Regression Analysis Results for the Effects of Responsible Leadership on Well-Being

Model	R	R2	Adjusted R2	F	t	B	B
Well-being	,334	,112	,107	22,648	4,759*	,534	,334

* p<0,01

As a result of the regression analysis on the effect of responsible leadership on well-being, it was noted that responsible leadership had a positive and significant effect on employee well-being. The explanation variance of this effect is 11%.

Table 17: Linear Multiple Regression Analysis Results for the Effects of Responsible Leadership on Life Well-Being, Workplace Well-Being and Psychological Well-Being

Model	R	R2	Adjusted R2	F	t	β	B
WWB, LWB, PWB	,372	,139	,134	28,990	5,384*	,399	,372

* p<0,01

As a result of the regression analysis on the effect of responsible leadership on sub-dimensions of well-being (life well-being, workplace well-being and psychological well-being) it was noted that responsible leadership had a positive and significant effect on employee well-being. The explanation variance of this effect is 14%.

Table 18: Regression Analysis Results for the Effects of Responsible Leadership on Life Well-Being

Model	R	R2	Adjusted R2	F	t	β	B
LWB	,237	,056	,051	10,672	3,267*	,288	,237

* p<0,01

As a result of the regression analysis on the effect of responsible leadership on life well-being, it was found that responsible leadership had a positive and significant effect on employee well-being. The explanation variance of this effect is 6%.

Table 19: Regression Analysis Results for the Effects of Responsible Leadership on Workplace Well-Being

Model	R	R2	Adjusted R2	F	t	β	B
WWB	,372	,139	,134	28,990	5,384*	,372	,399

* p<0,01

As a result of the regression analysis on the effect of responsible leadership on workplace well-being, it was found that responsible leadership had a positive and significant effect on employee well-being. The explanation variance of this effect is 14%.

Table 20: Regression Analysis Results for the Effects of Responsible Leadership on Psychological Well-Being

Model	R	R2	Adjusted R2	F	t	β	B
PWB	,138	,019	,014	3,490	1,868*	,138	,223

* p<0,01

Regression analysis results showed that responsible leadership had no significant effect on psychological well-being.

5.5 Analyses of Demographic Information

In this section, personal information analysis results were given. Main purpose of these analyses is to understand whether control variables (age, gender, marital status, year of service, education level and monthly income) have significant effect on the employees' perception of responsible leadership and well-being.

Table 21: Independent Sample T-Test Results to Determine the Difference between Gender and the Perception of Responsible Leadership and Well-Being

	Gender	N	Mean	S.D	F	p
Responsible Leadership	Male	113	3,37	1,055	6,853	,05
	Female	69	3,66	,860		
Well-Being (Overall)	Male	113	3,41	,645	2,061	,01
	Female	69	3,65	,554		
Life Well-Being	Male	113	3,13	,876	8,152	,03
	Female	69	3,39	,682		
Work Well-Being	Male	113	3,24	,983	5,016	,03
	Female	69	3,56	,798		
Psychological Well-Being	Male	113	3,87	,669	3,394	,13
	Female	69	4,01	,507		

As a result of gender comparison, the perception of responsible leadership was found to differ significantly. This difference shows that women's perception of responsible leadership is higher than men's perception of responsible leadership.

It was found that there was a significant difference in 0.05 levels as a result of the comparison between the state of well-being and gender. In this difference, it was concluded that women's well-being was higher than men's. In this section, it was determined that there was a significant difference between the sub-dimensions of the state of well-being in life and the state of well-being in the workplace and gender.

Table 22: One-Way Variance (ANOVA) Results to Determine the Difference between Age and the Perception of Responsible Leadership and Well-Being

	Ages	N	Mean	S.D	F	p
Responsible Leadership	18-25	8	3,40	1,116	,353	,79
	26-35	95	3,49	,927		
	36-45	61	3,40	1,082		
	46-55	18	3,67	1,022		
	Total	182	3,48	,993		
Well-Being (Overall)	18-25	8	3,61	,521	1,062	,37
	26-35	95	3,44	,662		
	36-45	61	3,61	,557		
	46-55	18	3,43	,640		
	Total	182	3,50	,622		
Life Well-Being	18-25	8	3,12	,596	,588	,62
	26-35	95	3,19	,871		
	36-45	61	3,33	,742		
	46-55	18	3,09	,862		
	Total	182	3,23	,816		
Work Well-Being	18-25	8	3,75	1,062	1,836	,14
	26-35	95	3,24	,966		
	36-45	61	3,54	,814		
	46-55	18	3,25	,960		
	Total	182	3,36	,927		
Psychological Well-Being	18-25	8	3,96	,533	,184	,91
	26-35	95	3,89	,636		
	36-45	61	3,96	,616		
	46-55	18	3,95	,571		
	Total	182	3,92	,615		

As a result of age comparison, no significant difference found between the perception of responsible leadership and well-being at 0.05 level.

Table 23: Independent Sample T-Test Results to Determine the Difference between Marital Status and the Perception of Responsible Leadership and Well-Being

	Marital Status	N	Mean	S.D	F	p
Responsible Leadership	Single	68	3,51	1,021	,054	,74
	Married	114	3,46	,980		
Well-Being (Overall)	Single	68	3,57	,485	7,736	,28
	Married	114	3,46	,689		
Life Well-Being	Single	68	3,36	,589	18,854	,10
	Married	114	3,15	,919		
Work Well-Being	Single	68	3,42	,856	2,014	,53
	Married	114	3,33	,970		
Psychological Well-Being	Single	68	3,93	,540	,613	,88
	Married	114	3,92	,658		

As a result of marital status comparison, no significant difference found between the perception of responsible leadership and well-being at 0.05 level.

Table 24: One-Way Variance (ANOVA) Results to Determine the Difference between Year of Service and the Perception of Responsible Leadership and Well-Being

	Year of Service	N	Mean	S.D	F	p
Responsible Leadership	0-5	47	3,30	1,082	1,384	,24
	6-10	69	3,53	,959		
	11-15	36	3,35	1,027		
	16-20	11	3,93	,882		
	20&above	19	3,71	,817		
	Total	182	3,48	,993		
Well-Being (Overall)	0-5	47	3,43	,668	1,534	,19
	6-10	69	3,44	,625		
	11-15	36	3,63	,551		
	16-20	11	3,84	,722		
	20&above	19	3,47	,509		
	Total	182	3,50	,622		
Life Well-Being	0-5	47	3,19	,830	1,332	,26
	6-10	69	3,12	,792		
	11-15	36	3,38	,788		
	16-20	11	3,64	,921		
	20&above	19	3,16	,831		
	Total	182	3,23	,816		
Work Well-Being	0-5	47	3,32	1,044	1,337	,26
	6-10	69	3,23	,944		
	11-15	36	3,60	,790		
	16-20	11	3,70	,846		
	20&above	19	3,32	,794		
	Total	182	3,36	,927		
Psychological Well-Being	0-5	47	3,80	,614	1,042	,39
	6-10	69	3,96	,649		
	11-15	36	3,92	,590		
	16-20	11	4,18	,717		
	20&above	19	3,93	,446		
	Total	182	3,80	,614		

As a result of comparison by year of service, it was determined that the perception of responsible leadership and well-being did not differ significantly at 0.05 level.

Table 25: One-Way Variance (ANOVA) Results to Determine the Difference between Education Level and the Perception of Responsible Leadership and Well-Being

	Education Level	N	Mean	S.D	F	p
Responsible Leadership	Elem./High Sch.	12	2,55	1,338	4,037	,01
	Associate. D.	22	3,43	1,041		
	Bachelor's D.	107	3,56	,930		
	Master's or higher	41	3,56	,909		
	Total	182	3,48	,993		
Well-Being (Overall)	Elem./High Sch.	12	3,52	,541	,377	,77
	Associate. D.	22	3,58	,639		
	Bachelor's D.	107	3,46	,640		
	Master's or higher	41	3,56	,597		
	Total	182	3,50	,622		
Life Well-Being	Elem./High Sch.	12	3,32	,818	,420	,74
	Associate. D.	22	3,27	,703		
	Bachelor's D.	107	3,17	,845		
	Master's or higher	41	3,32	,813		
	Total	182	3,23	,816		
Work Well-Being	Elem./High Sch.	12	3,57	,754	,633	,60
	Associate. D.	22	3,55	,941		
	Bachelor's D.	107	3,31	,967		
	Master's or higher	41	3,34	,868		
	Total	182	3,36	,927		
Psychological Well-Being	Elem./High Sch.	12	3,68	,839	,980	,40
	Associate. D.	22	3,92	,610		
	Bachelor's D.	107	3,91	,575		
	Master's or higher	41	4,02	,647		
	Total	182	3,92	,615		

As a result of the comparison by educational level, it was found that the perception of responsible leadership differed significantly, but the state of well-being did not differ significantly at 0.05 level. The multiple comparison test results for determining the source of the difference revealed in this section are shown in the table below.

Table 26: Tukey Test Results of Responsible Leadership Perception by Educational Level

Dependent Variable	Education Level	Mean Differences	P
Responsible Leadership	Elementary/High School	-.877	,060
	Bachelor's D.	-1,011*	,004
	Master's or Higher	-1,006*	,010

The difference in means is significant at 0.05 level.

As a result of multiple comparison test (Tukey Test) results by education level, it was found that responsible leadership perception of participants who are graduates of primary school and / or high school significantly differ from responsible leadership perception of participants who are graduates of bachelor's, master's and higher degrees.

Perception of responsible leadership by level of education showed that there was a significant difference between responsible leadership perception graduate participants and responsible leadership perception of undergraduate and graduate participants in educational status.

Table 27: One-Way Variance (ANOVA) Results to Determine the Difference between Monthly Income and the Perception of Responsible Leadership and Well-Being

	Monthly Income (Turkish Liras)	N	Mean	S.D	F	p
Responsible Leadership	3000-4000	82	3,47	1,072	,345	,79
	4001-5000	54	3,42	,875		
	5001-6000	20	3,44	,882		
	6001 TL or above	26	3,65	1,079		
	Total	182	3,48	,993		
Well-Being (Overall)	3000-4000	82	3,55	,604	1,168	,32
	4001-5000	54	3,38	,580		
	5001-6000	20	3,50	,649		
	6001 TL or above	26	3,62	,727		
	Total	182	3,50	,622		
Life Well-Being	3000-4000	82	3,29	,765	1,394	,25
	4001-5000	54	3,06	,875		
	5001-6000	20	3,18	,712		
	6001 TL or above	26	3,41	,897		
	Total	182	3,23	,816		
Work Well-Being	3000-4000	82	3,36	,950	,614	,61
	4001-5000	54	3,25	,903		
	5001-6000	20	3,48	,980		
	6001 TL or above	26	3,53	,883		
	Total	182	3,36	,927		
Psychological Well-Being	3000-4000	82	3,99	,631	,854	,47
	4001-5000	54	3,83	,547		
	5001-6000	20	3,86	,578		
	6001 TL or above	26	3,94	,723		
	Total	182	3,92	,615		

As a result of the comparison of monthly income level, it was determined that the perception of responsible leadership and well-being did not differ significantly at 0.05 level.

Table 28: Hypotheses Results

Hypotheses	Result
H ₁ : Employee's perception of responsible leadership has a positive effect on employees' overall well-being.	Accepted
H ₂ : Employee's perception of responsible leadership has a positive effect on employees' life well-being.	Accepted
H ₃ : Employee's perception of responsible leadership has a positive effect on employees' workplace well-being.	Accepted
H ₄ : Employee's perception of responsible leadership has a positive effect on employees' psychological well-being.	Rejected

CONCLUSION

The main purpose of this study was to reveal the impacts of responsible leadership on employee well-being. When the literature is reviewed, it can be seen that the number of studies focusing on the impacts of responsible leadership on employee well-being is limited. Therefore, the results of this study contribute both theoretically and practically. In the research model, effects of both responsible leadership and demographics on employee well-being were taken into account.

Starting from the introduction section, problem statement, significance and contribution, research question and limitations, an exhaustive literature review were given on responsible leadership and well-being topics on the following chapters. In the methodology section, data were analyzed via SPSS package program and hypotheses were tested. Finally, in the last part, findings of the study were reflected.

Main question of this study was generated as ‘what are the impacts of responsible leadership on employee well-being’ and hypotheses were formulated in line with this main question. Hypotheses were about overall well-being and sub-dimensions of employee well-being that are life well-being, workplace well-being and psychological well-being.

To answer the study question and test hypotheses, survey technique was used as data collection tool. Close ended and five-item survey questions, and question for demographics were prepared. Survey questions were sent through email to Bartın University administrative staff and 182 valid responses were obtained. Survey questions consisted of three parts. In the first section, the first 5 questions, adapted from Christian Voegtlin’s “Development of a scale measuring discursive responsible leadership” article to measure the employees’ perception responsible leadership. In the second part, question, 6 through 23, concerning employee well-being took place. In determining employee well-being, scale developed by Xiaoming Zhang and colleagues adapted from “Employee well-being in organizations: Theoretical model, scale development, and cross-cultural validation” article. The last part of the survey questions were about demographic information of the participants.

Employee well-being is a wide topic and therefore, it was elaborated with its sub-dimension in this study. Life well-being, workplace well-being and psychological well-being are the main components of overall well-being and responsible leadership was found affective on these sub-dimensions as well. In detail, correlation analysis results showed that

there is a positive and significantly weak relationship between the perception of responsible leadership and life well-being. Similarly, the relationship between the perception of responsible leadership and work well-being was founded positive and weak. Conversely, it was found that there is no meaningful relationship between the perception of responsible leadership and psychological well-being.

In testing study hypotheses, regression analyses were applied. The first analysis was run to determine the impacts of responsible leadership on overall employee well-being. Analysis results revealed that responsible leadership had a positive and significant effect on employee well-being and the explanation variance of this effect found to be 11%. When it comes to sub-dimensions of well-being in terms of regression analyses, different results were obtained. First, it was found that responsible leadership had a positive and significant effect on employee life well-being. Similarly, results showed that responsible leadership had a positive and significant effect on employee workplace well-being. The result of last regression analysis showed that responsible leadership had no effect on employee psychological well-being.

In order to determine the differences between demographics and perception of responsible leadership and employee well-being, One-Way Variance (ANOVA) test, Independent Sample T-Test and Tukey HSD Test were applied. When taking demographics of the participants into account, different results for each different demographics were found. First, a diversifying result was found regarding gender. Women participant reported that their well-being level is higher than men's. It can be concluded that gender affects the perception of an employees' perception and responsible leadership and well-being. Similar to gender, it was found that education level of an employee plays an important role in his/her perception of responsible leadership. Multiple comparison test result by education level revealed that responsible leadership perception of participants who are graduates of primary school and / or high school significantly differ from responsible leadership perception of participants who are graduates of bachelor's, master's and higher degrees. In terms of age, total year of service, monthly income and marital status, no significant and meaningful relationship was found between the employees' perception of responsible leadership and employee well-being.

Like any other scientific studies, this study has its limitations too. First, data was obtained in a certain time period and from a single institution and this situation causes both

common method bias and correlation coefficient to rise. In addition, study is limited to Bartın University and cannot be generalized for all universities.

In this study, it is aimed to find the impacts of responsible leadership on employee well-being. For this objective, data collected from a government institution. In a government institution, administrative staffs are appointed by government and the relationship between the superiors and the subordinates is based on rules and legislations. Therefore, the concept of leadership may lack its core and the relationships between superiors and the subordinates may reflect more of a manager-subordinate relationship than of leader-follower relationship. Therefore, better results for the impacts of responsible leadership on employee well-being can be obtained if one or more private sector institutions are selected as a sample and data is collected from those private sector workers.

In conclusion, this study evidenced that responsible leadership affects employees' well-being positively and significantly. Leadership style is effective on employee performance, organizational citizenship behavior and well-being. In the literature review section, it was mentioned that responsible leadership can be learned. Keeping this information in mind and integrating study results with this information, it can be suggested that for a better work environment where employees' well-being state is at a higher level, an organizational change may be initiated in order to get rid of any unfavorable leadership styles and low level employee well-being. Responsible leaders take stakeholders' and shareholder' claims, thoughts and needs into consideration and this situation affects employees' well-being. This statement and its practical implications were supported with the results of this study.

This study is an important work due to some contributions to the literature. It was previously stated that the concept of responsible leadership is a burgeoning leadership approach needs to be studied due to current business developments. Results of this study will contribute to the field in this respect with the relative data and its results. Second, the number of studies focusing mainly on the responsible leadership and employee well-being in the literature is limited. Hence, this study fills some of this gap. Finally, results of this study will provide evidence and clues for leaders, managers and supervisor focusing on well-being.

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APPENDICES

Appendix 1: Survey Questions (English) - The Impacts of Responsible Leadership on Employee Well-Being

Questions 1 through 5 are about responsible leadership. (Stakeholders are; other leaders/managers/supervisors, academic and administrative staff of the university, students, organizations and institutions whom your direct leader/manager/supervisor interacts with)		Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
1	My direct supervisor/manager/leader demonstrates awareness of the relevant stakeholder claims.					
2	My direct supervisor/manager/leader considers the consequences of decisions for the affected stakeholders.					
3	My direct supervisor/manager/leader involves the affected stakeholders in the decision making process.					
4	My direct supervisor/manager/leader weighs different stakeholder claims before making a decision.					
5	My direct supervisor/manager/leader tries to achieve a consensus among the affected stakeholders.					
Questions 6 through 23 are about well-being.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6	I feel satisfied with my life.					
7	I am close to my dream in most aspects of my life.					
8	Most of the time, I do feel real happiness.					
9	I am in a good life situation.					
10	My life is very fun.					
11	I would hardly change my current way of life in the afterlife.					
12	I am satisfied with my work responsibilities.					
13	In general, I feel fairly satisfied with my present job.					
14	I find real enjoyment in my work.					
15	I can always find ways to enrich my work.					
16	Work is a meaningful experience for me.					
17	I feel basically satisfied with my work achievements in my current job.					

18	I feel I have grown as a person.					
19	I handle daily affairs well.					
20	I generally feel good about myself, and I am confident.					
21	People think I am willing to give and to share my time with others					
22	I am good at making flexible timetables for my work.					
23	I love having deep conversations with family and friends so that we can better understand each other.					
Questions 24 through 29 are about personal information.						
24	Gender?	<input type="checkbox"/> Male <input type="checkbox"/> Female				
25	25-Age?	<input type="checkbox"/> 18-25 <input type="checkbox"/> 26-35 <input type="checkbox"/> 36-45 <input type="checkbox"/> 46-55 <input type="checkbox"/> 55 or above				
26	Marital status?	<input type="checkbox"/> Single <input type="checkbox"/> Married				
27	Year of service?	<input type="checkbox"/> 0-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16-20 <input type="checkbox"/> 20 or more				
28	Education level?	<input type="checkbox"/> Elementary/High School <input type="checkbox"/> Associate Degree <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's or higher				
29	Monthly income?	<input type="checkbox"/> 3000-400 TL <input type="checkbox"/> 4001-5000 TL <input type="checkbox"/> 5001-6000 TL <input type="checkbox"/> 6001 or more				

Appendix 2: Anket Soruları (Türkçe) - Sorumlu Liderliğin Çalışanları İyi Olma Hali/Refahı Üzerindeki Etkisi

1'den 5'e kadar olan sorular Sorumlu Liderlik ile ilgilidir. (Paydaşlar, bağlı olduğunuz Lider/Yönetici/Amir'in etkileşim halinde olduğu diğer yöneticiler, üniversite personeli, öğrenciler, sivil toplum kuruluşları, kurum dışındaki organizasyonlar ve benzeridir).		Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
1	Bağlı olduğum Lider/Yönetici/Amir ilgili paydaşların taleplerine dair farkındalık gösterir.					
2	Bağlı olduğum Lider/Yönetici/Amir alacağı kararların paydaşlar için doğuracağı sonuçları dikkate alır.					
3	Bağlı olduğum Lider/Yönetici/Amir, alınacak kararlardan etkilenen paydaşları karar verme sürecine dâhil eder.					
4	Bağlı olduğum Lider/Yönetici/Amir, karar almadan önce farklı paydaşların taleplerini dikkate alır.					
5	Bağlı olduğum Lider/Yönetici/Amir, ilgili paydaşlar arasında fikir birliği sağlamaya çalışır.					
6 dan 23'e kadar olan sorular iyi olma hali/refah hali ile ilgilidir		Kesinlikle Katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Kesinlikle Katılıyorum
6	Kendimi hayatımdan memnun hissediyorum.					
7	Hayatımın birçok alanında hayallerime ulaşmaya yakınım.					
8	Çoğu zaman kendimi gerçekten mutlu hissediyorum.					
9	Hayatta genel durumum iyi.					
10	Hayatım çok eğlenceli.					
11	Dünyaya bir daha gelsem hayatıma dair pek bir şey değiştirmezdim.					

12	İş hayatımdaki sorumluluklarımdan memnunum.					
13	Genel olarak mevcut işimden oldukça memnunum.					
14	İşimden ciddi keyif alıyorum.					
15	İşimi zenginleştirmenin her zaman bir yolunu bulurum.					
16	İşim benim için anlamlı bir deneyimdir.					
17	Mevcut işimdeki kazanımlarımdan dolayı kendimi memnun hissediyorum.					
18	Kendimi yetişkin bir birey olarak görüyorum.					
19	Günlük işleri iyi bir şekilde idare ediyorum.					
20	Genellikle kendimi iyi hissediyorum ve kendime güvenim var.					
21	İnsanlar, kendilerine zaman ayırmaya istekli olduğumu düşünür.					
22	İşim için esnek çalışma saatleri yapmada iyiyimdir.					
23	Ailem ve arkadaşlarımla birbirimizi daha iyi anlayabilmemiz için derin sohbetler etmeyi seviyorum.					
24 ile 29 arasındaki sorular demografik bilgilerle ilgilidir.						
24	Cinsiyetiniz?	<input type="checkbox"/> Erkek		<input type="checkbox"/> Kadın		
25	25-Yaşınız?	<input type="checkbox"/> 18-25	<input type="checkbox"/> 26-35	<input type="checkbox"/> 36-45	<input type="checkbox"/> 46-55	<input type="checkbox"/> 55 ve üzeri
26	Medeni Haliniz?	<input type="checkbox"/> Bekâr		<input type="checkbox"/> Evli		
27	Hizmet Yılımız?	<input type="checkbox"/> 0-5	<input type="checkbox"/> 6-10	<input type="checkbox"/> 11-15	<input type="checkbox"/> 16-20	<input type="checkbox"/> 20 ve üzeri
28	Eğitim durumunuz?	<input type="checkbox"/> İlkokul/lise mezunu		<input type="checkbox"/> Ön lisans	<input type="checkbox"/> Lisans	
		<input type="checkbox"/> Yüksek Lisans ve üzeri				
29	Aylık Geliriniz?	<input type="checkbox"/> 3000-400	<input type="checkbox"/> 4001-5000	<input type="checkbox"/> 5001-6000	<input type="checkbox"/> 6001 ve üzeri	