Zakus, 2003; Mondello, 1999). Findings from this study uncovered student-interns are applying ethical concepts and principles learned in the school setting toward their work endeavors in some respects, but there were also underlying discrepancies when comparing each setting. Essentially, student-interns perceptions of upholding ethical standards in an academic context are black and white, whereas workplace etiquette yielded some grey areas. For example, student-interns held the Southeast University honor code in high regard, but sidestepping company policies was deemed acceptable as long as actions improved organizational performance or were not egregious in nature. This disconnect could be explained by examining a recurring theme: Bandura's (1977) reinforcer element of observational learning. It is probable student-interns could not justify breaking the honor code because doing so would likely result in harsh punishment, while eluding a rarely enforced or seemingly unimportant internship policy may not yield the same negative attention. From an academic standpoint, this confirms observational learning is heightened when the outcome is either a positive reward or the removal of some type of punishment (Latham & Sarri, 1979).

Student-interns were clearly in-tune with the consequences and negative stigma which followed violating the honor code policy, which dictates students never "lie, cheat, or steal" while enrolled at Southeast University. There is, however, another common phrase among the student body which contradicts the notion that lying, cheating, and stealing are never tolerated. While it was not mentioned by participants in this study, Southeast students often justify bending the honor code by "elaborating, collaborating, and borrowing." This nomenclature is noteworthy because it speaks to the

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situational circumstances surrounding ethical behavior from an academic standpoint. Furthermore, the implied meaning of this justification could be the reason student-interns value flexible company policies in the work environment. Brown, Treviño, and Harrison, (2005) posit normatively appropriate conduct may constitute completely different actions depending on the context. When comparing student-interns' sentiments regarding the strict adherence to academic regulations and the relative fluidity enjoyed in organizational contexts, it is apparent normative conduct is not completely aligned from a school and work standpoint. Therefore, based on student-interns' perceptions and experiences in this context, it can be concluded there is minor variance with regard to ethical leadership between the school and work setting.

From a broad perspective, a significant divide exists between theoretical and practical dimensions of ethical leadership. As previously noted, student-interns are well-informed of ethics based on academic knowledge acquired in the classroom and faculty members serving as ethical models outside of class. Further, internship site supervisors are held in high regard due to their propensity to engage in ethical conduct. In essence, there is a notable lack of unethical experiences encountered by student-interns, but contemporary sport is riddled with accounts of unscrupulous conduct displayed by leaders. It may be the case that ethical concepts taught in the classroom are not transferrable, or practical in work settings. For example, sport management faculty members emphasize "taking care of your people," while internship site supervisors primary focus is geared toward achieving organizational objectives or maximizing profit. It may not be feasible for sport industry leaders to fully immerse themselves in leading

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and developing followers, as this could shift focus away from the primary objective. This brings up a fundamental distinction between academic institutions and sport organizations that should be addressed. While sport companies are often tasked with satisfying multiple and incongruent demands of stakeholders in an attempt to achieve organizational objectives, (Friedman, Parent, & Mason 2004; Parent, Olver, & Séguin, 2009) the overarching goal of higher education is to foster and develop knowledge among affiliate members. As such, unethical leadership is likely to occur more frequently in practical settings, as this conduct may provide a strategic advantage toward organizational goals such as maximizing profit. Moreover, unethical conduct could be viewed as contradictory to the people-oriented approach held by institutions of higher education. Based on the intrinsic difference in mindset between the academic setting and business environment, it is reasonable to assume student-interns' inclinations to engage in unethical conduct stem mainly from work experiences. It would be naïve to postulate higher education is completely void of unethical behavior, but impressionable individuals such as student-interns are apt to conform to their surroundings, whether they endorse altruism and open-mindedness or serve to promote individual achievement and financial prowess.

## Limitations

While this thesis provides a unique understanding of ethical leadership in sport by examining perceptions and experiences of student-interns, it is by no means a comprehensive representation of the presence of ethical leadership in academic and practical settings. The scope of this study was relatively limited in terms of sample size

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due to economic and time constraints. The limited sample size was partially a reflection of the voluntary nature of this study, as only 15 out of 41 individuals enrolled in the internship class were willing to participate in this study. Time and monetary considerations led to the omission of two student-interns, leaving a final sample of 13 participants. As mentioned, all participants were enrolled at the same academic institution, and several student-interns worked at the same internship site. Therefore, findings should not be generalized across broad contexts, since views from this sample may not necessarily reflect the majority viewpoints of sport management students who hold entry-level positions in the sport industry. Also, while participant demographics were representative of the internship pool at Southeast University, this sample was rather homogeneous in terms of age, gender, and ethnicity.

As the primary researcher for this study, my knowledge and experience concerning data collection methods were rather limited before undertaking this thesis. Measures were taken to circumvent my shortcomings as a novice researcher, but interviews proved cumbersome at times. By and large participants seemed comfortable and were quite forthcoming during the interview process, but there were instances in which they were hesitant to divulge information related to personal unethical conduct and recent negative encounters with faculty members or internship site supervisors. A potential determining factor of their reluctance could be fear of reprisal, as student-interns had yet to complete scholastic and internship requirements at the time of this study. While it was clearly explained participation in this study would not influence academic standing and all interview transcripts would remain confidential, student-

interns may not have been completely content with divulging sensitive topics such as unethical behavior.

Beyond the natural tendency to withhold personal or delicate information, another limitation was the location of certain interviews. While most interviews were conducted in a private area with minimal interruption, several student-interns were unable to leave the job site for interviews. As such, data was collected in public locations subject to distraction from co-workers, managers, and bystanders. Moreover, in a few rare cases the interview process was disrupted by site supervisors and faculty members. This caused a considerable change in tone and content among student-interns, who seemed somewhat uncomfortable with their presence.

Another element that may have contributed to a lack of holistic data was participants tendency to shy away from specific questions. Miles and Huberman (1994) note social desirability bias, or participants desire to provide socially acceptable or favorable responses, is a key threat to validity of data. This is particularly relevant for this thesis, as the topic of discussion is somewhat controversial and elicits a rather subjective interpretation. At times student-intern responses were vague or mundane and they chose not to elaborate after being asked to clarify the specific meaning of the point being made. Again, their reluctance to communicate openly could be attributed to the sensitive nature of ethical leadership or fear of reprisal. Overall, instances of turbulence during data collection were rare but nonetheless should be cited as a limitation of this study.

Analyzing data presented certain limitations that are noteworthy as well. At times

it was difficult to draw broad conclusions when relating my findings to previous research partly because student-intern responses could be somewhat contradictory. For example, several student-interns explicitly referenced high levels of job satisfaction but would later express displeasure with job-related elements. Discrepancies such as this made it difficult to generalize the popular opinion among the collective group of student-interns, as there was often an equal amount of data to support each side of a particular point.

The interview format and limited sample size for this study influenced the extent to which general conclusions were reported to a certain degree. Because certain topics were only addressed with a few student-interns in the latter interview sessions, this data was insufficient to conclusively explain the overall sentiment among participants. It is important to note the same set of general questions were utilized for all interviews, but certain follow-up topics emerged and were discussed in more detail during the data collection process. Also, findings were conveyed in broad terms (e.g., the majority of student-interns, most participants, several instances, etc.) in order to reflect the overall sentiment of participants. As such, there is a lack of detailed quantifiable evidence to support general findings uncovered in this study.

One final limitation relates to researcher bias, whereby my experiences and opinions influence the process of data collection and analysis. As noted by Creswell (1998), qualitative researchers hold certain philosophical assumptions which affect the interpretation of findings. In an attempt to mitigate this subjective interpretation, triangulation of investigators and member checking were utilized (Miles & Huberman, 1994). This process is outlined in detail in the third chapter. All the aforementioned

limitations are noteworthy, and while several measures were enacted to mitigate potential barriers, some constraints were unavoidable.

**Implications**

The third section of this chapter is focused on exploring theoretical and practical implications of ethical leadership. First, implications for theory will be discussed in terms of the extent to which this study contributes to SLT and ethical leadership scholarship. Next, the underlying practical implications are examined in an attempt to uncover a means of improving ethical leadership in scholastic and organizational contexts.

*Theoretical Implications*

One of the main contributions of this study is to connect literature related to ethics and leadership in the context of sport. Research has demonstrated there is not a blanket leadership approach which can be applied in all settings (George, Sims, McLean, & Mayer, 2007). However, ethical behavior is becoming increasingly valued in contemporary leadership research, as seen through ethical components embodied by numerous leadership theories (Brown et al., 2005). To date, theory-based research exploring ethical leadership as a distinct construct in the sporting realm from the perspective of student-interns has not been conducted. Findings from this study suggest that scholarship aimed at developing substantive level theories is needed.

As mentioned, ethical leadership is particularly relevant in sport due to widespread unethical behavior displayed by sport managers (Mondello, 1999). Findings from this thesis revealed a discrepancy in this regard, as instances of unethical leadership

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were relatively nonexistent according to student-interns. Research also indicates ethical leadership can have a positive impact on job-related outcomes among followers (Neubert, Carlson, Kacmar, Roberts, & Chonko, 2009). However, there is little research in the sport context which has undertaken an in-depth analysis of ethical leadership as perceived by followers. This study goes beyond examining job-related outcomes among followers to explore the present-day constitution of ethical leadership in sport organizations and academic institutions.

Because ethical leadership holds such a subjective interpretation and therefore is subject to considerable variance, (Brown, Treviño, & Harrison, 2005) findings from this study contribute to a deeper understanding of the current ethical climate in sport. Essentially, the unique perspective of student-interns provides insight into what the future generation of sport leaders considers right and wrong. Lumpkin, Stoll, and Beller (1999) found that unethical or rule-breaking behavior exhibited by leaders can result in turmoil for sport organizations. As such, student-interns' interpretation of ethical leadership could determine the extent to which widespread unethical behavior in sport will continue at an alarming rate or subside in the future.

This study also contributes to servant leadership scholarship in the context of sport. As noted, servant leadership entails selfless leader conduct which transcends organizational objectives (Greenleaf, 1977). Van Dierendonck (2011) highlights various ethical components of servant leadership, all of which are geared toward a sincere and isolated focus on the welfare of followers. Similar to ethical leadership literature, servant leadership has been shown to have a positive impact on job-related outcomes among

followers. Research indicates subordinates working under servant leaders exhibit

increased levels of satisfaction, commitment, and overall performance (Chung, Jung,

Kyle, & Petrick, 2010; Van Dierendonck, 2011). While these findings are noteworthy,

the existence and feasibility of servant leadership in sport is relatively underdeveloped.

This study, therefore, served to strengthen research in this area by exploring the extent to

which faculty members and sport practitioners embody principles of servant leadership.

Findings were somewhat mixed, as internship site supervisors exhibited certain

behaviors synonymous with servant leadership, yet there was a notable lack of selfless

conduct displayed by sport management faculty members.

Van Dierendonck (2011) notes servant leadership is particularly difficult to

categorize due to the continual refinement of various measurement instruments utilized

to explore this construct. This often results in a lack of unanimity regarding the explicit

classification of servant leadership among scholars. In an attempt to bridge this gap, this

thesis explored distinct interactions among leaders and followers in school and work

settings. Examining servant leadership from a unique follower perspective in two

different environments not only broadens measures of classifying this construct, but

comparisons can be drawn across boundaries as well.

*Practical Implications*

There are various implications which can be drawn from this study from an

academic perspective. Findings revealed student-interns were well-informed of ethical

concepts and held faculty members in a positive light for the most part. However, there

is room for improvement on both fronts which could enhance student's knowledge base

and improve relations among students and instructors within institutions of higher education. The following content yields suggestions to create a heightened awareness and understanding of ethical leadership in academic settings.

From a classroom standpoint, sport management academic departments should consider explicitly emphasizing ethics by requiring courses or textbooks directly geared toward ethical leadership. Faculty members could stress effective leadership practices or benefits of ethical behavior in order for students to gain a thorough understanding of their responsibility to embody ethical leadership. Topics such as corporate social responsibility, business ethics, or various other ethical principles would serve to enhance the notion that good or bad behavior can have a profound impact on one's personal well-being and society at large. Moreover, an in-depth analysis of ethical leadership would provide a platform for examining not only the drawbacks of unethical behavior, but benefits of "doing the right thing" could be covered at length. Not only would this serve to balance out widely-held cynical views of sport managers, but an increasingly comprehensive awareness concerning ethical leadership in sport would materialize.

Business departments could enact certain measures which would foster ethical leadership beyond the scope of the classroom. If class sizes were considerably smaller, faculty members would be more likely to develop valuable interpersonal relationships with students and serve as mentors. In turn, this would benefit students' aptitude for engaging in mentor/mentee exchanges among various academic domains. Creating a personable and interactive learning environment would contribute to students' personal and professional development regardless of class size. Faculty members in the business

school could start by establishing pliable office hours and clearly conveying a willingness to provide constructive aid consistently throughout the course of the academic term. A receptive gesture such as this would increase the likelihood students would reach out and learn from faculty members' knowledge and experience beyond the classroom setting. Faculty members' approachability is particularly relevant to introverted students, who may not be willing to take the first step in meeting professors and instructors halfway. As mentioned, followers would likely replicate compassionate behavior in other settings if faculty members demonstrate a genuine concern for their well-being.

Practical implications of ethical leadership can also be drawn from an organizational perspective. The following content addresses measures which can be taken by leaders and followers to foster ethical leadership in the work environment. In addition, the transferability of academic knowledge in practical settings as it relates to this study is illustrated.

Because student-interns are inundated with a doctrine that focuses primarily on wrongdoings of sport managers, a win-at-all-costs mentality may be viewed as a necessary evil if one is to achieve upward career advancement. It would behoove student-interns to seek information from secondary sources which yield a more accurate representation of sport managers as a whole. Moreover, student-interns should critically analyze news-related information and develop a well-informed opinion before accepting widely-held cynical perceptions of sport industry leadership at face value. As future sport industry leaders, student-interns can actively seek knowledge and foster a

constructive attitude regardless of what is being reported by the sport media. In turn, student-interns would have a realistic perception of the ethical climate in the sporting realm.

It is reassuring student-interns are utilizing concepts learned in school while in the workforce, but there are several ways to further bridge the gap between theoretical and practical elements of ethical leadership. Faculty members should make a concerted effort to explain how honor code characteristics such as honor and integrity can serve to benefit student-interns in work settings. Reflecting on personal endeavors concerning ethical or unethical behavior may have a stronger impact than facilitating a learning environment strictly based on textbook information or abstract knowledge. If faculty members can relay first-hand experiences related to ethical leadership effectively, student-interns will garner tangible evidence that could be drawn upon if they encounter a similar situation in the work environment. Also, student-interns should understand that not all academic content is directly transferrable to organizational settings. For example, facilitating a service-oriented approach toward follower development is an admirable trait among leaders, but a highly performance-oriented organization may not have the wherewithal to enact such measures. Therefore, faculty members should relay the overall importance of "taking care of your people" in work environments, but they should also explain that an isolated focus on follower development may be unlikely within certain sport organizations. Citing the strategic differences between large and small sport companies or conveying the distinction between for-profit and not-for-profit businesses may be helpful in this regard. Again, student-interns would be more likely to understand

and apply course-related information if firm practical evidence is disseminated by faculty members.

With regard to situational ethics, it is important for student-interns to grasp an understanding of the organizational culture that exists in any particular sport organization before asserting their values in a careless manner. This is not to say student-interns should succumb to flagrant unethical behavior simply because "everybody else is doing it," but the fact is certain company policies are held in higher regard than others, and there may be detrimental effects if student-interns assume the role of ultimate moral authority. For instance, deliberately misrepresenting products or services to make a sale may contradict an individual's personal ethical standard; student-interns may be alienated or even terminated if they disregard this policy as unprofessional. Student-interns could stay informed of company policy by reviewing written rules and seeking advice from supervisors when confronted with ambiguous situations in which there is not a clear means of resolving the issue.

## Recommendations for Future Research

This thesis provides an account of ethical leadership in sport from a unique perspective of the student-intern, which elicited several future research directions that warrant further attention from scholars. Because this particular study adopted such a broad approach toward ethics and leadership, it would be helpful to examine specific characteristics that comprise ethical leadership as a measurable construct. Determining the distinct behaviors or attitudes that constitute normatively appropriate conduct in the sport context would serve to objectify ethical leadership to a certain extent. This could be

achieved by comparing and contrasting written ethical standards set forth by sport organizations and academic institutions. Further, the practicality of written policies could be measured by examining the extent to which constituents (e.g., students, employees) are adhering to ethical regulations on a daily basis.

Weighing perspectives from individuals at various levels of a sport organization or academic department would also contribute to a more comprehensive understanding of ethical leadership. Due to the fact this study was solely focused on followers, it would be valuable to ascertain perspectives and experiences of business owners, general managers, and front-line supervisors in an attempt to reveal the overall propensity of a given business to comply with ethical standards. Furthermore, gathering multiple perspectives may shed light on obscure instances of unethical conduct lower-level employees are not experiencing due to the limited scope of their employment. In order for a truly authentic representation of ethical leadership to materialize, it may be necessary to conduct ethnographic research due to the controversial nature of this topic. An individual immersed in the daily activities of a particular sport organization would be more likely to gain insight into unethical behavior than would an outside researcher with limited or no connection to the company under observation. Furthermore, it is reasonable to assume unethical conduct would transpire in the form of behavioral activity more than post-verbal expression, in large part because of the negative stigma associated with admitting to unscrupulous actions. As such, insider knowledge and experience would be a valuable asset for future research endeavors geared toward exploring the ethical climate in sport organizations.

Ethical leadership could also be researched horizontally, perhaps by focusing on a particular group of undergraduate students across various academic departments. In this scenario, it may be helpful to obtain ratings of ethical leadership from students and faculty in an attempt to discern the relative congruence. There is a multitude of avenues for future studies, but the overarching objective should entail developing a uniform model for ethical leadership that could be applied in scholastic and organizational contexts.

## Conclusion

The purpose of this thesis was to explore ethical leadership in the current sport environment from an academic and practical standpoint. Perspectives and experiences were drawn from individuals holding a somewhat dichotomous role as students enrolled in a sport management curriculum and entry-level workers in the sport industry. Findings revealed ethical leadership is being stressed by faculty members and modeled by practitioners to a large degree. The following section offers concluding thoughts related to the overall scope of this study.

As graduating seniors and entry-level workers in the sport industry, student-interns are in an extremely unique position to gauge the future of ethical leadership in sports. Their perceptions and experiences as the next generation of leaders could very well reveal the extent to which the ethical climate will improve or deteriorate in the near future. It is incumbent upon current leaders in academic and sport business communities to not only stress the importance of ethical leadership through their words, but also to model these ideals by behaving in an ethical manner. Findings from this thesis indicate

faculty members and sport industry practitioners are placing a strong emphasis on ethical leadership, but measures can be taken to increase the likelihood student-interns will fully embody these principles and replicate this positive example. It is also the responsibility of student-interns to heed the advice of reputable leaders at school and work. A great deal could be learned from gauging the experiences of accomplished professionals, and it is up to student-interns to develop a strong ethical framework and live by this code in their personal and professional endeavors.

Because we live in a society heavily influenced by capitalistic ideals, it is unreasonable to assume the ever-present win-at-all-costs mentality among sport leaders will completely vanish in the near future. On the opposite end of this spectrum, it may not be feasible for leaders to fully encapsulate a completely selfless disposition such as Greenleaf's (1977) servant leadership approach. It is, however, conceivable that measures can be taken to find balance between remaining socially responsible and seeking upward mobility from a personal and professional standpoint. Finding this happy medium could serve to bridge the gap between theoretical and practical dimensions of ethical leadership in the sporting realm. This is admittedly a challenging and ongoing struggle that requires considerable time and effort on the part of academics and practitioners, but if we continue to analyze and interpret unique characteristics of ethical leadership within each realm, reciprocal gratification among sport industry leaders and scholars can be obtained.

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# APPENDIX A

## Recruitment Letter



## TEXAS A&M UNIVERSITY

Department of Health and Kinesiology

Dear sport management student-intern:

We are writing to invite you to be part of a research project on ethical leadership. The purpose of this study is to examine the sources of leadership and ethics and to explore the process of ethical leadership in a work setting and scholastic environment. Your time involvement would be one 30- to 45-minute interview sometime between January and March, 2013.

We believe the risks to you are minimal. Every attempt will be made to insure confidentiality of the interview and transcripts though the use of pseudonyms and removing any individual identifying information. Thus, your identity will be kept confidential from the general public and others at Texas A&M University.

Your assistance is entirely voluntary and your decision whether or not to participate will in no way affect your relations with Texas A&M University, researchers of this study, or

the Department of Health and Kinesiology. We think participation in this study will be of value to you as you share your experiences with leadership in the classroom and work settings.

If you would like to participate in this study, or have any questions, please contact Justin Clack at (979) 450-8019 or email to jclack@hlkn.tamu.edu. Also, please contact Justin if you would like a copy of the results.

This research study has been reviewed by the Human Subjects' Protection Program and the Institutional Review Board at Texas A&M University.  For research-related problems or questions regarding your rights as a research participant, you can contact these offices at (979) 458-4067 or irb@tamu.edu.

Sincerely,

Mr. Justin Clack                                                    Dr. Jon Welty Peachey (Advisor)

Texas A&M University                                         Texas A&M University

Department of Health and Kinesiology           Department of Health and Kinesiology

TAMU 4243                                                          TAMU 4243

College Station, TX  77843                               College Station, TX  77843

(979) 450-8019                                                    (979) 845-2191

jclack@hlkn.tamu.edu                                        jweltypeachey@hlkn.tamu.edu

## APPENDIX B

### Interview Guide

1) Please tell me about your educational and work background.

2) Are faculty members (professors/instructors) teaching about ethics and ethical leadership in the classroom?

a) If so/not, then how? Prevalent or not?

3) Can you remember learning course concepts while in college that emphasized "doing the right thing" instead of being solely focused on maximizing profits?

a) In other words, were classes focused more on teaching you how to be the highest earner or the best in your field OR was there an emphasis on treating others' fairly and not winning at all costs? Could be a combination of both winning and having a positive impact on others.

4) Do you think professors view students as potential assets to companies?

a) How so?

5) Have professors ever done anything (mentoring, career advice) to help prepare you for a job/career in the sport industry?

a) How did/would you respond to this?

6) It seems like schools and coaches are constantly getting in trouble for violating NCAA regulations (e.g., Penn State, Bobby Petrino). Do you think this will change in the future? Will sport managers be reprimanded for poor conduct as much 5-10 years from now or will it be similar to today?

a) Why/why not?

7) How important is it for you to work in a setting where the rules are not bent or broken even if doing so would improve the performance of the company? Please explain.

8) Based on your experience working in the sport industry, are managers focusing on achieving organizational objectives?

a) Are they doing so with concern for the well-being of employees in mind? How?

9) Do you believe most managers in the sport industry engage in poor conduct?

a) Are their boss's (upper-level managers, owners) setting the tone for this behavior? Please explain.

10) Has the attitude of sport organizations changed in the past with regard to ethical and unethical conduct? How?

11) If employees see their boss behaving poorly, do you think they will be more likely to mimic this behavior?

a) In other words, do workers justify poor conduct based on their boss's actions?
Please explain.

12) Are you learning to conduct yourself in an ethical fashion while working in the sport industry?

a) If so, then how…from who?

## Coding Scheme

| Open Codes | | |
|---|---|---|
| 1. Benefits of Personal Care (BPC) | 2. Career/job Aspirations (CjA) | 3. Consequences (C) |
| 4. Ethical Classroom Concepts | 5. Ethical Code/Standards (ECS) | 6. Ethical Leadership (EL) |
| 7. Ethical Student-Intern Conduct (ESC) | 8. Ethical Upbringing (EU) | 9. Experience Working in Sport Industry (EWSI) |
| 10. Faculty Mentoring/Counseling (FMC) | 11. Heightened (more) Unethical Behavior (HUB) | 12. Intern Grunt Work (IGW) |
| 13. Job Satisfaction (JS) | 14. Job/Task Accomplishment (JTA) | 15. Leader/Follower Relationship Negative (LFRN) |
| 16. Leader/Follower Relationship Positive (LFRP) | 17. Learning from Unethical Behavior (LUB) | 18. Modeled Behavior (MB) |
| 19. Manager Delegation (MD) | 20. Manager Mentoring/Counseling (MMC) | 21. Networking (N) |
| 22. Not Following Unethical Example (NFUE) | 23. Organizational Citizenship | 24. Organizational Fit (OF) |
| 25. Performance/Goal-oriented | 26. Pressure to behave Unethically (PtbU) | 27. Reduced (less) Unethical Behavior (RUB) |
| 28. Same Amount of Unethical | 29. School Background (SB) | 30. Situational Ethics (SE) |
| 31. Social Media Influence (SMI) | 32. Setting a Negative Example (SNE) | 33. Setting a Positive Example |
| 34. Support System/Network (SSW) | 35. Student Teacher Relationship Negative (STRN) | 36. Student Teacher Relationship Positive (STRP) |
| 37. Student Worker Dynamic (congruence) (SWD) | 38. Student/Worker Wellbeing (SWW) | 39. Teacher/Student Relationship (T/SR) |
| 40. Theory to Action (TA) | 41. Unethical Leadership (UL) | 42. Unethical Student Conduct |
| 43. Win-at-all-costs Mentality (WACM) | 44. Work Background (WB) | 45. Work-Life Balance (WLB) |

| Axial Codes | | |
|---|---|---|
| 1.   Ethical Course Concepts | 2.   Faculty Mentors | 3.   Adverse Student Experiences |
| 4.   Perceptions of Ethical Leadership | 5.   Positive Leader/Follower Experiences | 6.   Negative Leader/Follower |
| 7.   Trickle-Down Effect | 8.   Student-Intern Ethical Standard | 9.   Situational Ethics |
| 10. Faculty/Manager Congruence | | |