

**Putting Values-Based Leadership Approach into Practice:
Readings of Jansen Kraemer, H. M.**

Kristina Diachenko

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Department of Education
University of Jyväskylä

ABSTRACT

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Values-based leadership (VBL) is quite an unexplored area in the leadership theory, despite of the fact that values are present and mentioned almost in all main leadership approaches. The purpose of the study is to investigate practical solutions for putting principles of VBL into actions. This purpose is met by investigating the leadership experiences of Jansen Kraemer that he described in his two books: "From values to action: the four principles of values-based leadership" (2011), and "Becoming your best: bring values-based leadership to all that you do" (2015). Those books were used as a data for the present study.

In order to answer the research questions, the qualitative method was used, and the data extracted from the books by Jansen Kraemer was analysed using the content analysis. The data was explored specifically with the focus on the research questions.

The findings show that Jansen Kraemer defines VBL through the source of VBL, the aim, and followers. VBL is also seen as a philosophy. The practical ways to implement VBL approach are: culture creation, communication with the team, finding meaning and purpose in what you are doing, and focusing on the right thing to do. As for the characteristics of values-based leader, that person is treated as a role model for everyone in the organization, being a values-based leader is a broader calling that goes beyond a job position. Values-based leaders are also perceived by Jansen Kraemer through their personality traits and their performance at work.

The study focuses on exploring Jansen Kraemer's understanding of practice of VBL approach, which broadens the range of leadership tools that can be used.

Keywords: leadership, values-based leadership, values-based leader

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1 INTRODUCTION

Leadership is a widely discussed notion. It has always been a concept under consideration, as people wanted to get the insight into the nature of power and reveal the secrets of being a successful leader. More and more people touch upon the so called crisis of leadership (Bass; Rost & Smith; Antonakis, Cianciolo & Sternberg; Yukl) that is an urgent issue to address due to the changes in attitudes about the essence of leadership and the role of the leaders.

The solution out of the modern leadership crisis might be found in ethical approach to leadership, which may increase trust and reliability of leadership practices. Modern leaders are to gain people's faith back by applying to the values that can unite people for the sake of common goals.

The study aims at exploring the approaches for putting values-based leadership (VBL) into practice, as written by Jansen Kraemer in his two books: "From Values to action" (2011) and "Becoming the best" (2015). The qualitative method was employed in the present study, due to the focus on the personal experiences of Jansen Kraemer about the topic of VBL (Denzin & Linkoln, 2000; Creswell, 2014) that he got during his working and exhibiting values-based leadership approach. Two books written by Jansen Kraemer were chosen as a source for collecting the data for the present study. The data was analyzed inductively using content analysis.

The phenomenon under consideration is the notion of values-based leadership. VBL is defined by Fairholm (2000, p. 56) as

a unique virtual environment and action sequence, the central task of which is to join leader and follower actions together through the set of common values.

Compared to the past leadership theories, values-based approach puts the focus from controlling function of a leaders to a more guiding, where values shared within organizations or teams can play crucial role in decision making, prioritizing and long-term planning. Team members create their sets of values and let them be a common ground to guide their choices (Burns; Fairholm). The focus

of the research is to explore how values-based leaders can apply values-based approach in their everyday leadership practice.

Two non-fiction books written by Jansen Kraemer were chosen as the source of data collection for the present study for many reasons. First, his leadership experiences and background are more practical rather than theoretical. He vividly described his own firsthand impressions and experiences of being a values-based leader, what is exactly the data source needed. As the purpose of the study is to compare and compliment theoretical perspectives on VBL with practical solutions and advices on how to implement it, the books chosen are the most suitable source of experiences compiled into non-theoretical work. Second, Jansen Kraemer's experiences are gained in different organizations of the U.S. This helps focus the scope of the research and report only about his personal and narrowed by the companies he worked in, experiences.

Very little research was done on how to implement VBL in everyday leadership practices, and on the importance of values in leading organizations (Northouse, 2013, p. 423). That is why this study will contribute to the existing theory by explaining practical approach towards implementing VBL in organizations, as well as broaden the range of practical tools and solutions available for leaders, whose leadership is based on values.

Present thesis consists of six chapters. *Chapter 2* introduces the theory overview on leadership, values and VBL approach. It gives the definitions used in the present study.

Chapter 3 sets the objectives of the study and states the research questions. *Chapter 4* further sets the context of the study and comments on how the topic and the source of data was chosen. It also describes the implementation process of the study, research methods, data collection and analysis stages.

Chapter 5 shares the findings of the research and gives the answers to the research questions stated for the research. It also provides a short summary of the findings.

Chapter 6 closes the present thesis with a discussion on connecting and comparing theory on VBL with the findings that were gained during the research process. It also examines the limitations and comments about the scope of further research on the topic of VBL.

2 THEORETICAL BACKGROUND OF THE STUDY

This chapter aims at briefly describing the notion of leadership, and giving an overview of theoretical approaches to investigating leadership. It further clarifies theoretical stances of values and differentiate them from other concepts. The chapter closes with the connections between values-based leadership theory and other ones, in order to monitor the developmental stages of values-based approach, and gives the overview of existing theories about values-based leadership (VBL).

2.1 Leadership as Notion

There is no commonly accepted definition for the concept of leadership, despite the amount of literature existing on that topic. The hindrances for investigating leadership vary – from differences in contexts where leadership occurs, to approaches for addressing research on leadership. This section will discuss leadership as a notion that is ambiguous by its nature. Key characteristics that are most referred in theoretical literature will be reviewed shortly along with the definitions, in order to understand core components of leadership, which are relevant for the present study in the light of the research questions.

2.1.1 Scientific and Non-Scientific Approaches to Leadership

The notion of leadership is not a new one and it has always been a topic for discussions due to the constant public attention to that concept (Northouse; Antonakis et al; Yukl). There are many reasons for the concept of leadership to be unclear in meaning.

On the one hand, there are a lot of stereotypes about leadership and leaders existing in the society. Leaders are considered to possess the power, which is attractive for people to learn more about them and their leadership practices (Yukl, 2013, p. 17). Moreover, leaders draw everyone's attention and arise inter-

est, because their actions are significant and supposed to change the reality and make a path to the future (Starratt, 1993, p. 2). Leadership is associated with success in business and generating reward (Kotter, 2008, p. 13), because leaders possess influence, which leads to making decisions that affect lives of other people.

On the other hand, non-leaders treat leadership as something that only outstanding personalities can handle. They seek to gain knowledge about leaders' traits in order to become such personalities, and apply leadership tools for improving their lives, being more confident in achieving goals (Gardner; House & Aditya). The process of building the body of leadership knowledge is becoming complicated in the light of a vast amount of modern non-fiction books written on that topic (Starratt, 1993, p. 3), which are aimed at giving fast recipes on how to be successful and effective. Despite their popularity, they do not contribute to the theory of leadership due to their multiple and subjective approaches toward key strategies for effective leadership (Northouse, 2013, p. 31). On the contrary, they are claimed to be shallow and seem not to provide a sophisticated approach to leadership excellence and yet appear in huge quantities all over the world. Determination of leadership way towards effectiveness is only one of the functions that leadership has.

Nevertheless, it is stated by scientific writers that while those books do contribute to the people's awareness about leadership in practice, they cannot be considered as a source of theoretical stances and approaches to theorizing it as a concept, because of their simplistic way to approach leadership (Northouse, 2013, p. 1). Despite the mysterious aura of leadership, many theorists have doubts in its mystical nature (Kotter, 2008, p. 8). When being seen simplistically as a magical panacea for job or money-related issues, leadership is a far more complex commodity, which needs both qualitative and quantitative methods of investigation (Northouse, 2013, p. 1), and is still too ambiguous in terms despite all the researches that were done on the topic.

2.1.2 Defining the Concept of Leadership

The present study deals with values-based approach to leadership, that is why it is essential to overview range of definitions for the concept of leadership, which will assert the perspective for the present thesis, and enable us to proceed to defining values-based leadership. There is no commonly used definition for the notion of leadership - almost every researcher who writes about it indicates its complexity (Northouse; Antonakis et al; Yukl). Enduring and diverse attempts to finally define it, confirm the obscurity of leadership phenomenon.

As it was noted by Northouse (2013, p. 2), there are a lot of possible options of how to define leadership, because everyone understands what it is, although, this notion is like concepts "love" or "faith" - they mean different things for each of us.

Almost every researcher, who investigated leadership, tried to define it. The result is that we now have too many definitions for inferring the exact meaning of the concept leadership. Definitions evolved with the development of perspectives on understanding leadership (Northouse, 2013, p. 2). An additional controversy exists due to the overused words like "power", "influence", "management", "supervision" etc. that are alike in meaning (Yukl, 2013, p. 18). Since then researchers still have not agreed on what it is, and there is no common definition, shared by everyone. However, it is possible to give an overview of some of the definitions given in the scientific literature in order to state what exactly is understood under the leadership term in the present study.

As it was noticed by Gardner (2013, p. 17), it seems that we overused the word 'leadership' so that we do not perceive its meaning anymore. He suggest that we need a "demystification" of leadership in order to see clearly, what it really is, meaning that it is getting hard to reveal the core sense of leadership, due to the increasing amount of literature on that topic. According to Gardner,

leadership is the process of persuasion or example by which an individual (or a leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers (2013, p. 17).

Based on that definition, we can state that leadership is seen as the process of influencing followers by word or action, in the pursuit of achieving goals stated by the leader, and sometimes approved by the team of followers. Antonakis et al. (2004, p. 5) explains leadership in a similar way:

leadership can be defined as the nature of the influencing process – and its resultant outcomes – that occurs between a leader and followers and how this influencing process is explained by the leader’s dispositional characteristics and behaviors, follower perceptions and attributions of the leader, and the context in which the influencing process occurs.

According to that definition, the main aspect of leadership is the power to influence. In comparison with the definition given by Gardner, some significant characteristics like personality and behavior of a leader, as well as the contexts for leadership to occur, are mentioned.

In the definition, given by Rost and Smith (1992, p. 195),

Leadership is an influence relationship among leaders and followers who intend real changes that reflect the purposes mutually held by both leaders and followers.

As it can be stated from the above-mentioned definitions, leadership is seen as the power to influence to achieve shared goals, by using actions and personal characteristics of a leader.

2.1.3 Theoretical Approaches to Studying Leadership

The scientific investigation of leadership started not long time ago (Yukl, 2013, p. 18), nevertheless the number of theories on leadership styles and its effectiveness that are being published, increases dramatically. It is stated that the thorough research on leadership was not conducted until the twentieth century, when researchers started to investigate the topic of leadership with a focus on leadership effectiveness (Yukl, 2013, p. 18). During that time there were many approaches suggested, some of which became acknowledged as developmental stages of leadership theory.

The trait approach is considered to be the first deliberate pursuit toward building a theoretical framework for leadership study (Northouse; Yukl). The

theories that applied the trait approach are called “the great man” theories due to their belief that leaders are to be born and there are certain inborn prerequisites for becoming a leader such as traits (Bass; Stogdill & Coons). Trait may be understood as personality characteristics, values of the leader, his or her aims and needs (Yukl, 2013, p. 143). The trait approach gained popularity at the beginning of the twentieth century, when the studies aimed to determine intrinsic qualities that make people leaders. This approach mainly concentrated on so called “natural” leaders (Yukl, 2013, p. 166), whose traits were considered to be inborn and not to be trained or taught. However, personal characteristics of a leader were essential but not sufficient, as traits were only a part of many things that have an impact on leadership practices and outcomes.

The trait approach gained many attempts to determine the universal set of characteristics of leaders and gave a prospective for future research. Despite all the critique the trait approach gained since investigation moved on, it is rooted in the theory, as it helped investigators to advance their studies by paying attention to other influential aspects of leadership. It is also important to notice for the present study that trait approach touched upon values as being a part of the personality of a leader. Hence, already at the early developmental stages of leadership theory values did play a role at shaping the personality of a leader and his or her leadership style.

The behavioral approach that appeared after the trait theory was mistrusted, suggested that the most important thing to pay attention to for leaders-to-be is the way they behave and do things (Stogdill & Coons, 1957). The personality of a leader was not significant for leadership excellence anymore, but rather the set of actions were supposed to be prerequisites for being a successful leader. The idea of becoming a leader first appeared in the light of behavior approach. Leadership skills started to be considered as a set of prescribed actions that can be trained and taught, in contrast to the trait theory that stated that leaders should have inborn characteristics that make them leaders. In addition to that, behavior theories contributed into the body of leadership knowledge by introducing two main types of leader’s actions: person-

oriented and task-oriented (House & Aditya, 1997, p. 420). Despite that, behavior approach gained mistrust due to its shortcomings: leadership was seen as a set of actions that would inevitably lead to excellence.

Situational approach was the next major step in developing leadership theory after trait and behavior approaches were declared insufficient for revealing what influences leadership excellence. That approach took into account internal and external factors that affect leadership: followers, type of the organization, country and culture where leadership takes place. Situational approach is also leader-centered in its core understanding how leadership appears and what influences it (Yukl, 2013, p. 35). In contrast to the trait and behavior theories, situational approach does not describe conditions that would make leadership universally excellent, but rather explores how different leadership can be based on changing variables that interfere.

The above-mentioned theories and transactional approach played a significant role in building the body of leadership knowledge, however they were not enough for understanding the processes that occur when leadership takes place and what exactly influences its excellence. Many factors were not taken into account and it led to a crisis in exploring leadership theoretically (Antonakis et al. 2004, p. 9). The appearance of transformational approach was the way out of that crisis, because it introduced new understanding of leadership that was, for instance, sense of meaning, purpose and mission (Bass, 1990). Attaining charisma was seen as a leadership tool for inspiring followers and gaining power and influence. Along with that, followers' relation to a leader appeared to be significant for increasing trust, as well as accomplishing goals. Within transformational approach leaders are considered to be more of a mentors, rather than supervisors controlling their employees. Leaders seek to address followers individually by increasing their motivation and inspiring them to grow and develop. There were many leadership styles introduced under the scope of transformational approach (charismatic, visionary, value based, etc.), however, there were also shortcomings. There were no evidences of long-term effects of leader's influence on followers' motivation or values. Moreover, those theories con-

tributed to the heroic leadership stereotype about the leader at the top who is the only one skilled to show the direction and guide everyone (Odumeru & Ogbonna, 2013, p. 357).

The above-mentioned approaches played a major role in building the understanding of leadership, because they were used as the ground stances in explaining what it is – to be a leader and how to become an excellent leader. Despite the answers that trait and behaviour theories suggested, many investigators (Bass; Rost & Smith; Antonakis et al.; Yukl) mentioned in their studies the crisis of leadership in the 21st century, because modern leaders turned out to neglect people's respect and trust. Those leaders happened to be unethical in their doings, which led to mistrust and doubts in leadership as a trustworthy and stable notion one can rely on. That is the point, where there is a need to re-define "leadership" in order to understand what leadership is, how and why to lead others, who the leaders are and what to expect from them, and what is the role of values and ethics in modern societies and organizations.

2.2 Investigating Values

Present subsection aims at exploring what values are. First, values are defined and a brief overview on values theory is done. The definition of values is critical for the present study, because VBL deals with values, and it is important to understand what is meant under that term. Second, the description of characteristics of values is given as well. Conclusively, a comprehensive literature review on the developmental stages of VBL approach is done in order to differentiate it from other leadership approaches, and reveal the role of values in leadership.

2.2.1 Defining Values

The centrality of value concept in science is considered to be important for interpreting human behavior, because values are "desirable goals, that vary in importance and serve as guiding principles in people's lives" (Schwartz, 1994,

p. 88). Many theorists deal with values within different fields of science, and as it was stated above by Rokeach (1973, p. 3):

the value concept, more than any other, should occupy a central position across all the social sciences – sociology, anthropology, psychology, psychiatry, political science, education, economics, and history, as it is able to unify the apparently diverse interests of all the sciences concerned with human behavior.

Hence, there is a large number of definitions existing in the literature on values. In order to reveal the meaning and the role of values in the VLB approach, the brief overview of theoretical studies done on values will follow.

As it was mentioned above, there are lots of definitions of value concept suggested by theorists, who dealt with values in different scientific areas. Rokeach (1973, p. 5) described values as

an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.

Rokeach presented his work on values, beliefs and attitudes in his book about the nature of human values (1973). Based on his study about values in American society, he stated that culture, society and personality play the major role in shaping values. The actions and modes of behavior that follow are the results of values.

Feather (1995, p. 1135) defines values as

abstract structures that involve the beliefs that people hold about desirable ways of behaving or about desirable end states.

Verplanken & Holland perceive values as motivational constructs, which “define a situation, elicit goals and guide actions” (2002, p. 434). Based on the above-mentioned definitions, it can be stated, that values serve as guiding principles to prioritize among several desirable end states or modes of behavior in the specific context or situation. Hence, values might be prescriptive in a way that they view some actions or results as socially or personally preferable and desirable, and consider other modes of behavior or results as not acceptable or preferable. Additionally, values can be represented as terminal goals (end

states) or instrumental goals (modes of behavior) (Rokeach, 1973), however, this study will concentrate on values defined by Schwartz (1992, p. 4):

values are concepts or beliefs, pertain to desirable end states or behaviors, transcend specific situations, guide selection or evaluation of behavior and events, and are ordered by relative importance.

Using Rokeach's conceptualization as a basis, Schwartz (1992) tried to create the universal values structure, formulating values that exist in all the cultures. He organized values into the model, where there are ten broad value categories of values, located in such a way that the dynamic relationship between those categories can be understood. This model enabled him to measure people's priorities and explained their behavior. The most important point of Schwartz's theory, which is significant for the present study, is the way he addressed the problem of values-behavior relation. His model explains how values can confront with each other, when having effects on decision-making process.

The definition of Schwartz is appropriate for that study because it gives an in-depth explanation about the way values might influence people's choices, affect actions, and help them prioritize. Those clear explanations are important in the light of the study of VBL approach, because it clarifies that values can be transferred into the examination of leadership practices, and they do play a significant role in the way people deal with leadership tasks.

2.2.2 Characteristics of Values

The overview of main characteristics of values that theorists describe in their studies is important for the present research, because those characteristics shape value as a motivational construct (Verplanken & Holland, 2002, p. 434), which means that they directly influence people's choices.

First, values are culturally shared (Verplanken & Holland, 2002), which means that culture of origin shapes socially accepted norms and principles. However, personality outweighs cultural background, changes the perceptions of a person on how to prioritize and act. Additionally, values influence self-perception of a person, as well as the way to interpret the situations, making

him or her behave one way or another in accordance with self-image created by oneself with the help of values. However, values are not only the basis for building personal self-image, but also builds the identity of groups, for instance, nations, organizations, etc. (Maio, Olson, Bernard & Luke; Meglino & Ravlin; Schein; Verplanken & Holland). Hence, values can influence the process of formation of desirable and acceptable modes of behavior, enabling making ethical choices in accordance with significant values, especially when linked to the person's sense of self.

Despite the role that values play in influencing choices and actions, they are not that stable as it might seem (Verplanken & Holland, 2002). Even when being important for people, they are not always realized consciously and are not applied to, when making decisions. It is stated by many researchers (Feather; Maio, et al.; Meglino & Ravlin; Schwartz) that values do influence decision-making process, however less is studied on how exactly this influence appears and happens.

2.2.3 Role of Values in Past Leadership Studies

Despite wide discussions around the concept of values-based leadership and a vast number of existing literature, both theoretical and non-fiction, it remains at times confusing, as values were touched upon in contexts of other different leadership approaches (ethical, servant, charismatic, etc.). In the present chapter, the overview of existing correlations with some other leadership theories will be given, in order to clarify and state theoretical perspectives on the notion of values-based leadership.

There is a lot of leadership and managerial literature that refers to the importance of shaping and guiding organizational values, as well as to the necessity to create a shared set of core values for all the stakeholders in order to improve leadership performance. One way or another, values are mentioned in connection to many leadership theories, for instance, to trait leadership approach, transformational leadership, ethical leadership, and charismatic leadership theories (Brown & Treviño; Fairholm). However, there is the existing val-

ues-based leadership theory, which is to be investigated separately, as a lot of managerial and leadership approaches were labelled “values-based” without clearly stating their theoretical stances.

From the historical prospective, values creation and transmission are mentioned in a vast majority of leadership studies as important aspects for effective leadership style. The earliest leadership approach that referred to values as to significant personality characteristics of a leader was the trait approach (Yukl, 2013, p. 28). Values were seen as relevant for making leaders who they are. In behavior approach values were treated as factors that influence leader’s behavior and guide his or her actions.

Burns (1978, p. 19) also referred to values and expressed the essence of leadership as transformation of people and organizations by leaders’ seeing and acting on their own, and their followers’ motivation and values. Transformational leaders try to deal with followers’ needs and apply to them, directing followers to common end results by creating core values to guide their behavior. Leaders address followers’ needs, and strive to understand their motives in order to build a connection with them, and raise their level of morality in order to support their full potential achievement (Northouse, 2013, p. 187). Authentic transformational leadership approach focuses mainly on affecting followers’ moral identities by sharing values. This leads to moral decision-making and actions, without explaining how exactly values are to be shared and transmitted to followers, or how to identify what values are. Moreover, transformational leadership theory does not explain how to refrain from converting this concept into pseudo transformational one, which is more leader-centered. If transforming in a negative way, a leader can seek power over followers in order to fulfill one’s own goals, neglecting common well-being (Bass & Riggio, 2006, p. 14). However, authentic understanding of transformational proposition suggests that leaders are not manipulative, and pursue mutual interests with a focus on supporting followers’ needs (Treviño, Brown & Hartman, 2003, p. 158). Values are central to that pursuit, but their role is rather instrumental than ideological in this transformational conception.

As for ethical approach, ethical leadership was defined by Brown and Trevino (2006, p. 595) as

the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making.

In ethical leadership, a leader is seen as a “moral person” or a “moral manager” (Brown & Treviño 2006, p. 597), who proactively engages followers into behaving ethically by being an example for them. They do so by articulating values messages, by role modelling, and by being balanced, caring and honest individuals.

To summarize, it can be concluded that the above-mentioned leadership approaches connect values with motivation and level of commitment in organizations, and are formulated by leaders. Within those theories, nothing is studied about the nature of values and what values actually are. Moreover, the role of values are not significant, they are not the core of leadership practices in the above-mentioned theories. Values are simply the part of leadership tools for achieving goals.

2.3 Values-Based Leadership

Studies conducted on the topic of VBL started to emerge quite recently (Avolio & Gardner; Brown & Treviño; George; Luthans & Avolio). The reason for the increased interest to moral and ethical sides of leadership was the ‘crisis of leadership’ in 21st century – the term that refers to the mistrust to leaders as powerful and influential people, whose decisions are not always considered by people to be honest, moral and fair (Copeland; Fairholm; Kotter). To put it in other words, there was a need for values-oriented leadership approach, which appeared due to the social demand for restoring trust, hope and confidence in strong and effective leaders that are at the same time truly committed to acting for the sake of people and the world. In this chapter the definition of VBL is given. Secondly, the core principles of VBL are observed, and shortly summarized based on the studies done on that topic.

2.3.1 Defining Values-Based Leadership

Fairoholm (2000) approaches values-based perspective on leadership as one of the “virtual leadership environments”. In his book, he describes three leadership environments that preceded in the past studies on leadership. The first environment concerned who the leader is and was concentrated on revealing personality traits, skills and talents. The second one dealt with what leaders do – what actions are the factors of leadership excellence. The third virtual environment considers the place where leadership takes place – it corresponds situational leadership approaches that stated that many factors interfere in the process of leading. The fourth environment is values-based and appeared, when the first three were criticized for all emphasizing controlling tasks of a leader and mainly managerial guidelines that should be different for leaders.

Values-based approach in leadership as another virtual environment means that the pattern of perceiving leadership is changing from managerial to more global in thinking and to being not managers, but the team members along with the followers (Fairholm, 2000, p. 50). Leadership is not anymore seen as coordinating and controlling tasks, but rather as

a unique virtual environment and action sequence, the central task of which is to join leader and follower actions together through a set of common values (Fairholm, 2000, p. 56).

This values-oriented approach emphasizes the fact that people and organizations can create values for themselves and apply values statements in prioritizing, choosing and acting.

2.3.2 Core principles Applied by Values-Based Leaders

There are some core principles that were described by theorists (Fairholm, 2000). The main principle is values-based leader’s role in sustainable development of stakeholders as well as the organization. In order the development to reach a new level, comparing with past leadership approaches that strived to achieving leadership excellence in terms of generating rewards, VBL approach considers sustainability of developmental processes to be more essential for a

leader to take care of. It requires personal learning, as leaders are role models for their stakeholders, not only in values-based approach. Besides, it also includes training for followers towards their improvement – professional and personal (Fairholm, 2000, p. 62). The purpose of training followers is to enable them to lead themselves and act independently in the direction towards the vision that is shared by everyone, based on the common understanding of values and desired end-goal. In order to implement that principle, leaders inspire by word and deed, encourage and support their followers, creating safe environment for their ideas and suggestions.

Creating a vision is also a role that values-based leaders apply when leading their organizations. Past theories were mainly concentrated of leader's implementing controlling functions among all other tasks (Fairholm; Copeland), while VBL approach outlines different view on leader's tasks – being a source of environment creation, where the team can share values, stated by a leader, and formulate the vision that will lead to the realization by independent followers, who clearly see the cohesion between values and real actions of a leader (Fairholm, 2000, p. 63). Creating vision also includes supporting culture in the organization, where there is cohesion between values and operations, while setting high standards for performance. Hence, common purpose and aims that make sense, as well as the supportive culture are elements that put people together, and not the leader's command to act one way or another. This is one of the distinguishing characteristics of VBL approach.

Values-based leader has many roles. One of those is to be a teacher for the followers. He or she is not only an example, who lives by values in- and outside the workplace, but also an inspirational tutor that teaches values, vision, operating towards the desired goal, prioritizing as well as changing attitudes (Fairholm, 2000, p. 64). Leaders empower followers to act independently, but consider values, and realize them when choosing one mode of behavior or another.

According to Fairholm (2000, p. 63), “true values-based leadership is personal, intimate”, and effective group leadership is based on personal relationships between a leader and a follower. The relationships between them should

be close in the meaning of trust, mutual values statement, in equal in the opportunity to contribute and give suggestions.

In conclusion, among all the tasks that leaders do, values-based leaders have distinctive grinds such as being an example in living by values, teaching and supporting independence operating of followers, creating vision and the culture of mutual trust and understanding in the organization.

3 THE PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

The central phenomenon under consideration in this qualitative study is the notion of values-based leadership. The study intended to explore this leadership approach from the practical point of view, that is why the research flow was framed in a way to attain this objective.

For that purpose the books by Jansen Kraemer were chosen as the material for analyzing and reporting his lived experiences. The data gathering was guided by the research questions that give an opportunity to examine a broaden perspective on applying values-based approach in leadership by exploring how Jansen Kraemer describes the notion of VBL, and what the practical solutions for putting values-based approach in leadership into actions are.

In order to meet the aim of the study, the research questions were formulated as following:

1. How does Jansen Kraemer define values-based leadership approach?
2. How to put values-based leadership approach into practice from the Jansen Kraemer's point of view?
3. What are the distinguishing characteristics of a values-based leader, based on Jansen Kraemer's opinion?

The research questions were formulated in a descriptive way in order to narrow the purpose statement for the present study. They mention Jansen Kraemer and focus on practical implementations of VBL as experienced by him.

4 IMPLEMENTATION OF THE STUDY

This chapter has an aim to describe the flow of the research process, including the explanation of the decision about choosing the source of the data for the study, as well as the selection of research methods, and the way the data was collected and analyzed.

4.1 The Context of the Study

As it was mentioned above in this chapter, the study aimed at exploring VBL from the perspective of lived experiences of Jansen Kraemer, which he described in his books. His books were used as the source of data for the present study.

There were several reasons for choosing non-fiction books written about values-based leadership for gathering the data. The main reason is that any comparison between theoretical literature on VBL and practical solutions for implementing VBL approach could not be found at the time the research was carried on. My personal interest was to compare if there are many correlations between what is written in theoretical books about values-based approach in leadership, and real-life experiences of values-based leaders, who did not study this notion theoretically, but have expertise in how practically apply leadership approach which is based on values. For that purpose, a search for such books was done and Jansen Kraemer's book were chosen among other experts due to several reasons.

First, he has a solid background and huge experiences in being in different kinds of leadership positions - he is a former chairman and chief executive officer of Baxter International Inc., a global healthcare company. He is currently working as a professor of management and strategy at Northwestern University's Kellogg School of Management, where he teaches in the MBA and the Executive MBA programs. The most important thing for me was to find books written by someone, who did not study the notion of VBL for his or her

PhD or any other kinds of scientific research, because I wanted to get the insights of real life implementations of values-based approach. Jansen Kraemer's books were exactly that source of information that I sought to gather and analyze. I needed personal experiences to be described in real life examples by someone, who is not a scientist.

Second, the values-based leadership experiences, described in his books were about working for companies in the USA, which helped me narrow the context of the study by keeping in mind limitations of the data that describes experiences from only one country, even if the companies were international and operated world-wide. I took this limitation into consideration, and described those concerns in the chapter *Discussion*.

Moreover, two books written by Jansen Kraemer were relatively easy to order and purchase online. Two books provide a sufficient material for gathering data in order to answer research questions. Taking into account the above-mentioned reasons, Jansen Kraemer's books on implementing values-based leadership approach were chosen as the source for the data gathering in the present study.

The research questions were formulated in a way to describe Jansen Kraemer's vision of VBL practicalities. The reflection and comparison of VBL theory and data gathered from his non-theoretical books will be given in the chapter *Discussion*.

4.2 Research Methods

To put it shortly, qualitative research is used, when phenomenon is studied in its naturalistic context (Denzin & Lincoln, 2000, p. 3) and there is no need for suitability of the results in many other contexts. Qualitative research fits better than quantitative, when researchers are not interested in large amounts of data that will be measured and generalized, and they want the voices, stories, experiences and feelings of participants to be heard (Corbin & Strauss, 2008, p.

13). Qualitative approach relies on text data which is exactly the case for the present study – the source of data is books written by Jansen Kraemer. Moreover, in relation to the research aim of the present study, qualitative perspective suits perfectly, as the main purpose is to explain how Jansen Kraemer explains his personal vision of VBL approach implementation.

The focus of the study is on exploring real life insights of Jansen Kraemer that he got during his being on the positions at work and acting as a values-based leader. His experiences were described by him in his books, which I consider to be a suitable source of personal information about his perspectives on the phenomenon under consideration in the present thesis. The findings of the research process follow in the chapters *Findings* and *Discussion*.

4.3 Data Collection and Analyzing Process

In order to explain how the stages of gathering, organizing and interpretation process took place for the present study in a way that it lead to reliable results, it is important to mention research methods, which are applicable in this thesis.

First of all, the site for data collection was chosen in accordance with the research interest, which was to gain personal perspectives on exhibiting VBL. In order to meet that goal, the purposefully selected site (Creswell, 2014, p. 239) was chosen for data collection. The data was collected from the books on VBL written by Jansen Kraemer, chosen as a source of data, due to the reasons, which were described earlier in this chapter.

The data collection took place when reading qualitative documents (Creswell, 2014, p. 242) – in the case for the present study those were the books written by Jansen Kraemer. Those books were chosen as the most suitable source of information for data collection, because there, in the book written by the person, whose voice and opinion matter for the study, it was possible to hear the voice of Jansen Kraemer, and observe exact words and expressions he used to describe his opinions. Moreover, he described in his books only the information that he wanted to share with the readers, hence, as a researcher I

was able to avoid collecting harmful information (Creswell, 2014, p. 137) that was intimate for reporting in the present thesis. There were more advantages of collecting the data from the books written by Jansen Kraemer – they were accessible, and there was no transcribing needed, the texts were already written and published. Those aspects were also important when choosing the methods for collecting the data. The disadvantage of this data collection methods was that there was no possibility to approach the respondent personally face-to-face, or to ask more questions for clarifying the answers (Creswell, 2014, p. 242), in cases when it was needed. There was also the hindrance of not being sure that Jansen Kraemer has provided sufficient and complete information about his experiences. However, the source of data was treated with respect and trust toward the writer.

As for organizing and analyzing data, there are numerous approaches available for me as a researcher conducting a qualitative study using inductive content analysis, as was done in our study. Inductive analysis means that the categories for labeling the data came straight from the data and were not pre-conceived by the researcher (Creswell, 2014, p. 234). Content analysis as a research method was the perfect tool for our research aim, which was to analyze text data gathered from the books by Jansen Kraemer. Content analysis was a suitable approach for analyzing data in agreement with the research aims and questions, which were to get Jansen Kraemer's unique opinions and experiences toward VBL in practice (Denzin & Lincoln, 2000, p. 3). Research questions for present study were open-ended for enabling the data collection flow follow freely and be guided by the text. Qualitative content analysis was the only method to address his answers so that they are analyzed with great care and with the highest reliability possible (Hsieh & Shannon, 2005, p. 1278).

The choice of one of the content analysis approaches for organizing and analyzing data must be done in accordance with research questions in order to achieve reliable results after analyzing process. For the present study conventional inductive content analysis was chosen. Content analysis enabled me first to read the texts and start sampling pieces of text that contained the

topics or opinions about the research questions. Then, there was a stage of identifying themes and recognizing the patterns from answers (Hsieh & Shannon, 2005, p. 2), what corresponded exactly our research questions.

The analysis process went as followed: first I created three categories that corresponded with three research questions. The categories that appeared are: definition of VBL, practical implementations of VBL, and characteristics of a values-based leader. Keeping in mind those three focuses of my attention, I read the books by Jansen Kraemer as many times as needed in order to find pieces of texts that were connected with research questions and three main categories.

After having read the books in whole, I then started to look at the exact words and word combinations like 'leadership', 'values-based leader' that are mentioned in the text. Then I was concentrating on the ideas around those words and whether they contained the possible answers for the research questions. For instance, some pieces of text did not contain signal words, however, they were used as a data because there were ideas that revealed Jansen Kraemer's understanding. For example, the sentence "engage people and motivate them to come with the solution, rather than telling them what to do" (Jansen Kraemer, 2011, p. 140) explains how he sees the practical way for a values-based leader to perform his job. That sentence was marked as an answer to the third research question about characteristics of a values-based leader.

After having marked all the pieces of text that corresponded to the research question, I collected them and wrote down separately in order to concentrate merely on them. Then I was grouping and regrouping those pieces of text so that they share the same theme and give a sufficient answer to the research questions. The main hindrance was that some of the phrases could be considered as suitable for more than one research question. For example, the sentence "demonstrate values through words and actions" (2011, p. 12), was first put into the 'practical implementations of VBL' category. I went back to the text to check what the context around that phrase was about, and it turned out that it was said to leader-to-be, hence it was more about the characteristics of

values-based leaders, rather than an instruction on how exactly to implement VBL approach. That is why the final decision was to put that sentence into the third category, which was 'characteristics of a values-based leader'.

The grouping process lasted longer, because I needed to make sure that there are no overlappings among the groups, and that chosen pieces of texts expose the needed content. Some pieces of text were crossed out because they were not exactly answering one of the research question and did not contribute into Jansen Kraemer's perspectives on VBL. After the grouping stage was over, each of the main categories got the among of phrases that were addressing the research questions. Each of the categories was considered separately and the phrases got codes that united phrases which revealed the same topic into clusters. After that I needed to abstract the data. The main point here was not to generalize, but organize codes so, that they are united by the same topic. As a result of the data abstraction process, there appeared new subcategories under each of the three categories. For example, subcategories 'source of VBL', 'aim of VBL', 'VBL as Philosophy' and 'role of the followers' appeared in the category about the definition of VBL. The subcategories 'organizational culture', 'communication with the team', 'finding meaning and purpose' and 'focus on the right thing to do' were elaborated under the category about practical implementations of VBL. The category that revealed characteristics of a values-based leader got subcategories 'leader as a role model', 'being a values-based leader as a broader calling', 'personality of a values-based leader' and 'performance of a values-based leader'.

Using conventional analysis helps to get the knowledge directly from the data, without sticking to preconceived categories or theories (Hsieh & Shannon, 2005, p. 3). The data was classified into codes and categories in accordance with our research questions, which proves the chosen method to be right.

In order to organize and analyze data properly, there were some points that I took care of while working with the data. First, it is crucial to ensure that categories and codes come directly from the respondents' answers. There cannot be any preconceived expectations about coding scheme (Hsieh &

Shannon, 2005, p. 4). It is important to understand what exactly the respondent was meant to say, and not what the researcher wanted to extract from his words (Creswell, 2013, p. 138). Neither should the sides be taken when analysing the data in a more favourable way (Creswell, 2013, p. 138). Secondly, there is always a danger to fail to create categories. That is why the researcher must be sure that he or she has not missed anything important, and, on the other hand, has not created code scheme too broad to categorize and analyze (Elo & Kyngäs, 2008, p. 109). Based on the way I worked on the present research, it can be stated that I kept in mind all the possible hindrances for organizing and analyzing the data and revised the coding scheme accordingly.

5 FINDINGS

This section aims at describing the results obtained from the books of Jansen Kraemer. The analyzing process took place as described in the chapter *Research Methods*.

The subsections give the overview of the findings gathered from the data, and the reporting flow of the chapter follows in correspondence with the research questions. Categories within the questions' answers were elaborated during the analyzing stage.

5.1 Definition of Values-Based Leadership

In order to answer the first question about the way Jansen Kraemer defines and characterizes values-based leadership (VBL) approach, the data gathered from his books was analyzed and systematized. The books under consideration were all about the notion of VBL and described it from different perspectives, including the role of the followers, and the importance of clear leader-follower communication, provided with many examples from real life experience.

There were many significant components of VBL mentioned in the books, although, none of them were emphasized as being the most important above all others. Neither a specific definition of VBL was formulated by Jansen Kraemer in order to determine it. Nevertheless, a lot was mentioned in the books concerning the nature of VBL, and despite the lack of one precise definition, the Jansen Kraemer's understanding of the notion of VBL was defined, mentioning different aspects of it throughout his books. Upon analysis, four main categories were acquired from the data in order to elaborate Jansen Kraemer's definition of VBL: the source of VBL, the aim of VBL, VBL as a philosophy, and the role of the followers.

5.1.1 Source of Values-Based Leadership

The perspective on the origin, the source of leadership plays an important role in defining any leadership approach. It was clearly stated by Jansen Kraemer, that VBL does not come along with gaining a higher job position: "Leadership has nothing to do with the titles and organizational charts" (2015, p. 1). Hence, he does not share the widely acknowledged perspective on the direct correlation between the power to influence others, and the title of your job.

From Jansen Kraemer's point of view,

"everyone can exhibit leadership" (2011, p. 79)

"You do not have to wait until you are at a higher level in the organization to make a difference." (2011, p. 189)

The power to change things and influence others

"comes from the inside out, rooted in the knowledge of what you stand for and what matters most - personally and professionally" (2015, p. 16)

For Jansen Kraemer, the source of VBL is not the power of the title or a position, neither are accomplishments, recognized by others. VBL can originate from anyone, who is guided by the self-knowledge, professional aims and values, which a person stands for (2015, p.2). There is no need to wait until you are promoted in order to motivate others for actions. Everyone can start with being a leader for oneself, no matter how much experience is behind.

As for the source of values, guiding the leadership in the organization, they should "come from within the organization itself" (2011, p. 81). Values, accepted in the organization, should be homegrown. They are to be shared by every single person in the company and come from the team members. It is not possible to make people follow bullet points written on the company's website, if no one understands what they stand for and what they really mean.

Conclusively, the job title is not the source for leadership, according to Jansen Kraemer. Everyone can start exhibiting VBL approach, disregarding the position in the company. Values guiding the leadership cannot be prescribed

by an outsider or by a CEO only. Values are to come from every member of the company, for the members to share and practice them.

5.1.2 Aim of Values-Based-Leadership

For Jansen Kraemer "VBL means more than just generating a return for shareholders" (2015, p. 174). The aim of VBL goes beyond the organization.

First, the overall goal for those, who exhibit VBL is to develop "an ability to influence others" (Jansen Kraemer, 2011, p. 2). The way to use this influence is

"forming teams that are motivated and engaged to do the right thing and to make the right decisions for the good of the company" (2011, p. 141)

Once there is a team motivated by shared vision and values, it can be lead by clear instructions and directions (Jansen Kraemer, 2011, p. 111). Giving instructions alone will not be enough to motivate and build the team, what was mentioned above as being one of the aims of leading with values. Another point, which was stated in the books by Jansen Kraemer, was 'Doing the right thing'. As he explains, 'the right thing' can be

"defined by one's personal values, as well as the mission, vision, and values of their organization" (2015, p. 2)

According to Jansen Kraemer (2011, p. 2), the main difference between values-based approach in leadership and other leadership styles is that VBL "takes it to the next level", which is for him to "do the right thing by making choices and decisions that are aligned with your values" (p. 4). First of all, it is important to "know who you are and the values for which you stand" (p. 4), hence, the values statement starts with self-knowledge. According to Jansen Kraemer (2011), after defining what you stand for, it is easier to focus on doing what you consider to be the right thing to do. When knowing yourself and values you stand for, it is clearer what choices to make. For a leader, it can help to save time spend on hesitating and choosing among options. Leading with values differs by enabling leaders to act and being guided by values.

As it was indicated above, the aim of VBL goes beyond the organization, expanding up to the worldwide issues to address. From Jansen Kraemer's point of view,

"leadership is not about the leader. Leadership is about the growth and positive change that a leader can bring about while working with others." (2011, p. 9)

In other words, influencing others in order to bring a positive change and influence people to grow not only professionally, but also as citizens of a global world, is one of the goal of VBL approach. Becoming a "best citizen" is seen by him as one of the values that a leader that leads based on values, should bring along into the organization and inspire people to deal with more global issues rather than only exhibiting their job duties. To sum up all the above-mentioned points, VBL is about "making differences" (Jansen Kraemer, 2011, p. 2) on different levels – from a team that you work with up to the world we all live in.

5.1.3 Values-Based-Leadership as Philosophy

The data extracted from the books of Jansen Kraemer shows that for him VBL is a lifestyle and philosophy, explaining the way to live, to think, to act, and to interact (2011, p. 2). "Values guide you as a compass" (2011, p. 94), making the process of making choices and setting priorities easier and clearer.

One of the ideas that goes throughout the books of Jansen Kraemer is that a person, who applies VBL principles in life and work, is a showcase and a role model for others. Jansen Kraemer claims in his books (2011, p. 80) that a leader cannot act differently at work and outside the office, if we talk about genuine VBL:

"values define what you stand for and must be lived 24/7. Saying one thing and doing other is not values-based leadership."

Values are to be experienced in an everyday life as well as at workplace, because it is not possible to hold to different principles in different areas of your life (Jansen Kraemer, 2011). VBL starts with a leader as a starting point for the whole organization to live values too: "VBL is a way of thinking, acting, and

operating at every level of the organization” (2015, p. 8). Hence, values shape the way organization lives, not only within the working duties, and not only in the head department, but also outside the office, from the junior to a senior member of organization. VBL is seen as a lifestyle or a philosophy, values are not the rules, but the principles that a person stick to, believes in, and transmits, inspiring others to ‘walk the talk’. In other words, values bring cohesion in actions and decisions.

If VBL is seen as a philosophical system of guiding principles, and the way to live and act, it is important to mention that it

“requires lifelong learning and a continuous process of self-reflection to discover those areas in which we need to grow and develop” (2011, p. 191)

“Leadership can always be improved.” (2011, p. 6)

Leadership is seen as being a life-long way of discovering oneself, by reflecting and checking, whether actions correspond to the stated values. There is no right or wrong way to lead and live based on values. However, there is always room for changes and improvement, because there is no end-state, which a person wants to achieve. There is no end-goal, because VBL, if seen as an approach to leadership and living, has an emphasis on a process of discovering the world from that point of view. Stating values is not possible once and for all, because

“Leadership is a journey with many twists and turns, providing many interesting learning experiences.” (2011, p. 1)

For Jansen Kraemer, the focus is on learning and improving, reflecting and altering the system of values according to the experience that is gained. “VBL is a lifelong commitment” (2015, p. 12) for those who practice it.

The most important answer for ‘why choosing values-based approach in leadership?’ question is given in the books as well. VBL as a system of guiding principles, and as a philosophical approach, supports the process of sense making for those who exhibit it. “VBL speaks to a deep human desire within all people to find meaning in what we do” (2015, p. 191). Values give the understanding what is the right thing to do, and how to do this. In the moment

of crisis they insure that there is overall meaning in taking risks, and support the motivation of the team to keep on going.

VBL as a philosophy gives for the whole organization opportunity to commit to the life-long learning and development, making sense of what is done, how and most importantly why. The values guide a person during the whole his/her life, no matter within the office, or outside, because values are genuine compass that corresponds one's true principles and desires.

5.1.4 Role of the Followers

Based on Jansen Kraemer, in order for leadership to exist, it requires followers (2015, p. 36).

"Leadership is all about the ability to influence." (2011, p. 2)

"If decisions are made by voting, company does not need a leader." (2011, p. 31)

Without followers, leadership would not exist. Otherwise, there is no need in a leader, if the decisions could be made by counting votes. VBL brings leadership to a higher level, having a goal to influence followers so, that they share values and embrace them consistently (2011, p. 81).

In order for a leader to influence followers, a leader has to know how to relate to them.

"People do what you say because you are a boss. In values-based leadership they do so because you know how to influence and motivate them." (2011, p. 6)

However, the process of influencing is two-way: "others will only follow you if you can relate to them, and they to you" (2015, p. 36). In the process of leader-follower interaction, followers acquire values that a leader transmits, and the way around - followers change prospective a leader perceives a situation, because their voices are heard by a leader, and their opinions are welcomed and appreciated (2011, p. 143). By building leader-follower relationship, both sides engage each other into a strong commitment and keep a high level of motivation, because VBL is about relating to each other by sharing views and core values.

The most important tool for building that leader-follower interaction is communication:

"In a values-based organization, as team members come to a fuller understanding of how their roles and job functions contribute to best investment, the importance of communication cannot be overestimated." (2015, p. 161)

The flow of communication help establish trust and relation among members of an organization, building a committed team, which understands what to do and why, accordingly with shared vision and values.

5.2 Practical Implementations of Values-Based Leadership

The second research question aimed at discovering the Jansen Kraemer's real-life experiences in putting values-based approach in leadership into actions. Upon analysis, they fall into four main categories: organizational culture, communication with the team, finding meaning and purpose, and focus on the right thing to do.

5.2.1 Culture Creation

At the core, culture in an organization is about the overall atmosphere and an environment there. Based on Jansen Kraemer's books, "values define the culture of the organization, setting the tone for every interaction" (2011, p. 7). In values-based companies, values reinforce the creation of culture in the organization, because they support each company worker in choosing how to behave and how to make preferences based on stated values.

Values help establish the code of ethics, which everyone in the organization needs to know and follow in order to be aware of what is acceptable, and what is not (2011, p. 91), because without values there can be ethical breaches, as the boundaries are not clearly stated (2011, p. 7). The organizational framework has to make sense for many reasons: first, actions have to be align with the goals of the organization (2011, p. 20). Moreover, "in values-based organization people come together for a higher purpose" (2011, p.

7), they need to follow the guidelines that are communicated clearly and accepted by everyone in the organization.

As for Jansen Kraemer, leader is the one who creates an environment (2011, p. 109). However, the role of the followers in creating the culture of the organization is also significant, because they all contribute into putting values into practice, exhibiting values by word and action. It is important for a leader to have "the whole company perspective" (2011, p. 148) – to understand that you all are in one team, chasing the same goal (2011, p. 140). In order for a leader to succeed in establishing such "whole team perspective", it is stated by Jansen Kraemer that a leader has to

"communicate the values of the organization right from recruitment and hiring, and through the onboarding process" (2015, p. 76)

"Creating a team that is diverse in background and in thought. Choose a team that compliments your strengths. Look for people that exhibit the same values." (2011, p. 96)

This way, the process of engaging new team members in values-based performance will start from the recruitment stage, allowing them to understand clearly what a leader stands for, and make them feel that they belong to the team, and that their contribution is well appreciated. People are to be a priority for a leader (2011, p. 97) in order to create a team, where every member knows how he or she fits into the plan (2011, p. 126), and is aware of what is going on, why and how to behave in accordance with the goals set and values accepted by the whole organization.

The most practical side of organizational culture is the way members of the organization carry out their duties. For Jansen Kraemer, the organization should concentrate not on moving faster and making all the things quicker, but instead, focus on prioritizing among goals and actions, and concentrate on doing what matters most (2011, p. 22). The decision making process must be clear and explicit, and the actions that follow must be consistent with the values stated (2011. p. 92). Values statement affects all the aspects of organizational culture, starting from the hiring process, up to the decision making process.

5.2.2 Communication with Team

As it was stated in the books by Jansen Kraemer,

"Effective communication is one of the most critical components of leadership, because everything else hinges on it." (2011, p. 126)

"As a leader, you have to tell people what your values are." (2015, p. 75)

The most important thing concerning the communication among all the members of a values-based organization according to Jansen Kraemer, is a clear communication. First of all, there must be a clearly articulated values statement. Every member of the team must understand and share what a leader stands for. Another aspect is that "once values are articulated, we need to put them in action" (2011, p. 88). There is no point in discussing common values, if there will be no action followed, or if the actions are not aligned with the main goal and values. Leader should

"set a clear direction and communicate it to everyone at every level. Inform the team on the front line." (2011, p. 112)

"Tell the people what you know, what you do not know, and when you will get back to them with an update. Team should know everything that I know." (2011, p. 129)

"Expectations for everything are communicated clearly." (2011, p. 7)

To put it another way, for Jansen Kraemer the most important aspect of communication with a team is clarity and awareness of the team about the values a leader sticks to.

Team should stay informed and updated about the information that a leader possess. However, the communication flow is two-way (2011, p. 47) and "ninety percent of good communication is listening" (2011, p. 130). Leader should encourage followers to challenge him or her, and support a safe environment for them to express their thoughts and concerns, and speak up their mind freely (2011, p. 118). Showing respect towards each member of the organization is highly important, because that will make followers feel welcome with their opinion, and create safe environment for them to give feedback or

express disagreement. Opposing opinions give expand the perspective on ongoing processes in the organization (2011, p. 5).

Safe environment for speaking up is the best way to avoid "sidebar discussions" (2011, p. 146) people use to share their concerns, disagreement and doubts. Every input must be treated with respect notwithstanding the position a follower holds (2011, p. 6). One of values-based leader's tasks concerning communication within the team members is to state clear that speaking up is the right thing to do" (2011, p. 48) in a values-based organization.

Obtaining feedback from team is highly important for leaders. Colleagues from front lines might be more informed about the ongoing situation with current tasks and projects than a leader. Hence, in order to stay realistic, and gain global perspective on things in the organization, freely spoken opinion and update from the team must be highly appreciated and heard by a leader (2015, p. 20). Not only leader's opinion is important and matters for making final decisions, but also input from others.

5.2.3 Finding Meaning and Purpose

Understanding the meaning of common actions is essential for the organizations lead with values. Values guide people and provide them with clear vision of what to do and why (2011, p. 88).

"Values need to make sense on a gut level, capturing what we felt in our hearts." (2011, p. 86)

"People want to know they are part of something much bigger than themselves." (2011, p. 115)

VBL allow people in an organization to feel that they belong to a meaningful process, with will lead to a greater purpose they pursue. Their work is worth the efforts and they comprehend where they all, as an organization, go and why (2011, p. 114). At every level of the organization people want to have the meaning of their work and understand the purpose (2011, p. 116), because in a values-based organization, people come together for the sake of a higher

purpose than making money. They strive to become the best they could (2015, p. 22) in everything they do.

When everyone is connected with a common mission, it is easier to connect actions with the overall end goal (2011, p. 5). Values that are shared by everyone in a team guide people to the right thing to do, and bring along meaningful purpose for acting in accordance with values.

5.2.4 Focus on the Right Thing to Do

Doing the right thing is a very important part of putting values into actions, based on books by Jansen Kraemer. He mentions this idea of "right thing" throughout his books, explaining the way how to apply this idea in real life by giving examples.

One of the ways how to understand what is the right thing to do, is to stick to the values statement, shared by the entire organization lead with values. Values guide you to "focus on what matters most" (2011, p. 4), "set priorities, identify what comes first and what comes last" (2011, p. 18). The point is to understand how to "make the best out of the situation" (2015, p. 24) and prioritize among tasks, concentrating first on what is the most important thing to do.

The objective is to present a better solution, and not to prove your leader or colleagues wrong (2015, p. 26). There might be a lot of tasks and callings to do, but there is a need to "admit that we cannot do everything" (2011, p. 19) and there will be always something what cannot be done at all and this is absolutely normal. In order to choose what to do and what to reject from the priorities list, it is advisable by Jansen Kraemer to ask the question "why" (2011, p. 5). Stepping back will allow to see the bigger picture and connect values with actions by analysing if the actions correspond with what matters most for the entire team, organization. All the actions will lead to some consequences, that is why it is crucial to make decisions about what to do next, with "awareness of full impact of your decisions" (2011, p. 13).

5.3 Characteristics of Values-Based Leader

While analyzing the data acquired from the books by Jansen Kraemer, it was noticed that the reflections and examples of ways for a leader to behave and handle leadership tasks take a significant part in the books and appear to be a key component in understanding how to put values-based approach in leadership into action.

The following section will present findings about the characteristics of a values-based leader from Jansen Kraemer's point of view. There are four categories that appeared upon the analysis: leader as a role model, being a values-based leader as a broader calling, personality of a leader, and performance of a leader.

5.3.1 Values-Based Leader as Role Model

From the Kraemer's perspective, values-based leader is not only a head in the organization, but also a person, who lives his or her values outside the office:

"principles of VBL are integrated into your whole life as you are watched 24/7. You are a values-based leader in all the areas of your life." (2011, p. 76)

"Be a showcase. Job is only a part of your life, not the whole life." (2011, p. 36)

Values-based leader "sets the tone for the organization" (2011, p. 93), demonstrating to others how not only through words, but also by acting in accordance with values:

"values-based leaders are engaged and committed to making difference and setting an example" (2011, p. 3)

"Your behavior must be consistent with your values at all times and in all situations." (2011, p. 93)

Leader "sets a standard" (2011, p. 3) for values-based organization, because this is a person who seeks to inspire people by being a living example and relating to others based on common values. The influence of a leader is used to motivate followers by word and action in order to pursue what matters most (2011, p. 2).

For Jansen Kraemer, values-based leader is a "positive role model" (2011, p. 93), meaning that being such model can help a leader to make people stick together in a team, in the pursuit of right things to do. Once there is no leader to motivate by being a positive example for others to follow, the team might fall apart, as there will be no common ground as a base to guide common actions in a team (2011, p. 93).

Being a positive role model is not the only thing that values-based leaders can do for their teams. Leader can demonstrate the desired behavior, for example, he or she can "model thought process for others" (2011, p. 35), or "model self-reflective behavior for his team" (2015, p. 25). Hence, people in the organization can observe the appropriate way to operate on the

In order to relate to the people in the organization and be a showcase, Jansen Kraemer advises values-based leaders to:

"tell stories about yourself, such as by giving a glimpse of who you are outside of work, you allow people to relate to you in a very human way." (2011, p. 136)

Based on the books by Jansen Kraemer, it can be stated, that from his point of view, values-based leaders are personalities that live their lives with values guiding them in and outside their jobs. It is not possible to follow one's values statement only at work and forget about the principles when at home. Leader inspires and leads by being genuine in what he or she states, and sticks to his or her words, acting accordingly, because in order to lead the values-based organization, leader needs to 'walk the talk', otherwise there will be no consistency in values and followed actions. Values-based leaders are values-based personalities, first of all, so they remain committed to their principles every day and every second.

5.3.2 Being Values-Based Leader as Broader Calling

For Jansen Kraemer, the difference between leaders and values-based leaders is mainly about the shift of leader's focus from striving for success to significance:

"rather than being concerned about only themselves and their organizations, values-based leaders seek to make a positive impact on the world beyond the boundaries of their companies." (2011, p. 7)

Values-based leaders seek to “become a part of a solution to a fundamental problem on a global scale” (2011, p. 188). Their influence has an impact not only on their organizations, but also on the people around them and the world they live in, because their calling extends beyond their job or team:

“for values-based leaders, what matters most is the greater good, the positive change that can be effected within the team, department, division, or organization, or even on a global level. Deciding what matters most begins with the leaders themselves. Values-based leaders take time to discover and reflect on what is most important to them. Their objective is to make the world a better place within their scope of influence, no matter how great or small.” (2011, p. 3)

Values-based leaders are not their job titles. They do not define themselves by the position they hold, because their job is not their whole life, they are just another team member among others. Genuine humility helps values-based leader not forget their other tasks to do – working on being the best in all the areas in life, in not only leading the organization and becoming successful. (2011, p. 69)

The overall meaning of being values-based leaders is making an impact on a global scale:

“together, as values-based leaders, we can make an enormous difference – leaving a positive global footprint, changing the world around us and the lives of others.” (2015, p. 170)

Values define the way for a leader to act, to set priorities and define the way for the organization to go.

5.3.3 Personality of Values-Based Leader

In his books, Jansen Kraemer also tends to describe the personality and personal traits of values-based leaders, explaining how those characteristics might be helpful in applying values-based principles in leadership. The most important characteristic, from his point of view, is self-knowledge:

“grounded in self-knowledge, your leadership becomes more authentic. The more you self-reflect, the better you know yourself: your strengths, weaknesses, abilities. Your leadership must come from your core.” (2011, p. 14)

Knowing oneself is not about realizing who you are and “remember from where I came from and retain an appreciation for the people on those positions”

(2011, p. 59), but also about accepting who you are with all the imperfections, weaknesses and mistakes you might do (2011, p. 58). Values-based leader is not the one to know all the right answers and be ideal, but more being reflective on one's doings and finding balanced perspective by being "open to listening to everyone's opinion" (2011, p. 118). Self-knowledge allows to accept weaknesses as a place for someone other's expertise to be heard and be a part of the decision-making process.

Values play an important role in building a personality of a values-based leader, because:

"credibility and trustworthiness come from being open, honest, and real. When people know you and what you stand for, they will trust that what you say is true." (2011, p. 130)

That is why defining values is one of the steps that a leader should take on one's way to reflective, self-confident, balanced, genuine humility (2011, p. 6), and understanding oneself.

Apart from knowing oneself, values-based leader should be open to constant learning (2011, p. 58). Being open to other opinions will allow to be honest with oneself and do not "fool yourself" (2011, p. 26). Perspectives of others will let you react to crisis appropriately, and prioritize in case of sudden changes (2011, p. 40). Taking into account what others know, there is a chance to keep the balanced perspective, which correspond to Jansen Kraemer's understanding of values-based leadership.

5.3.4 Performance of Values-Based Leader

The data collected from the books of Jansen Kraemer was very practical and mainly oriented to the real-life implementation by the readers in their job positions. The title of the present thesis was guiding me through the book, helping me look precisely for the answers about practical solutions for leading with values. This section will summarize all the Jansen Kraemer's ideas and experiences from his books about the way for values-based leader to lead their organ-

izations, about the real actions that can be taken and applied as leadership tools, to truly be consistent with values stated and shared in the organization.

Leaders are supposed to have a huge influence on the way organizations develop and proceed, as they are seen as people who decide what to do, where to go, and give tasks to do. However, that common way to treat leaders at their positions is not suitable for values-based organizations, which leaders finalize the decision, by recognizing the best solution after the input given by all members of the discussion (2011, p. 31), rather than giving tasks and orders. Task of a values-based leader is to listen most of the time, holding his or her opinion until everyone has spoken (2015, p. 51), because the leader is not the knowing-all person, who already has all the answers, but the one who has to choose the best suggestion from the team. It is a leader's job to "engage and motivate them to come with solution" (2011, p 140), because

"Your objective as a leader is to put together a high-performance team as you manage talent and develop future leaders." (2011, p. 157)

After the discussions, where everyone has spoken one's mind and was well-heard by the leader and other members of the team, the final decision, made based on the suggestions given is an understandable decision, because values-based leader makes sure that "everyone sees the forest and understands his or her relationship to the clear, elevating goals of the organization" (2015, p. 51). After the well-discussed meeting, there are no doubts, side-bar discussions or unspoken opinions left, and the process of leader's finalizing the decision makes sense for everyone, and corresponds the values and priorities important for the entire organization.

It is important for leaders to stay not far away from 'the field', because there is always a danger of easily becoming disconnected (2011, p. 152), delegating and losing touch of what is going on. Leader's position is "near the field, but not on it; away from the action, but not distant" (2011, p. 155). Followers are informed better about the ongoing issues; hence, their input can be more valuable than a leader's attitude about the matters he or she has not observed in a real situation.

Another practical suggestion for values-based leaders from the Jansen Kraemer's point of view is to set the tone for the organization, create an environment, safe for speaking up one's mind, and a team, rooted in the values you have (2011, p. 93). In order to create such team that consists of motivated people engaged into a team by common goal and values, values-based leader must

"have a high degree of energy and commitment around what you are trying to accomplish. Your leadership comes not from telling others what to do but from showing them why what they are doing is important to the entire organization." (2011, p. 139)

Values-based leaders lead by example, and motivate people by relating to them, as well as by engaging them, showing them who they are - genuine, authentic and committed people, living in accordance with their priorities and values.

5.4 Summary of the Findings

The study and research questions aimed at revealing the understanding of Jansen Kraemer's practical approach in values-based leadership, based on his books on that topic. The main focus of the research was to understand the practical side and the way of implementing values-based approach in leadership. The results of the analysis were elaborated in the present chapter and this subsection means to summarize the findings from the study done.

The first section explored the first research question: *"How does Jansen Kraemer define values-based leadership approach?"*. The objective of that question was to reveal the way Jansen Kraemer perceives values-based approach in leadership from the practical point of view, based on his real life experience and vision. Jansen Kraemer does not give a direct definition of what values-based leadership is. However, he explains his understanding of that notion via different aspects of leadership - the source, the aim, perceiving VBL as a philosophy, and the followers and their role. Those four categories appeared upon the analysis of the data extracted from his books. As for the *source* of VBL, it does not come along with the title. Everyone can become a values-based leader of oneself by knowing what you stand for and letting values guide you in life and profes-

sional choices. As for the *aim* of VBL, it goes beyond the organization. Jansen Kraemer sees positive changes in people's lives and in the world as a main desired goal for everyone, who wants to exhibit values-based approach in leadership. The perception of VBL as *philosophy* means that this approach is not only applicable in the organizations, but also in everyday choices. It is not possible to exhibit VBL inside the office and stop being a values-based leader outside the office. Role of the *followers* determines the VBL as well, by building relations between a leader and followers. The flow of communication and opinions exchange is two-way.

The second question targeted into getting understanding of "*How to put values-based leadership approach into practice from the Jansen Kraemer's point of view?*". The practical suggestions from the books of Jansen Kraemer ranged from supporting culture creation in the organization to focusing on the right thing to do. The data fell into four main categories upon analysis. The *culture creation* is a tool for applying values-based principles in leadership. The culture should be supportive, creative and open for discussions and new suggestions. The way *communication with the team* happens plays crucial role in putting VBL into action - communication is clear, words and action are consistent with values, opposing opinions and feedback is appreciated as an enrichment. When lead with values, organization should elaborate the common understanding of the *meaning and purpose* of their actions. The end goal should make sense and correspond everyone's values statement, which will help members of the organization to get the clear vision and the way how to get there. *Focus on the right thing to do* helps prioritize and choose the acceptable course of actions.

The third question focused on "*What are the distinguishing characteristics of a values-based leader, based on Jansen Kraemer's opinion?*". First, values-based leader is a *role model* for the followers, who gives the example how to live values 24/7. Second, being values-based leader, a person has a *broader calling* that distinguishes him or her from other leaders - this calling is his or her influence that extends beyond the team and the organization. As a *personality*, values-based leaders know themselves, are balanced and genuine. As for the *performance* at

work, values-based leader finalizes decisions make together with the team, makes sure that the mode of actions and the purpose of doing one way or another is clear for everyone.

The study grounded in exploring values-based leadership in action by turning to the books written by Jansen Kraemer, who experienced it in his working life and reported his now-how in his two books. The next section 'Discussion' examines the result of the study. Theoretical understanding of VBL will be compared with the findings elaborated from the books by Jansen Kraemer. Conclusively, reliability of studies, ethical solutions and suggestions for further research will be discussed.

6 DISCUSSION

The present chapter aims at comparing and connecting theoretical approaches towards VBL with the practical solutions that were gained from the books by Jansen Kraemer during the data analysis and reported earlier in the present theory. The examination of the reliability and limitations of the present study will follow, as well as the recommendations for the further research on VBL.

6.1 Connecting Theory and Findings

The research was carried out in order to answer three research questions, which aimed to reveal Jansen Kraemer's perspectives on how to put VBL approach into actions. The questions guided the flow of the research, and supported the writing of the chapter on theory. Research questions gave the lenses through the readings of theoretical materials, as well as the book by Kansen Kraemer, were read. The present section aims at exploring to which extend theory on leadership and particularly VBL correlates with the study results. The short comparison of theoretical and practical views on Values-Based approach will also be given.

6.1.1 Correlations between Theory and Practice of Values-Based Leadership

The aim of the present research was to explore the ways for putting VBL into practice and to reveal practical solutions that Jansen Kraemer describes in his books about Values-Based approach in leadership. In order to meet that aim, theory on leadership and its developmental stages were reviewed in order to discover the role of values in leadership and overview the differences of values-based approach from all other theories. The aim of the research was met when the data obtained from the books was analysed and reported in the chapter *Findings*. The present section aims at finding connections between the theory on VBL and practical solutions extracted from Jansen Kraemer books during the

research process. Finding connections between them is highly important for understanding the extent of scientific approaches to deal with reported real-life experiences of Jansen Kraemer and see if pure theoretical approach in studying leadership is worth checking and comparing with non-theoretical, non-fiction sources.

First, it can be stated from the above written theoretical overview and the chapter *Findings*, that both theorists and Jansen Kraemer notice the ambiguity of the VBL notion. However, they all define leadership as an influence. The difference is in describing values-based approach in leadership, which Jansen Kraemer defines through different components, for instance, the source, the aim of VBL etc. As for the source of VBL, Jansen Kraemer claims that it can be anyone, as the possibility to exhibit VBL is not given by default with higher positions in the company, but rather is a free choice of a person – to lead one's own life with those principles of VBL.

As for the aims of VBL, Jansen Kraemer states them in his books, while in the theoretical studies and articles there is no clearly described aim statement on why exactly VBL approach is needed to be applicable in the organizations.

Theorists approach VBL approach as one of the leadership approaches, while Jansen Kraemer considers VBL to be rather a lifestyle or even the philosophy than only a leadership tool for the leadership excellence.

Second, both theorists and books by Jansen Kraemer comments on the role that followers play in exhibiting VBL, and discuss the way how values statement can contribute in building teams, creating a common goal statement, and help leader relate to the followers.

Third, the role of a leader is not always mentioned in the theoretical materials on VBL, while Jansen Kraemer puts the focus on how exactly values-based leader can influence followers, for instance, as being a role model, by his or her own example. A lot has written on personal traits and characteristics of values-based leader, because for Jansen Kraemer they play a huge role in how values-based approach towards leadership can be implemented in real life.

Jansen Kraemer refers to VBL as to the calling, meaning that influence of values-based leaders goes beyond organizations, having an impact on the people outside the organization or even on the whole world. Nothing about that aspect of VBL was found in the theoretical literature revised for the present thesis.

6.1.2 Comparing the Role of Values in Theory and Practice of Values-Based Leadership

The purpose of the study was mainly concentrated on gaining personal experiences on how to exhibit VBL. The comparison between theoretical perspectives on the role of values with practical solutions were not stated as a purpose for the present thesis. However, the connections between them are personally interesting for me as for the researcher. I was especially interested to know to what extent theory and practice correspond and fall together in real life.

As it was mentioned in the subsection *Investigating Values*, values are the concepts or beliefs that are related to the desirable modes of behavior or results. In order to compare the theoretical definition with the one given by Jansen Kraemer, it is important to summarize what he meant by addressing values in his books. In his books, Jansen Kraemer does not give any exact definition of values. He sometimes refers to how values shape values-based leadership style and influence behavior, by saying that, for instance, your choices and decisions are always aligned with your values. Beside that, values also influence how to treat everyone, interact and response (Jansen Kraemer, 2015). Overall, it can be stated that Jansen Kraemer did not aim at giving exact definitions or examples of values, rather he wanted to show their characteristics and reasons for that to be influential and important for leadership. For Jansen Kraemer, the most important characteristic of values is that they guide people to behave, to react and to prioritize (2015).

If we compare the theoretical point of view on values with Jansen Kraemer approach toward the role values in VBL, it can be stated that they have a lot in

common. For instance, values are seen as beliefs or concepts that influence actions and choices. Moreover, neither of the theorists nor Jansen Kraemer give exact examples or name values. Values are seen as variable motivational constructs and are not listed neither in the theory, nor in the data source.

In the chapter *Investigating Values*, it was reported on the notion of 'moral manager' (Brown & Trevino, 2006), who is seen as a role model for followers and described as a person who implements personal characteristics (honesty, balance, care) for motivation, engaging and influencing people. The same was reported in the data analysis chapter in the section *Personality of a Values-based Leader*. Both theorists and Jansen Kraemer consider personal characteristics of a leader to be crucial for their being values-based leaders. Moreover, they all emphasize the importance of articulating, verbalizing values in order to create common, shared values among the team members and increase motivation and the level of engagement.

To conclude, it can be stated that values are defined only in the theory, while in practice it is needed to be articulated and ranked individually in order for them to make sense for everyone in the team. Both theorists and Jansen Kraemer believe that values can create a common ground for team members and help them coordinate their actions and increase motivation to contribute to the common aim.

6.2 Reliability of the Study

For Cohen, Manion & Morrison (2011), reliability in qualitative research refers to the connection between what is collected as the data and the real things that happen in the natural settings. Hence, reliability can be described as the extent to which the results obtained in the research can be transferred and applied in other settings (Creswell; Cohen et al). The data collected from the books could be considered as not quite reliable, because the books were written by one person. The perspectives of one person were collected and used as a data for the research, despite the fact that the more the number of participants take part in

the study, the more reliable findings are expected to be gained (Bouma & Atkinson, 1995). However, the decision to conduct a research based on the books by only one author was well-thought and discussed with the thesis supervisor. The reasoning behind choosing that source for the data was explained in the section *Context of the Study*. Even the small amount of participants can give trustworthy findings, which can be applicable in other contexts despite that limitation. At this point the study aimed at exploring lived experiences of Jansen Kraemer, as an experiences values-based leader.

In order to make the data reliable, the back and forth checking of the samples, as well as the categorization, coding and abstraction processes were carried out, as described in *Data Analysis*, in order to ensure the credibility and trustworthiness of the findings.

6.2.1 Validity of the Study

As for the validity of the study, which is the determination of how exact and accurate the findings are (Creswell, 2013, p. 251), such procedures as peer reviewing, consultations with the supervisor were applicable for checking the validity of that research. Moreover, the researcher should stay aware of the biases or prejudices he or she brings along when starting to interpret the data (Cohen et al. 2011, p. 204). The role of my own interests, attitudes and biases was taken into account when starting to work with the data. First, my interest was to explore how practical suggestions in non-fiction books on VBL can be in comparison to theoretical works on that issue. I was expecting theoretical sources to lack coherent suggestions for putting VBL into practice. Second, my attitude towards values-based approach before conducting that research was rather superficial and I did not know anything about the exact role of values in leadership. For instance, I did not think that values are to be practiced not only at workplace but also throughout the whole life, as it was mentioned by Jansen Kraemer in his books. Moreover, my opinion about the role of the followers was biased in a way that I did not see them playing any significant role in values creation process that takes place within the organization or team. While reading

the books, collecting and analyzing the data I took my best concern to ensure the validity and stay unbiased and let the data flow from the text and the voice of the author be heard.

As for the generalizability, it reveals whether the finding of the study might be applicable in other settings or not. The factors that interfere are numerous: the country, the size of the organization, the number of the followers etc. For example, what was possible in a huge multinational organization, might not be possible to apply in a small company. In the present study Jansen Kraemer's experiences of being a values-based leader in big organizations are being taken into account and can be applicable in organizations of the same type. The country where organization operates might have some culturally dependent ways for leader-follower interaction. Hence, not always it can be possible to collaborate in between levels the way Jansen Kraemer presented in his books. There can be more distance between a leader and a follower and their communication not necessarily can be direct and open for speaking up.

Additionally, a lot depends on the way each values-based leader puts values-based approach towards leadership into practice. Values-based leaders have different personalities and can apply values-based leadership framework differently.

6.2.2 Limitations and Further Recommendations

The initial purpose of the study was to explore Jansen Kraemer's perceptions of the notion of values-based leadership approach from the perspectives of his lived experiences.

While the study was being conducted, it turned out that despite the exceeding number of existing literature – both theoretical and non-fiction – on the topic of values-based leadership, there are no studies found that aimed at comparing or connecting them. Despite that lacking research, I decided not to do the comparative study, and concentrate on describing practical insights about leading based on values, rather than trying to combine both descriptive and comparative approaches. A limitation therefore is that the present research

was not mentioned to reveal the differences and similarities between theoretical and practical perspectives on VBL, neither was the study designed for connecting them. However, a short comparison of conclusions about both theoretical and practical perspectives, gained while conducting the study, is given earlier in this chapter. Hence, comparative approach to exploring VBL can be considered as a recommendation for a further research.

Moreover, the context for the present study was dependent on the source of the data – the books written by Jansen Kraemer, because his experiences were the main focus for me, while collecting the data. Hence, the context is limited by the country, where Jansen Kraemer operated and practiced leadership based on values. Due to this limitation, it cannot be stated exactly if the results of the study can be applicable in other contexts such as countries, and organizations.

The hallmark of a good qualitative research is, as for Creswell (2014, p. 138) the diversity of opinions and visions presented in the study. The description of various perspectives on the notion of VBL was not the purpose of the present study, so that was not the case. The limitation is therefore is that the results are narrowed by only Jansen Kraemer's perspectives. However, I do not consider it to be a disadvantage or an obstacle for conducting sufficient research, because personal experiences reported and described in big volumes as books, also needed to be taken into account when conducting a research.

Moreover, the experiences and the personal vision of VBL may vary, when another values-based leader is interviewed or if other books written by other authors are taken into consideration and used as a source for the data. It can be recommended to consider exploring VBL notion in different contexts and from different personal perspectives, in order to gain broader and deeper understanding, and validate the generalizability of the studies on that topic.

As I was not able to find any sources for collecting the data in the area of values-based leadership in the field of education, I would advise to study that rather unexplored area, because it might be very interesting and useful to reveal

how values-based leadership in educational organization differs or not from the one in business sector or big corporations.

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APPENDICES

Appendix 1 Coding Framework

Definition of Values-Based Leadership	Source of Values-Based Leadership	<ul style="list-style-type: none"> • All of us can exhibit Leadership. • You do not have to wait until you are at a higher level in the organization to make a difference • Leadership has nothing to do with the titles and organizational charts • move from the inside out, rooted in the knowledge of what you stand for and what matters most – personally and professionally. • Leadership is not a prize earned by having the most accomplishments or the most impressive titles and positions • come from within the organization itself
	Aim of Values-Based Leadership	<ul style="list-style-type: none"> • make difference in their lives, organizations, the world • the ability to influence others • do the right thing by making choices and decisions that are aligned with your values • Focusing on the right thing to do • Leadership is not about the leader. Leadership is about the growth and positive change that a leader can bring about while working with others. • It is important to set a <i>clear</i> direction. • Focusing on the right thing to do makes choices clearer to see and easier to make. First, you must know who you are and the values for which you stand. • forming teams that are motivated and engaged to do the right thing and to make the right decisions for the good of the company. • To do the right thing as defined by their personal values, as well as the mission, vision, and values of their organization • Becoming a best citizen • VBL means more than just generating a return for shareholders
	Values-Based Leadership as a Philosophy	<ul style="list-style-type: none"> • Leadership is a journey with many twists and turns, providing many interesting learning experiences • Leadership is how we think and act • the way we treat clients, colleagues, interact and report • Leadership can always be improved no matter how

		<p>old you are</p> <ul style="list-style-type: none"> • your choices and decisions are consistent with your values • Saying one thing and doing other is NOT VBL • Values define what you stand for and must be lived 24/7 • Values guiding you as a compass • VBL requires life-long learning and a continuous process of self-reflection to discover those areas in which we need to grow and develop. • VBL is a way of thinking, acting, and operating at every level of the organization • Lifelong commitment • VBL speaks to a deep human desire within all people to find meaning in what we do • Leadership begins with a leader. Leader as a model role
	<p>Role of the Followers</p>	<ul style="list-style-type: none"> • if decisions are made by voting, company does not need a leader. • People do what you say because you are a boss. In VBL they do so because you know how to influence and motivate them. • Values have to be embraced by every single person – universally and consistently • Leadership requires followership. Others will only follow you if you can relate to them, and they to you. • Leadership is all about the ability to influence • In a VB organization, as team members come to a fuller understanding of how their roles and job functions contribute to best investment, the importance of communication cannot be overestimated
<p>Practical Implementations of VBL</p>	<p>Organizational Culture</p>	<ul style="list-style-type: none"> • Values define the culture of the org, setting the tone for every interaction • Without values there can be ethical breaches because boundaries are not clearly defined between what is and is not acceptable. • Making explicit decisions. Decisions are not made in a vacuum. How your choices affect others • See how a business opportunity aligns with the goals of the organization. Framework that makes sense. • Instead of moving faster, it makes more sense to focus on what is most important • Recognize the value in everyone • Your team understands what you stand for • Team as a part of a whole, not just their performed job

		<ul style="list-style-type: none"> • Everyone in the org needs to know the code of ethics – what is acceptable and what is not • Values statement involves expectations. Those expectations carry consequences. Actions across the org must be consistent with the values • Creating a team that is diverse in background and in thought. Choose a team that compliments your strengths. Look for people that exhibit the same values • Make people a priority. be engaged in talent management • Leader creates an environment • People must understand the strategy or plan, and they must be part of the process • You are all in one team • “a whole company” perspective • Acknowledge the contribution of your team and to put the spotlight on them • Make others feel like they really do belong to a team. you value them for their contributions, especially in areas where they have strengths that you do not have. • Speak about “we”, not “I” • It all comes down to the people • Communicate the values of the organization right from recruitment and hiring, and through the onboarding process. • Everyone should understand how he fits into the plan
	<p>Communication with Team</p>	<ul style="list-style-type: none"> • Not only your opinion matters. • Treat everyone with respect no matter which position it holds • Opinion of the team is well-appreciated and heard • Seek input from others. Not only your opinion matters. Opposing opinion gives you a global perspective. • Expectations for everything are communicated clearly. • Two-way communication • Speaking up is the right thing to do • Set a clear direction and communicate it to everyone at every level. Inform the team on the front lines. • Once values are articulated, we needed to put them in action. • Let the team know that you want to listen to their opinion. Make the environment safe for those who are willing to speak up and give feedback. You demand that they challenge you.

		<ul style="list-style-type: none"> • Effective communication is one of the most critical components of leadership because everything else hinges on it. • Tell the people what you know, what you do not know, and when you will get back to them with an update. Team should know everything that I know. • 90 percent of good communication is listening. • No “sidebar discussions”. People engage in them because their concerns, questions, and comments were never aired in the meeting • Obtain input and feedback from others to make sure you are being realistic and honest with yourself. • As a leader you have to tell people what your values are
	Finding Meaning and Purpose	<ul style="list-style-type: none"> • Connect actions with overall purpose or plan • Step back and see the big picture • to become “the best” we could be • In VB organizations people come together for a higher purpose. • be consistent with our objectives. Is it an opportunity worth pursuing? • Values need to make sense on a gut level, capturing what we felt in our hearts • Values provided a concrete definition of what each of us had to do. • The entire team comprehends where the organization is going and why • People want to know they are part of something much bigger than themselves. • People at every level of the organization want to have meaning and purpose • everyone is aligned with a common mission: the success of the organization.
	Focus on the Right Thing to Do	<ul style="list-style-type: none"> • Focus on what matters most and doing the right thing • Do not multitask, take time to reflect on “why”. • awareness of full impact of your decisions • Setting priorities. Identifying what comes first and what comes last. • Admit that we cannot do everything. • Do the right thing and do the best I can • Focus on what can be done to make the best of the situation • Your objective is not to prove your boss wrong, but to present a better solution
Characteris-	Leader as a	<ul style="list-style-type: none"> • By word, by action, and example, VB leaders seek to

tics of a Val- ues-Based Leader	Role Model	<p>inspire and motivate, using their influence to pursue what matters most.</p> <ul style="list-style-type: none"> • VB leaders are engaged and committed to making difference and setting an example. • Setting a standard for the rest of the org. • Model thought process for others • Be a showcase. Job is only a part of your life, not the whole life • Principles of VBL are integrated into your whole life as you are watched 24/7. you are a VB leader in all the areas of your life • Demonstrate values through words and actions • Positive role model • Your behavior must be consistent with your values at all times and in all situations • VB leader sets the tone for the org. • Telling stories about yourself, such as by giving a glimpse of who you are outside of work, you allow people to relate to you in a very human way • VB leader models self-reflective behavior for his team
	Being Val- ues-Based Leader as a Broader Call- ing	<ul style="list-style-type: none"> • for values-based leaders, what matters most is the greater good, the positive change that can be effected within the team, department, division, or organization, or even on a global level. Deciding what matters most begins with the leaders themselves. Values-based leaders take time to discover and reflect on what is most important to them. Their objective is to make the world a better place within their scope of influence, no matter how great or small • Work on becoming better • Shift focus from success to significance. VB leader seek to make a positive impact on the world beyond the boundaries of their companies. focus on priorities • Do not be consumed by your title. You are not your job. • As a VB leader, I can make a difference beyond my organization. I had a broader calling as well. • Goal to become: best team, partners... and best citizens of the world • To be a part of the solution to a fundamental problem on a global scale • Your reach as a VB leader extends beyond your organization • Together, as VB leaders, we can make an enormous difference – leaving a positive global footprint, changing the world around us and the lives of others.

	Personality of Values-Based Leader	<ul style="list-style-type: none"> • Reflective, self-confident, balanced, genuine humility • Accept weaknesses • Grounded in self-knowledge, your leadership becomes more authentic. The more you self-reflect, the better you know yourself: your strengths, weaknesses, abilities. Your leadership must come from your core • Honest with yourself. do not fool yourself • Being comfortable with who you are • Being able to react flexible on changes. • Open to learning, constant learning • Remember from where I came from and retain an appreciation for the people on those positions • Define your values • Open to hearing everyone's opinion • Credibility and trustworthiness come from being open, honest, and real. You are what you stand for.
	Performance of Values-Based Leader	<ul style="list-style-type: none"> • Leader does not have to know the solution. Leader's task is to recognize the best suggestion from the team. • Job of the leader is to make a final decision after taking all the input. members of the team understand leader's final decision because everything was well discussed • create a team rooted in your values • VB leader creates an environment, engages people • As a leader, you should strive to give every member of your team a holistic understanding, instead of just a list of tasks that must be accomplished. • You must have a high degree of energy and commitment around what you are trying to accomplish. Your leadership comes not from telling others what to do but from showing them why what they are doing is important to the entire organization. • Engage people and motivate them to come with the solution, rather than telling them what to do • Leaders can be easily disconnect; the temptation is to delegate that can lead to losing touch with what is happening day to day. • Leader's position: he is near the field, but not on it; away from the action, but not distant. • Your objective as a leader is to put together a high-performance team as you manage talent and develop future leaders • The VB leader makes sure that every person sees the forest and understands his or her relationship to the clear, elevating goals of the organization • Leaders hold their opinions until everyone has spo-

		ken, so they do not suppress true discussion. They spend 90 percent of their time listening
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