ACKNOWLEDGEMENTS

I used to be on the management board of a leadership consulting company. In my business world, people often claim about the irrelevance of knowledge from business schools. I first came to this business school with that kind of mindset. However, my mindset has changed gradually. I began to recognize the true values of the academic works.

My first thanks to "School of Economics and Business" – Norwegian University of Life Sciences for giving me a chance to study here. Thanks to all the professors who I have learned from for showing me the true values of academic works.

My special thanks to Professor Arild Wæraas who has been my dear teacher for many subjects: AOS320, AOS336, AOS331. I felt a bit guilty for my previous arrogant attitude in the subject A0S331. I was influenced by the thinking from the business world about the irrelevance of knowledge from business school. Despite such bad attitude, you still accept to be my main supervisor. Thanks much for your professionalism as a professor, your tolerance as a human being and most of all for guiding me to recognize the true meaning of academic works.

I also would like to thank Dr. John-Erik Mathisen for being my co-supervisor. As a business leader yourself stepping into the academic work, you understand me very well. Thanks for your understanding, much enthusiasm in guiding me, and many detailed suggestions. Last but not least, my thanks to Professor Nicolay Worren for sharing several useful articles & advices which help to give the meaningful direction for my thesis.

Now I have recognized a simple but important thing: business practitioners and business scholars can work well together. There is no need for a switch in their roles because each role has its own unique importance. What needed is first and foremost a switch in attitude: from arrogance to humbleness, from ignorance to openness. That is true, at least in my case.

Ås Norway, December 2015

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Tan V. Tran

SUMMARY

With many severe collapses in business world due to lack of moral values, such as cases of Enron, Tyco International, Adelphia, Peregrine Systems, WorldCom… the "values-based leadership" (VBL) has become one of the most important concepts to deal with such moral problems. However, due to the separation between scholars and practitioners in management/leadership subject, practitioners fail to receive enough solutions for their moral issues in business life, and scholars may lose contact with what is actually going on in the real business reality.

This thesis aims to explore the VBL subject from perspectives of both scholars and practitioners in terms of ontology, epistemology, methodology and key findings. This is illuminated by a systematic literature review with 40 qualified relevant scientific articles of scholars and 20 qualified relevant book summaries of practitioners.

Results on their ontology, epistemology, and methodology indicated that there is indeed the separation between them and the size of gap between them depends on which philosophical position scholars are in. The size of gap is huge when scholars are in internal realism (positivism), but the gap is reduced when they take the position of relativism (constructionism).

Results also showed the significant positive impact of VBL on employee outcomes and several other aspects. Many lessons which scholars and practitioners can learn from each other are also pointed out by assuming that they are open and try to appreciate the values of the other side. In addition, what may happen are also discussed if scholars and practitioners switch their philosophical positions with each other.

Last but not least, many challenges for scholars and practitioners on the road towards a better collaboration are also presented: very different philosophical approaches, automatic mindset, institutional barriers… Despite all that challenges, scholars and practitioners can and should collaborate with each other for better common benefits for both of them.

SAMMENDRAG

Ved flere skandaler og konkurser i næringslivet har det blitt pekt på mangel av moralske verdier som årsak, for eksempel Enron, Tyco International, Adelphia, Peregrine Systems, WorldCom. I lys av slike hendelser har verdibasert ledelse (VBL) grodd frem som et viktig begrep i håndteringen av moralske problemer, kanskje spesielt blant leder. Tidligere forskning antyder at det kan være avstand mellom forskere og praktikere innen ledelse og styring. På denne måten kan praktikere miste tilgangen til løsninger på moralske problemstillinger belyst av forskere, og forskere på sin sine kan overse problemer som er viktige for praktikere i næringslivet å rette fokus mot.

Denne oppgaven tar sikte på å utforske VBL fra både forsker og praktiker perspektiv ut i fra deres ståsteder innen ontologi, epistemologi, metodiske tilnærming og hovedfunn innen begge tradisjonene. Dette blir belyst ved en systematisk litteraturgjennomgang av 40 vitenskapelige artikler og 20 sammendrag av bøker skrevet av praktikere.

Ved å utforske praktikeres og akademikeres ontologi, epistemologi og metodikk, antyder resultatene av de utførte analysene at det faktisk er en forskjell mellom dem. Størst synes gapet å være når forskere står i indre realisme tradisjonen, videre synes forskjellene redusert når forskerne tar et mer konstruktivistisk perspektiv.

Resultatene av litteraturgjennomgangene antyder også at det er signifikante positive sammenhenger mellom VBL og utfall for organisasjonen på feler nivåer. Denne oppgaven peker også på områder hvor forskere og praktikere kan lære av hverandre, blant annet ved å være åpne for hverandres perspektiver. Videre blir forskjellig resultater av at forskere og praktikere bytter sine filosofiske posisjoner diskutert.

Sist men ikke minst, mange utfordringer for forskere og praktikere på veien mot et bedre samarbeid er også presentert: svært forskjellige filosofiske tilnærminger, automatiske tankesett, institusjonelle barrierer ... Til tross for det, forskere og praktikere kan og bør samarbeide med hverandre for bedre felles fordeler.

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CHAPTER 1: INTRODUCTION

1.1 The importance of VBL

Figure 1 Moral values in humanity, in business and in business leaders
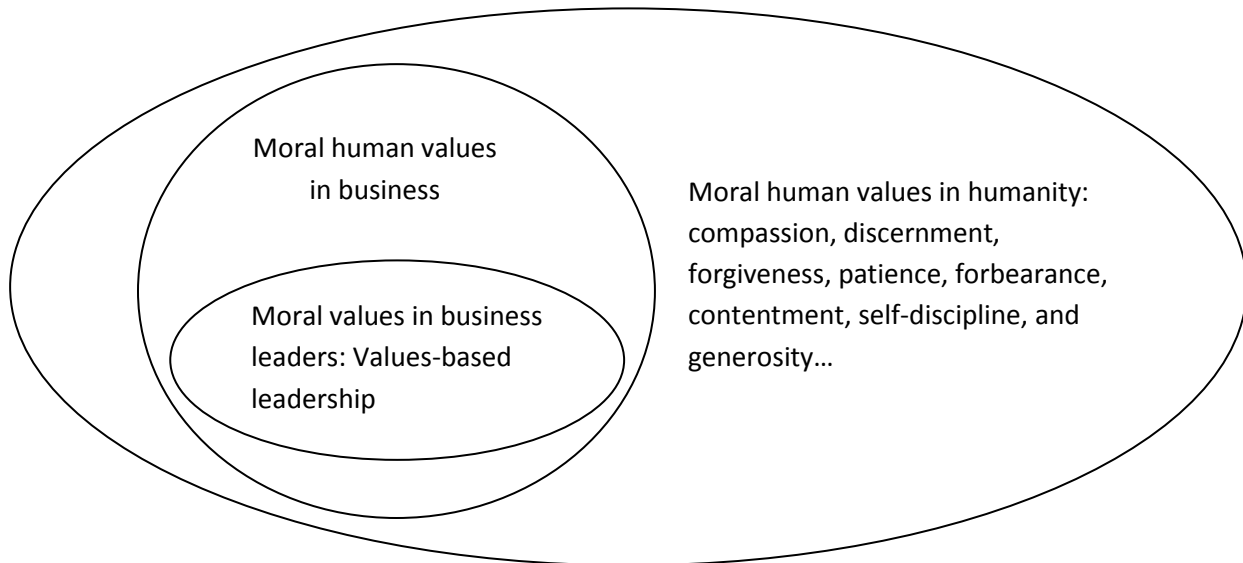
At the humanity level, human moral values, such as *compassion, discernment, forgiveness, patience, forbearance, contentment, self-discipline, and generosity…* have been claimed to be the common ground of many religions and even the non-religious people (figure 1). In the last few decades, his holiness the 14th Dalai Lama has worked closely with many different religion leaders and scientists to conclude that: "it is these inner values which are the source of both an ethically harmonious world and the individual peace of mind, confidence, and happiness we all seek" (Gyatso 2001).

In business world, people have recently experienced *many serious collapses due to the lack of those moral values*. One of the largest bankruptcies in the American history – the case of Enron Corporation – is one example. From the giant in its industry, Enron has severely collapsed due to the lack of moral values. It is said that Enron has been severely surrounded by the culture of "greed" which led to the collapse (Brown & Trevino 2003). There are many other similar financial scandals happened at big corporations such as Tyco International, Adelphia, Peregrine Systems, WorldCom… (Avolio & Garner 2005).

Those severe collapses have led to the *growing tendency among big corporations to reconsider the serious importance of such moral values*. McDonald's, Shell, Nike, Nestle and others have realized the huge cost related to the values violations, and so have paid a much more serious effort to deal with these (Crane & Matten 2010).

Therefore there have been a *lot of efforts from both scholars and practitioners to solve this issue*. As it is stated by Hyatt (2005), companies were "rushing to learn ethics virtually overnight, and as they do so, a vast new industry of consultants and suppliers has emerged. The ethics industry has been born". Wal-Mart has even set up the professional position of "Director of Global Ethics" in order to deal with the global moral issues within its corporation (Crane & Matten 2010).

Solving the moral problems *requires the effort of many different actors*: shareholders, business leaders, employees, consumers, suppliers, competitors, civil organizations and governments. Talking about role of business leaders in solving such moral problems, both scholars and practitioners have been discussing about the concept "values-based leadership" as one of the most important concepts (Brown & Trevino 2003).

Indeed, there are more and more emperical researches to indicate *the positive impact of VBL on different aspects of business* (Brown et al., 2005; Copeland, 2009). Values-based leaders are expected to deal with the above moral collapses in order to build long-lasting organizations (Collins & Porras 1994 and Pellet 2002). Copeland (2014) even claimed that VBL "needs to be promoted among organizations and leaders and used as an impetus for those lacking these qualities to consider the merits of developing values and VBL behaviors."

Despite such an important role in business leaders, *VBL subject is still a quite new subject in leadership/management scholarship*. Doing an emerging literature review on VBL, Copeland (2014) said that "research on VBL is lacking and what exists is rudimentary." There are many important issues that still need more clarification, such as examining VBL in different industries and positions, examining VBL relationships at different professional ranks within an

organization, combinations of VBL behaviors, increasing ethical behavior through regulation and legislation… (Copeland 2014).

1.2   From the challenge in management/leadership subject to the possible consequences in VBL subject

It has been claimed that there is a separation between scholars and practitioners when doing research on management/leadership subject. On the one hand, *scholars are still far from helping practitioners to solve the practical issues*. In the well-known evaluation on the quality of business schools, Porter and McKibbin (1988) said that many business schools have lost their relevance to reality for the sake of scientific rigor. For more than two decades, things have not changed much (Benjamin & O'Reilly 2011). As Hughes et al. (2011) confirmed that "the level of engagement of management scholars with practice is generally poor". Despite a lot of critics, many scholars still deny their lack of engagement by arguing that "management scholarship is about science and does not serve a profession" (Romme et al. 2015).

On the other hand, *practitioners have the tendency to use their own experience rather than to rely on the academic works*. Doing the deep research on how practitioners think in action, Schon (1991) figured out that "the best professionals know more than they can put into words. To meet the challenges of their work, they rely less on formulas learned in graduate school than on the kind of improvisation learned in practice".

Such a fragmented landscape may lead to several bad consequences for the VBL subject. First of all, *practitioners fail to receive enough advices on how to solve the moral problems* in their busy daily activities. Indeed, there are still many important practical issues which still left open without any answer, such as "can leaders be trained to have more moral values?", "how to develop values-based leaders", or how moral values are applied in different industries,… (Copeland 2014). Also, by keeping a distance from practitioners, *scholars may not be able to make the VBL better*. As Romme et al. (2015) stated that: "without a culture of dialogical encounter, management scholarship will never be able to emerge from its adolescence and management will not develop into the profession that it should and can become."

1.3 What am I going to do?

Purpose & research question

Such a fragmented landscape in management/leadership scholarship may also be the same in the VBL scholarship. In order to figure out whether or not there is a gap between scholars and practitioners in VBL subject, *this thesis aims to explore the VBL subject from perspectives of both of them*. This thesis may also help to promote a better collaboration between them if the gap is real. *In particular, I will explore the four main aspects of the VBL subject: ontology, epistemology, methodology, and key findings from their studies.*

In terms of research question, the thesis tries to answer the question *"what are the similarities and differences between scholars and practitioners in VBL subject in terms of ontology, epistemology, methodology and key findings?"* It means that I will figure out what scholars and practitioners have written about VBL subject, and then explore the similarities and differences between them regarding to ontology, epistemology, methodology and key findings.

Contribution

By exploring VBL subject in terms of ontology, epistemology and methodology, I can *understand better whether or not there is a gap between them in VBL subject and if yes, how they are different*. By exploring the VBL subject in terms of main findings from both sides, I can *understand better the subject* and may *figure out several shared interests in outcomes*.

Such shared interests can contribute to facilitate the better collaboration between them. As Romme et al. (2015) suggested that despite the conceptual distinctions between them such as "description-prescription", "positivism-constructivism", "qualitative-quantitative"…, the shared interests in outcomes between them (if any) may encourage them to go beyond the different approaches to collaborate with each other for a better benefits of both.

How to do that?

In order to explore the VBL subject from perspectives of scholars and practitioners, I will do the systematic review based on literatures in Google Scholar and Amazon. The keywords used for searching are "values-based leadership", "authentic leadership", "ethical leadership" and "transformational leadership". There will be about qualified relevant 40 scientific articles from scholars (about ten articles per concept) and 20 qualified relevant book summaries from practitioners (five book summaries per concept).

Expectation

There could be different approaches between scholars and practitioners in ontology, epistemology and methodology. As described, they had quite different approaches on the management/leadership subject and so, it is highly possible that their philosophical positions very much different from each other in the VBL subject. In terms of main findings, there could be many differences and hopefully several similarities and shared interests in outcomes.

A brief structure

The introduction chapter will be continued by the theory chapter where I will summarize a basic understanding on VBL, explain more about the challenge in management/leadership subject and the basic theoretical framework behind the process of exploring the VBL subject from perspectives of scholars and practitioners. In the methodology chapter, I will define the concepts "scholars" & "practitioners", and limit the scope of study before explaining in detail how the systematic review will be done. The result chapter will show all the similarities and differences between them in terms of ontology, epistemology, methodology and key findings before discussing about those similarities and differences in the discussion chapter. Finally, in the conclusion chapter, I will present a short summary together with limitations and suggestions for future researches.

CHAPTER 2: THEORY

In the following, several relevant theories will be presented. Firstly, a basic understanding on VBL will be presented, Then, I will present the challenge in management/leadership scholarship before explaining more about the basic theoretical background for exploring the VBL subject from perspectives of scholars and practitioners.

2.1   Basic understanding on VBL

Writing properly about the theoy of VBL is not an easy task. Since the day human beings began to do business, they have already had some kind of moral values based on different religions, philosophies both in the East and in the West. As his holiness the 14th Dalai Lama claimed that the moral values are the common ground of all religions (Gyatso 2001).

Therefore, this thesis limited w*ithin the business management/leadership science and in the modern society* where we are living. Most of the understanding here is based on the two significant literature reviews on VBL of Brown and Trevino (2003) and Copeland (2014). Some other relevant literatures are also used to illustrate the main content of VBL theory.

To understand better VBL, I will first need to understand the values in humanity, then in business and then in business leaders (figure 1). Then I will explore the concept "values-based leadership" throughout history before discussing more about the definition of VBL.

2.1.1   What are values?

There are two main definitions of values. Firstly, *values related to "oughtness", and describe what a person personally believe that he/she ought to do* (Meglino & Ravlin 1998). For example, if a person has the value of honesty inside of him/her, he/she personally believes that he/she ought to tell the truth. *Secondly*, *values can also be understood as "an enduring belief that a specific mode of conduct or end-state of existence is personally and socially preferable to an opposite or concerse mode of conduct or end-state of existance"* (Rokeach 1973). In this

definition, end-state of existense refers to what "individuals strive to achive" such as true friendship, sense of achivement…, and mode of conduct refers to what lead to attaining such an end-state, for example ambitious, logical… (Rokeach 1973).

Values have several different kinds: *self-enhancement and self-transcendence, innovation and conservatism*. Self-enhancement (individual-oriented) values are towards power, achievement (e.g., ambition, success, capability) while self-transcendence (collective-oriented) values are those relating to universalism (e.g., helpfulness, equality, acceptance)" (Schwartz 1992 & 1996). While innovation values emphasize on taking risk e.g., daringness, excitement, creativity), conservatism values refer to values oriented towards security and conformity (e.g., acceptance, tradition, obedience) (Schwartz ,1992 & 1996).

Values can be moral or immoral. Some scholars argued that values-based leaders only transmit the moral values (House 1996). However, values can also be immoral and destructive as explained by McCuddy (2008):

> "Values and values-based seems to have the assumed quality of something that is desirable ¾ that is good, right, fair, and just.. But that is not necessarily true! Values are not just positive in nature and uplifting of humanity. Values can reflect a negative orientation and be destructive of humanity, or some segment thereof. To say, for example, that the leaders of Enron who were found guilty of various crimes had no values is to negate the value they placed on greed. Or to say that terrorists have no values is to deny their fundamental beliefs and that which drives their decisions and actions. We may disagree with terrorists' values ¾ and justifiably so, but we cannot deny the existence of those values as being destructive for humanity in general."

Are there a common moral values for humanity? After discussing with many different religion leaders and scientists, his holisness the 14th Dalai Lama presented several important common values such as *compassion, discernment, forgiveness, patience, forbearance, contentment, self-discipline, and generosity…* (Gyatso 2001). He believes that those moral values should be the common accepted values of the entire humanity.

2.1.2 Values in business

In addition to the common moral values of humanity, there are several additional values in the business context such *as high productivity, organizational efficiency, achievement, power, success, ambition, loyalty, honor…* (England 1967). Those additional values reflect the particular need of a competitive business environment in which people try to earn profits to survive and develop.

People in business sometimes have to *choose between the "ethicality values" (the common moral values of humanity) and "the pragmatism values" (the values helping business to succeed)* (England 1967). For example, a business leader may consider to keep a promise or not when that promise may harm its business. If he keeps the promise (integrity - a common acceptd value of humanity) he may cause the extra cost for his business (efficiency – a value helping business to succeed). And if he does not keep the promise, he may avoid such extra cost but he violates his integrity.

Some people in business prefer the pragmatism values to other values. England (1967) found that business leaders in America are more interested in the values helping them to succeed in business rather than other values. This tendency could be the reason for several moral collapse in business, such as the case of Enron where people deny the moral values (integrity, honesty, trust) for the sake of their short-term gains.

There are many important actors in business who should take the moral values into consideration, such as shareholders, business leaders, employees, consumers, suppliers… In this thesis, I will discuss only the moral values in business leaders via the concept "values-based leadership". As many other leadership concepts, "values-based leadership" has its history. By understanding the history, I may get a better understanding on the real insights behind this concept.

2.1.3 Values-based leadership: a short historical review

To begin, Barnard (1938) was among the pioneers in this area to argue that *leaders should influence the values of organization*. Two decades later, Selznick (1957) claimed that *organizations can be mature only when leaders infuse them with values*. He also promoted the concept "responsible leadership" which is described as "a blend of commitment , understanding, and determination".

More recently, there have been many *busines books emphazing the importance of core values in the success of the business* (Chappell, 1999; Collins & Porras, 1994; Fairholm; 1991). Academic scholars have discussed a lot about *"charismatic and transformational leadership" which based on a shared set of values* (Bass, 1985; Burns, 1978; Shamir, House, & Arthur, 1993).

With the moral collapse in corporations in the 21st century, there are even more *leadership theories to stress on the importance of moral values*, such as "authentic leadership", "ethical leadership", "sevant leadership", "shared leadership", "spiritual leadership"….(Copeland 2014). Most of those theorie are somewhat different, however they all recognize the importance of moral values in business leadership.

VBL theory is also related to many other leadership theories. After describing the ten major leadership theories, O'Toole (2008) explained how VBL related to those theories. An example for such relationship is that the case of values-based leader Mahandas Gandhi who "appealed to the self-interest of his followers (transactional theory), advanced ideas ("saraj" or, self-rule) (cognitive theory), was a moral agent and enabler of his followers (transformational theory)" and "created the conditions under which his followers could achieve their goal of independence (servant theory)" (O'Toole 2008).

2.1.4 Values-based leadership: a definition?

A clear definition of VBL is somewhat problematic. As described, VBL is related to many other leadership theories with a long and complicated history. That is not to mention other

sophisticated aspects such as religions and philosophies.As O'Toole (2008) said "somewhere in what I have written above, there may be a definition of values-baasd leadership, but I must admit I can't put my finger on it".

Instead of looking for the definition, O'Toole (2008) suggested looking for the common characteristics of values-based leaders. O'Toole (2008) then presented the first common characteristic of values-based leaders as following: "values-based leaders create followers by enabling them to see clearly, and to achieve effectively, that which they hold dear". In another word, it means that *" the role, task, and responsibility of values-based leaders is to help followers realize the most important ends that they hold dear but cannot obtain by themselves."* (O'Toole 2008)

Another common characteristic of values-based leaders is *the moral, authentic and ethical underlying foundation*. Scholars ((Bass & Avolio, 1993; Bass & Steidlmeier, 1999; Brown & Treviño, 2006; Gardner & Avolio, 2005) stated that values-based leaders have the moral, authentic and ethical underlying foundation. Copeland (2014) also agreed that "VBL describes behaviors that are rooted in ethical and moral foundations."

O'Toole (2008) gave several *examples of values-based leaders in reality*. In religion and politics, they are Mahatama Gandhi, Martin Luther King Jr., Nelson Mandela, Vactav Havel, Mother Teresa, Eleanor Roosevelt, and Jean Monet (O'Toole 2008). In business world, they are Max DePree, Robert Galvin, James Houghton and Jan Carlzon (O'Toole 2008). George (2015) also added some other examples such as Howard Schultz (chairman of Starbucks), Rajat Gupta (worldwide managing director of McKinsey), Daniel Vasella (chairman of Novartis)…

Even though VBL may be related to many different leadership theories, Copeland (2014) argued that it has *three main constructs: authentic, ethical and transformational leadership*[i]. To go even further, Copeland (2014) suggested the new theory on VBL in which she combined all three main constructs (figure 2 and table 1).

Figure 2 Combination of authentic, ethical and transformational leadership
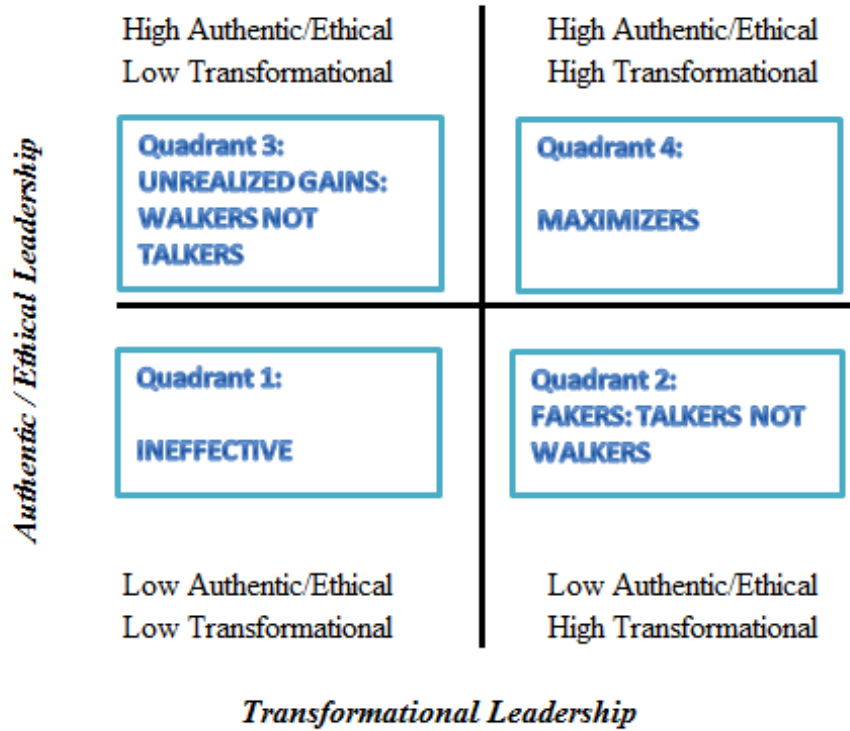
Table 1 Outcomes of combination of authentic, ethical and transformational leadership

Quadrant	Authentic/ ethical leadership	Transformational leadership	Model classification	Proposed leader and organizational effectiveness
1	Low	Low	Ineffective	Fewer positive outcomes
2	Low	High	Fakers: talkers not walkers	Misleading outcomes, higher probability of negative outcomes
3	High	Low	Unrealized gains: walkers not talkers	Fewer negative outcomes, long-term outcomes not realized or maximized
4	High	High	Maximizers	Highest positive short term and long term leader effectiveness outcomes

According to the figure 2 and table 1, there are four kinds of combination between authentic, ethical and transformational leadership. The first kind is the combination between *low authentic/ethical leadership and low transformational leadership (ineffective)*. This kind of combination is the worst combination which leads to very few positives outcomes and even several possible negative outcomes.

The second kind called "fakers" is the combination *between low authentic/ethical leadership and high transformational leadership*. The leaders who are in this category tend to mislead others and more likely to lead to many negatives outcomes. A good example of this kind is Adolf Hitler who was claimed to be very "transformational" and "unethical".

The third combination is *between high authentic/ethical leadership and high transformational leadership (unrealized gains)*. Leaders who are in this quarter do give fewer negative outcomes, however they cannot realize and maximize the long term outcomes. The last combination is the best combination where both *authentic/ethical leadership and transformational leadership are at high level (maximizers)*. Leaders in this category do not only give the highest positive outcomes in the short term, but also in the long term.

2.2   The challenge in management/leadership subject

Management/leadership scholars have been criticized for failing to supply with the relevant knowledge for practitioners. As Porter & McKibbin (1988) stated that "in content and pedagogy, the education many business schools provide does little to prepare managers for their day-to-day realities". Many authors also realized the irrelevant of scientific researches to the daily reality, for example Bennis & O'Toole (2005), Ghoshal (2005), or Pfeffer & Fong (2004)… Despite all that, many scholars still denied their engagement to the practice by arguing that: "management scholarship is about science and does not serve a profession" (Romme et al. 2015). As a result, many of them are *more concerned about the rigor and have lost their relevance to the reality of practitioners.*

On the other hand, practitioners have the tendency to *use their own experience rather than to rely on the academic works.* Most of them rely on their own experience rather than the knowledge from the scholars (Schon 1991). Schon (1991) said "the best professionals know more than they can put into words. To meet the challenges of their work, they rely less on formulas learned in graduate school than on the kind of improvisation learned in practice". For practitioners, their own experiences are considered as a kind of knowledge which they cannot explain. Schon (1991) illustrated in his deep research on how practitioners think: "my kind of knowledge is indescribable" or even "I will not attempt to describe it lest I paralyze myself".

In terms of knowledge, *scholars prefer the "propositional knowledge" while practitioners prefer "narrative and visual knowledge"* (Worren et al. 2002). "Propositional knowledge" can be described as "prescriptive statements about potential managerial actions and outcomes, "narrative knowledge" as "stories and anecdotes that illustrate a particular concept or suggest a course of action", and "visual knowledge" as "diagrams and other visual depictions of conceptual models" (Worren et al. 2002).

Last but not least, *scholars are more in favor of "declarative knowledge" while practitioners are more likely to absorb the "procedural knowledge"* (Benjamin & O'Reilly 2011). As Clark (1992) explained that while "procedural knowledge" may tell us how things can be done, "declarative knowledge" guides us on why things work in that way. "Procedural knowledge" can be learned through action and become automatic with practice meanwhile "declarative knowledge" can help us to be more flexible but it requires the conscious attention.

Those two very different approaches have led to the separation between scholars and practitioners in the management/leadership subject. In his words, Schon (1991) mentioned that "these attitudes have contributed to a widening rift between the universities and the professions, research and practice, thought and action". Romme et al. (2015) also said that: "The purpose and nature of management scholarship is contested, evidenced by numerous debates on the academic-practitioner divide…"

Separation between scholars and practitioners has been taken place in many forms. One of the most popular forms is the *separation between description and prescription*. Many scholars have mentioned this separation, such as Ackoff and Emery (1973), Argyris (1993), Simon (1996)… As Romme et al. (2015) described: "the separation of prescription and description continues to be widely accepted among management scholars".

2.3   The theoretical framework for exploring VBL subject from perspectives of scholars and practitioners

Looking more deeply on the ontology, epistemology and methodology of the subject from perspectives of scholars and practitioners will help to *identify their main philosophical positions*. As Kurki and Wight (2010) explained how many philosophies of social science are different: "all theoretical positions are dependent upon particular assumptions about ontology (theory of being: what is the world made of? What objects do we study?), epistemology (theory of knowledge: how do we come to have knowledge of the world?), and methodology (theory of methods: what methods do we use to unearth data and evidence)." Thanks to the understanding on the main philosophical positions, I can *identify whether or not there is also a separation between them within the VBL*; and if that is the case, *how they are different*.

2.3.1   Basic understanding on ontology, epistemology, methodology

Ontology, epistemology and methodology are three main pillars in one school of thought. Ontology answers the question *"what the world is made of?" (Kurki & Wight 2010)*, or *"the way we think the world is" (Fleetwood 2005), or "the nature of reality and existence" (Easterby-Smith et al. 2012)*. Epistemology is about *"how we come to have knowledge of the world" (Kurki & Wight 2010) or "what we think can be known about it" (Fleetwood 2005), or "the best ways of enquiring into the nature of the world" (Easterby-Smith et al. 2012)*. And methodology studies *"what methods we use to unearth data and evidence" (Kurki & Wight 2010) or "how we think it can be investigated" (Fleetwood 2005), or "a combination of techniques used to inquire into a specific situation" (Easterby-Smith et al. 2012)*.

The *relationship between ontology, epistemology and methodology* can be represented in the figure 3 (Easterby-Smith et al. 2012). Ontology is in the central and plays the most important role. The decision on which ontological positions the researchers are in will affect their epistemology and methodology.

Figure 3 The relationship between ontology, epistemology and methodology
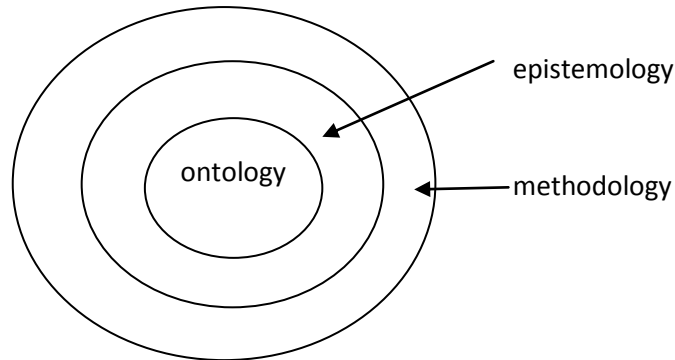
There are *four main ontological positions* which can be summarized in the table 2.1 as below (Easterby-Smith et al. 2012). The first position is "realism" which assumes that there is only one truth and the facts can be assessed and revealed directly while the second position (called "internal realism") assumes the truth is obscure and facts cannot be accessed directly. The third position assumes (named relativism) that there are many truths and facts depend very much on the researchers meanwhile the fourth position (labeled "nominalism") assumes all facts are human-created and there is no truth.

Table 2.1 Four ontological positions

Ontological positions	*Realism*	*Internal realism*	*Relativism*	*Nominalism*
Truth	single truth	truth exists, but is obscure	there are many truths	there is no truth
Facts	facts exist and can be revealed	facts are concrete, but cannot be accessed directly	facts depend on viewpoint of observer	facts are all human creations

In accordance with the four ontological positions, there are *four main epistemological positions* described in table 2.2 (Easterby-Smith et al. 2012). The main assumption of the first and second positions (named "strong positivism" and "positivism") is that the researchers should be separated from the study they conduct. In the meantime, the third and fourth positions (called "constructionism" and "strong constructionism") assume that we cannot separate the object of study from the researchers themselves. Many other assumptions are described in detail in the table by Easterby-Smith et al. (2012).

Table 2.2 Four epistemological positions

Ontological positions	Realism	Internal realism	Relativism	Nominalism
Epistemological positions	Strong positivism	Positivism	Constructionism	Strong constructionism
The observer	must be independent		is part of what is being observed	
Human interests	should be irrelevant		are the main drivers of science	
Explanations	must demonstrate causality		aim to increase general understanding of the situation	
Research progresses	hypotheses and deductions		gathering rich data from which ideas are induced	
Concepts	defined so that they can be measured		should incorporate stakeholder perspectives	
Units of analysis	simplest terms		complexity of "whole" situations	
Generalization through	statistical probability		theoretical abstraction	
Sampling requires	large numbers selected randomly		small numbers of cases chosen for specific reasons	

In accordance with the four ontological and epistemological positions, (Easterby-Smith et al. 2012) described *four main kinds of methodology* as summarized in the table 2.3. While the first position tends to confirm a theory by experiment, the second position tends to confirm or generate the theory by large surveys and multi-cases. Researchers in the third position generates

their theories by small but selective cases and surveys meanwhile researchers in the fourth position get new insights and action guidelines by engagement and reflexivity. Many other details in the four different kinds of methodology are also presented in the table.

Table 2.3 Four kinds of methodology

Ontological positions		Realism	Internal realism	Relativism	Nominalism
Epistemological positions		Strong positivism	Positivism	Constructionism	Strong constructionism
Methodology	Aims	Discovery	Exposure	Convergence	Invention
	Starting points	Hypotheses	Propositions	Questions	Critique
	Designs	Experiment	Large surveys, multi-cases	cases and surveys	Engagement and reflexivity
	Data types	Numbers and facts	Numbers and words	words and numbers	Discourse and experiences
	Analysis/ interpretation	Verification/ falsification	Correlation and regression	triangulation and comparison	Sense-making understanding
	outcomes	Confirmation of theories	Theory testing and generation	theory generation	New insights and actions

Besides the three main philosophical positions, the thesis will also explore the VBL subject in term of key findings. The differences in key findings between them may help each other to *understand better the subject* and the similar findings may *strengthen the confidence in a particular area*. And most important of all, by comparing key findings, I may find out *some shared interests in the final outcomes* which both of them want to look for. Such shared interests in outcomes may *encourage them to go beyond the different approaches to collaborate with each other.*

2.3.2 Towards a better collaboration between scholars and practitioners

Despite the differences, *scholars and practitioners should and can collaborate with each other for the benefits of both of them*. (Romme et al. 2015). Romme et al. (2015) stated that: "without a culture of dialogical encounter, management scholarship will never be able to emerge from its adolescence and management will not develop into the profession that it should and can become." Indeed, without a better collaboration, practitioners cannot benefit from the work of scholars, and scholars may lose contact with the real daily business activities.

There are two important conditions for a successful collaboration between scholars and practitioners: *common interests/outcomes and more & better trade zones* (Romme et al. 2015). That is to say that we need to look for the common interests/concerns between them, and we should facilitate more and better trade zones where they can be open, respect other viewpoints and seek for the mutual understanding for the benefits of both sides.

In their thoughtful article, Romme et al. (2015) even suggested the *framework of shared norms between scholars and practitioners*. The framework has several important elements: "management should be(come) a profession, practicing and knowing co-constitute each other, shared interest in outcomes and implications, learning to see from different perspectives, pluralism and dialogical encounter".

Even though management/leadership scholars have not yet agreed on any of those shared norms, there have been *many efforts to facilitate such collaboration*. The case of MBA Oath could be one example. In 2008, Khurana and Nohria from Harvard Business School has started their initiatives to ask MBA students & graduates all over the world to sign the MBA Oath which seeks to 'create value responsibly and ethically' (Anderson and Escher, 2010).

To summarize, I have explained the basic understanding on VBL theory, the challenge in management/leadership scholarship and why I will explore the VBL subject in terms of ontology, epistemology, methodology and key findings. Within the exploration part, I have also explained the basic understanding on ontology, epistemology, methodology, and why and how scholars and

practitioners should collaborate with each other. In the next chapter, I will go into how I am going to do that.

CHAPTER 3: METHODOLOGY

In order to explore the VBL subject from both scholars' and practitioners' perspectives, I will do a systematic literature review on VBL subject from both sides. A systematic review includes three main stages: planning, conducting and reporting the review (Tranfield et al. 2003).

Why systematic review?

To take the objective stance outside scholars and practitioners, I need *a methodology which is preferable by both of them*. Systematic review is claimed to serve both of them. In their words, Tranfield et al. (2003) wrote that the systematic review "increases methodological rigor" for scholars and "develops a reliable knowledge base by accumulating knowledge from a range of studies" for practitioners. Osterwalder (2004) has also used systematically review literatures and collected interview data in order to develop the framework which is later developed to the well known model called "business model canvas". This type of research is claimed to "connect descriptive-explanatory and normative-interventionist modes of conducting research in management (Romme et al. 2015).

3.1   Planning the review

Clarke and Oxman (2001) stated that: *"the initial stages of systematic reviews may be an iterative process of definition, clarification and refinement"*. Accordingly, I will make clear several important concepts (scholars, practitioners, ontology, epistemology, methodology and key findings) and conduct the scoping studies in order to "assess the relevance and size of the literature and to delimit the subject area" (Tranfield et al. 2003).

3.1.1   Definition of "scholar" and "practitioner"

According to the online Cambridge dictionary, *scholar is "a person who studies a subject in great detail, especially at a university"*. In business management/leadership subject, most of them are professors of management/leadership in different business schools in the world.

Practitioner is "someone involved in a skilled job or activity" (online Cambridge dictionary). In the real business life, they could be the president, vice president, chief executive officer, or at least on the board of directors of a company.

To make a clear separation is not that easy. There are *many scholars who have the real experience as practitioners, or vice versa.* For example, Harry Kraemer – the current professor of Northwestern University's Kellogg School of Management - used to be the chairman and CEO of Baxter International Inc., a multibillion-dollar global health care company; and Ken Majer – San Diego chairman of TEC, an international organization of chief executives working together – used to be the university professor.

For the sake of this thesis, I will make an *"extreme assumptions".* That is to say scholars have to have the scientific articles which are accepted by the peer review and practitioners need to have the official title as the top leaders of an organization. Another assumption is when an author is picked up as scholar, he/she cannot be chosen as practitioner anymore, and vice versa.

Being aware of the fact that most of practitioners don't write book, I *consider "consultant who has their own consulting company" as practitioner* too. The first reason is that consultants aim to serve practitioners and so they may share many common characteristics with practitioners. Secondly, with their own consulting company, they also have somewhat the experience as practitioners.

3.1.2   Scope of study (figure 4)

Only English literatures are taken into consideration in this thesis. VBL may be the very broad subject in many countries and so it perhaps is studied in many languages. Due to the limited capacity, this thesis focuses only on the English literatures. Also, I will focus *only the VBL literatures in general and in business context.* The business literatures will be the main focus while the general literatures on VBL can be used for many fields including business. The literatures in other fields, such as politics, religion, military, healthcare,… will not be examined in this thesis.

It is impossible to get enough literatures on VBL subject within this small master thesis. Within the limited capacity of a master thesis, I will review *about 40 qualified relevant articles Google Scholar (about 1000 pages) and 20 qualified relevant book summaries in Amazon (about 1000 pages).* The amount of information from scholars and practitioners are approximately equal. This is to make sure that they have nearly the same chance to express their views.

Figure 4 Scope of study
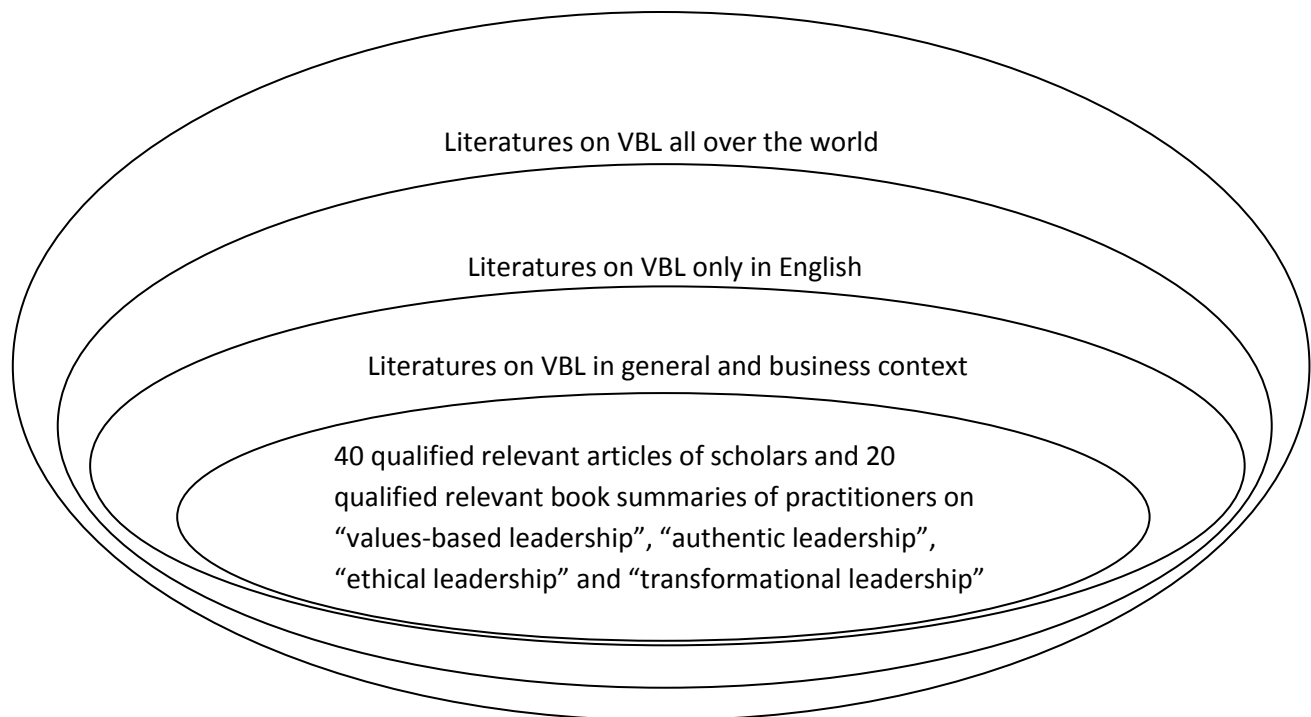
3.2 Conducting the review

3.2.1 Identification of research

To make sure that the review can be replicated, the search strategy will be explained as follows. First, the sources used are Google Scholar and Amazon. *Google Scholar* is chosen because this is where *most of the literatures from scholars can be found.* Secondly, Google Scholar is also a *common place for different academic journals, research centers and institutes in all over the world* and so, it can reduce the bias caused by the selection process of editors and directors of some particular journals and research centers in some particular regions.

Amazon is the largest place to find common books in the world and so, there will be a *high possibility to find out the books published by the practitioners*. As mentioned above, being aware of the fact that most practitioners don't write books, I also accept the books of consultants who have their own consulting company from this source.

Second, the key words used are *"values-based leadership", "authentic leadership", "ethical leadership" and "transformational leadership".* As discussed, those concepts have strong relationship with each other and therefore, can give a more comprehensive understanding on VBL. Copeland (2014) have also explained that VBL has three main constructs: authentic, ethical and transformational leadership.

In the search function*, those exact keywords are set up to be found only on title of literatures, sorted by "most relevant" in Google Scholar and "best-selling" in Amazon*. This is to make sure that the selected literatures are the most relevant ones. The rest of search function remains open for all possibility. In this way, I expect to see the available literatures on the keywords at anytime and anywhere in the world.

The literatures have to be accessed, not repeated and not retracted. Indeed, there are several literatures which are inaccessible, repeated or retracted. For example, the scientific article "the relationship between authentic leadership and follower job performance: the mediating role of follower positivity in extreme contexts" of Peterson et al. (2012) is retracted and so will not be picked up into my sample. Lastly, *many similar concepts on the titles of the literatures are accepted*, such as "values-based leadership", "value-based leadership" "values based leadership", "value based leadership", "authentic leadership", "authentic and inspirational leadership", "ethical leadership", "ethical and unethical leadership", "transformational leadership", "transformational and transactional leadership".

Thanks to the above search strategy, the full list of articles and books are found (appendix 1.1 and 1.2). The number of the literatures in the full list needs to be big enough so that I can pick up 80 relevant articles and 40 relevant book summaries.

3.2.2   Selection of studies

To pick up the most relevant literatures from Google Scholars, there are two important criteria. First, *the type of literatures has to be scientific journal article*. Scholars may express their view in different forms (scientific article, personal article, book…) however the most "academic" form is scientific journal article because such articles have been through a strict peer review. By choosing only scientific articles, I make sure that the selected literatures reflect the pure academic point of view of scholars. Second, as our focus here is only in business, I will select *only the literatures in general and business context*.

To pick up the most relevant literatures from Amazon, I set up two important criteria. First of all, the selected literatures have to be written by the authors who have the *real experience as top leaders in business*, such as president, vice president, chief executive officer, or at least on the board of directors. And of course, I limit my *literatures only in the general and business context*.

Thanks to those criteria, a list of relevant literatures is picked up from the full list (appendix 2.1 and 2.2). In this list, there are about 80 relevant articles (20 articles per concept) and 40 relevant book summaries (10 summaries per concept). After going through the quality assessment, a "most qualified" half of those relevant literatures will be picked up for reviewing.

3.2.3   Study quality assessment

There are several important criteria to pick up the most qualified literatures in Google Scholar. I pick up *maximum two articles per journal and only one article per author*. These two criteria can ensure that the sample can reflect as much different viewpoints as possible. Besides, the literatures have a *higher number of citations will be prioritized*. This can help to pick up the literatures which have gained the most recognition.

In order to select the most qualified literatures from the relevant list in Amazon, there are some following criteria. I pick up only *one book per author* to make sure the sample reflects as various

perspectives as possible. Also, those books with *higher stars and number of reviews will be prioritized.* In this way, the chosen literatures have highest recognition.

The process from relevant list to qualified relevant list is done through *a flexible procedure*. It means I aim to have 40 qualified relevant articles and 20 qualified relevant book summaries and if I don't get even those quantity, I may come back to search for more literatures to add to the relevant list. For example, the number of relevant literatures of the keyword "transformational leadership" is more than 20. The reason is because there are not enough 10 qualified relevant literatures for this keyword, and so I have to come back to the previous step to pick up more relevant literatures.

A list of qualified relevant literatures can be picked up from the relevant list thanks to those criteria (appendix 3.1 and 3.2). There are 40 articles and 20 books in this list. Those articles and books are the most relevant and qualified literatures from Google Scholar and Amazon.

3.2.4   Monitoring progress

To monitor the progress of my review, all the steps are recorded in the tables in appendix 4.1 and 4.2. Thanks to those tables, I can follow all the steps from the very beginning (keywords, search function) to the full list, the relevant list, the qualified relevant list, together with the criteria to pick up those lists.

3.2.5   Data extraction & synthesis

In this thesis, it is better to use the meta-synthesis instead of narrative synthesis. While *narrative synthesis* allows us to "*identify what has been written on a subject or topic"*, it fails to "seek generalization or cumulative knowledge from what is reviewed" (Tranfield et al. 2003). Instead, *meta-synthesis* can help *to seek for the generalization from what has been reviewed* by constructing "'interpretations, not analyses, and by revealing the analogies between accounts' (Noblit and Hare, 1988) and help us *to take into consideration "all important similarities and*

differences in language, concepts, images, and other ideas *around a target experience*.' (Sandelowski, Docherty and Emden, 1997).

Based on a limited number of literatures on what have been written by scholars and practitioners on VBL, *the meta-synthesis method allows us to seek for the generalization on what scholars and practitioners are interested in*. Besides, it also allows us to *take into consideration all the important similarities and differences about ontology, epistemology, methodology and key findings from studies of scholars and practitioners*.

In more detail, in order to generalize the similarities and differences between scholars and practitioners in terms of ontology, epistemology and methodology, I will *look at the "methodology, introduction and conclusion chapter" of scientific articles and the "introduction part" of the books* where most of the main assumptions of the authors are mainly presented. To synthesize the data on key findings, I will *first look at the main common findings of scholars* within VBL subject via the 40 qualified relevant articles ("A" in figure 3). Then, *those common findings will be used as a background to test* whether or not practitioners (via the 20 qualified relevant book summaries) write anything about those things ("A U B" in figure 3). Several important key findings of practitioners will be also described ("B" in figure 3).

The reason to synthesize data on key findings like that is because I want to *look at the key findings in the inter-relationship between scholars and practitioners*. Another reason is because the thesis aims to *look for their shared interests in the common outcomes* because such shared interests (if any) play a very important role in building the bridge between scholars and practitioners. The least important reason is that there are so many findings in such literatures, and so it is impossible to present all findings.

Figure 5 How to synthesize data on key findings of scholars and practitioners
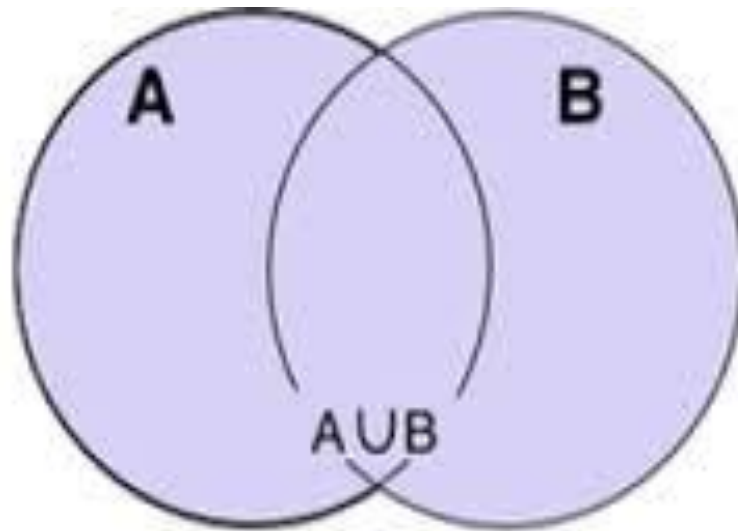
To summarize, I have defined the meaning of "scholar" and "practitioner" and identified the scope of study before explaining the identification of research, the selection of study, the study quality assessment and the monitoring process. At the end of this chapter, I have also explained how to extract and synthesize the data. The results from this research will be presented in the next chapter.

CHAPTER 4: RESULT

This chapter will present the results from my exploration. There will be four themes to present: ontology, epistemology, methodology and key findings from studies of scholars and practitioners. I will start by presenting the results on the similarities and differences between scholars and practitioners in terms of ontology as follows.

4.1   Ontology

Table 3.1 Ontological positions of scholars and practitioners

Ontology		Realism	Internal realism	Relativism	Nominalism
Scholars	number of articles	0	23	17	0
	Percentage	0%	58%	42%	0%
practitioners	number of books	0	0	1	19
	Percentage	0%	0%	5%	95%

None of scholars and practitioners in my sample takes the position of realism in terms of ontology because they cannot present the facts which can be accessed directly. Let's take the article of Clapp-Smith et al. (2009) as an example. They cannot measure directly the so-called "authentic leadership", "positive psychological capital", "trust" and "financial performance" in order to understand the relationship between them. Instead, they have to measure them indirectly via various mediators such as "multi-dimensional instrument", "24-item instrument", "trust in management instrument" and "unit sales-growth".

The majority of scholars in the sample *(58%) take the position of internal realism as ontology while none of practitioners belongs to this ontological position*. All scholars present very concrete facts which can be measured via mediators. For example, Schaubroeck (2009) presented concrete facts such as "leader personality traits", "employee voice behavior", "ethical

leadership" and "work group psychological safety" which can be measured accordingly by "5-item scale of personality traits", "6-item scales of employees' voice behavior", "10-item ethical leadership", "7-item of employee's perception of psychological safety".

Quite many other scholars *(42%) are relativist meanwhile only one practitioner in my sample (5%) takes the position of relativism*. Indeed, those scholars in this position are more likely to believe that there are many truths. For example, they believe there are many definitions on the concept "values-based leadership": VBL can be understood via "a values-based leadership algorithm" (Robinson 2009), "a self, leader and spiritual identity" (Klenke 2007), "a model of authentic/moral leadership" (Hannah et al. 2003), or "a authenticity matrix of executive leadership" (Novicevic et al. 2006),…

The only practitioner who takes the positions of relativism is George (2015). The facts he presented in his book is his own reflection based on many interviews and case studies. Some of the examples of his interviews and cases studies are: Howard Schultz (chairman and CEO of Starbucks), Rajat Gupta (managing director of McKinsey), or Daniel Vasella (chairman and CEO of Novartis)…

Lastly, while *almost all practitioners (95%) are nominalists, there are no scholars in my sample belong to this ontological position*. Those practitioners believe that all facts are created by human and so, they are more likely to use their own experiences as facts. Some practitioners *used their own experiences as top leaders in business*, for example Kraemer (2011) reflected from his own many years of experience as top leader of Baxter International Inc. and Madison Dearborn Partners in order to theorize "the four principles of values-based leadership". Some other practitioners *reflected on their experiences when helping others*, for example Thornton (2013) used her experiences of teaching leaders in many years to generalize "the seven lenses of ethical leadership".

To conclude, scholars and practitioners have fundamental different ontologies. When most of the scholars take the position of internal realism and relativism, almost all practitioners belong to

the nominalism position. In terms of realism ontological position, none of them belong to this category.

4.2 Epistemology

Table 3.2 Epistemological positions of scholars and practitioners

Epistemology		Strong positivism	Positivism	Constructionism	Strong constructionism
Scholars	*number of articles*	0	23	17	0
	percentage	0%	58%	42%	0%
Practitioners	*number of books*	0	0	1	19
	percentage	0%	0%	5%	95%

In accordance with the ontological positions, the epistemological positions are presented in the table 3.2. No scholars and practitioners take the position of strong positivism. Also, while many scholars (58%) belong to the positivism category, none of practitioners are in this position. Besides, quite many other scholars (42%) are constructivists, there is only one practitioner (5%) belongs to this position. Lastly, almost all practitioners are believers of strong constructionism, while there are no scholars who are in this category.

One of the important aspects of epistemology is *the sources of knowledge*. As Cruz (2006) stated: "epistemology aims to investigate specific domains of knowledge or rational belief". The table 3.3 presents one more dimension of epistemology: four sources of knowledge (empirical, logic, authoritarian and intuitive knowledge) mentioned by Dudovskiy (2011).

Table 3.3 Sources of knowledge of scholars and practitioners

Epistemological positions		Strong positivism	Positivism	Constructionism	Strong constructionism
Sources of knowledge		Empirical knowledge	Empirical knowledge	Logic and authoritarian knowledge	Intuitive knowledge
Scholars	number of articles	0	23	17	0
	percentage	0%	58%	42%	0%
Practitioners	number of books	0	0	1	19
	percentage	0%	0%	5%	95%

Most of knowledge produced by scholars (58%) is based on facts which can be demonstrated (empirical knowledge) while none of practitioners produce knowledge based on this source. Let's take the article of Rego et al. (2012) as an example. In their study, they explore the relationship between "authentic leadership", "employees' psychological capital" and employees' creativity". Those three concepts are measured by "the 16 five-point items of authentic leadership questionnaire", "the 24 six-point items questionnaire", and the four items of creativity". The correlations between "authentic leadership" and "employees' psychological capital" & "employees' creativity" are 0.67 and 0.34, and so they concluded that "authentic leadership" leads to a higher psychological capital and creativity of employees.

42% of scholars produce knowledge based on logical reasoning (logic knowledge) and authorized sources (authoritarian knowledge) meanwhile only one practitioner relied on such source of knowledge. For example, Frost (2014) used three case studies of Rob Webster - CEO of Leeds Community Healthcare NHS Trust, a group of young leaders from Cool Logistics, and Paul Poleman – CEO of Unilever as the authorized sources (authoritarian knowledge). Those authorized sources was then be proceeded through the process of logical reasoning of the author

(logical knowledge) in order to theorize the new model of VBL based on three dimensions: leading self, leading others and leading the organization.

The only practitioner who used the authorized sources to produce the theory is George (2015). His book is based on deep interviews and cases studies of many leaders, such as Howard Schultz of Starbucks, Rajat Gupta of McKinsey, Daniel Vasella of Novartis, Arianna Huffington of The Huffington Post, Warren Buffett of Berkshire Hathaway, Tap Piper of Piper Jaffray, John Donahoe of eBay… However, unlike scholars who mainly use the logic of reasoning, George (2015) used reflection in order to interpret such authorized sources.

Lastly, while *almost all practitioners (95%) produce knowledge by intuition (intuitive knowledge), there are no scholars who did that*. Firstly, many of practitioners *reflect from their own experiences from years of working on the top positions of companie*s. As Blekkingh shared in his book: "I'm going to start by sharing some (perhaps strange) experiences as they form the basis of the philosophy of this book" (Blekkingh 2015). Kraemer, in his turn, stated in his book that : "in addition to my experiences at Baxter, my work as an executive partner at Madison Dearborn Partners, one of the leading private equity firms in the United States, gives me a front-row view of both the challenges facing leaders today and the opportunities available to them" (Kraemer 2011).

Many other practitioners *reflect from their experience of helping others*. Most of practitioners in this case are consultants. As Harrington and Volleque (2011) expressed in their book: "we thanks our clients for teaching us. We have noticed that when we provide the best value to our clients we tend to also learn the most". Or Tabrizi and Terrell (2013) shared in their book: "Our core approach to transformation – the approach that will be explained in the pages ahead – is rooted in innumerable hours of research, years of working with others…".

To conclude, scholars and practitioners have very different epistemological positions. While most of the scholars take the position of positivism (58%) and constructivism (38%), nearly all practitioners belong to the nominalism category. Accordingly, most scholars are more likely to

get knowledge from empirical, logic and authoritarian knowledge meanwhile almost all practitioners prefer to get knowledge by intuition.

4.3 Methodology

Table 3.4 Methodologies of scholars and practitioners

	Aims	Discovery	Exposure	Convergence	Invention
Methodology	Starting points	Hypotheses	Propositions	Questions	Critique
	Designs	Experiment	Large surveys, multi-cases	Cases and surveys	Engagement and reflexivity
	Data types	Numbers and facts	Numbers and words	Words and numbers	Discourse and experiences
	Analysis/ interpretation	Verification/ falsification	Correlation and regression	Triangulation and comparison	Sense-making understanding
	outcomes	Confirmation of theories	Theory testing and generation	Theory generation	New insights and actions
Scholars	number of articles	0	23	17	0
	percentage	0%	58%	42%	0%
practitioners	number of books	0	0	1	19
	percentage	0%	0%	5%	95%

In accordance with the ontological and epistemological positions, the different methodologies between scholars and practitioners are shown in the table 2.5. Many scholars (58%) used the large scale survey in order to test or generalize a theory, while no practitioner applied such

methodology. Quite many other scholars (42%) are more likely to use selective small scale survey to generalize a theory meanwhile only 5% of practitioners did that. Lastly, no scholars used discourse and experience to get the new insights while almost all practitioners (95%) used this methodology.

Each methodology goes together with several research method techniques. The table 3.5 presents more in detail the specific research methods which scholars and practitioners used to produce their knowledge.

Firstly, 58% of scholars in my sample used quantitative method. Many of them used it to *test the relationship between moderator and mediator variables*, such as "authentic leadership" & "employees' psychological capital and creativity" (Rego et al. 2012), "authentic leadership" & "positive psychological capital" & "trust" (Clapp-Smith et al. 2009). Others may use it to *get evidence about an issue*, such as "ethics in project management" (Moylan & Walker 2012), "a cross cultural examination of the endorsement of ethical leadership" (Resick et al. 2006), or "the virtuous influence of ethical leadership behavior: evidence from the field" (Neubert et al. 2009).

Secondly, 28% of academic articles are conceptual papers. This kind of method is used in many cases, for example discussing challenges in applying VBL (Viinamaki 2009), suggesting the definition of VBL (McCuddy 2008; O'Toole 2008), or even exploring whether VBL can be used to combat bribery and corruption... The rest of scholars in my sample did three literature reviews (eight percent), one content analysis (two percent), one interview (two percent) and one case study (two percent).

Meanwhile, 50% of practitioners reflected on their own experiences. They are all experienced practitioners with many years on the top positions of companies, such as former chairman and CEO of Baxter International (Kraemer 2011), former CEO of General Electric (Dobbs & Walker 2010), or CEO of NMS communication (Gamb 2010)… 45% of practitioners used action research. Most of these practitioners have the background as consultants, such as Majer (2004), Kuczmarski and Kuczmarski (1995), or Thornton (2013)… These consultants reflected on years of helping clients in order to write their books. For example, Thornton (2013) described the

origin of her book based on her years of teaching clients: "I had been developing leaders for more than twenty-five years and teaching leadership for nine years…". Surprisingly, there is one practitioner who used interview method. George (2015), former CEO of Medtronic, did the deep interview and use cases of many CEOs of big corporation such as Howard Schultz (chairman and CEO of Starbucks), Rajat Gupta (managing director of McKinsey), or Daniel Vasella (chairman and CEO of Novartis)…

To conclude, scholars and practitioners have very different methodologies. While many scholars used large scale surveys, cases (58%) or small scale surveys, cases (42%) to test or generalize theories, almost all practitioners (95%) used discourse and experiences in order to generalize their theories. In terms of research method, scholars are more likely to use quantitative, conceptual paper and literature review meanwhile practitioners are more likely to apply reflection and action research.

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Table 3.5 Research methods of scholars and practitioners

Methodology	Aims	Discovery	Exposure	Convergence					Invention	
	Starting points	Hypotheses	Propositions	Questions					Critique	
	Designs	Experiment	Large surveys, multi-cases	cases and surveys					Engagement and reflexivity	
	Data types	Numbers and facts	Numbers and words	words and numbers					Discourse and experiences	
	Analysis/ interpretation	Verification/ falsification	Correlation and regression	triangulation and comparison					Sense-making understanding	
	Outcomes	Confirmation of theories	Theory testing and generation	theory generation					New insights and actions	
Research methods		*quantitative*	*quantitative*	*conceptual paper*	*literature review*	*interview*	*case study*	*content analysis*	*reflection*	*action research*
Scholars	*number of articles*	0	23	11	3	1	1	1	0	0
	Percentage	0%	58%	28%	8%	2%	2%	2%	0%	0%
practitioners	*number of books*	0	0	0	0	1	0	0	10	9
	Percentage	0%	0%	0%	0%	5%	0%	0%	50%	45%

4.4 Key findings from studies of scholars and practitioners (table 4)

Table 4 Key findings from scholars and practitioners

No.	Key findings from scholars	Number of articles	%	Key finding from practitioners	number of books	%
1	Exploring the impact of VBL	16	40%	Confirming the importance of VBL	6	30%
2	Better understanding on the concept VBL	13	33%	Defining VBL	3	15%
3	Suggesting how to apply	3	7%	Suggesting how to apply VBL	20	100%
4	Discovering tools to measure	3	7%	Introducing tools to measure	3	15%
5	Other issues	5	13%	Other issues	7	35%

4.4.1 Key findings from studies of scholars

Exploring the impact of VBL

Scholars paid most attention on discovering the impact of VBL (nearly 40% of the sample). Many scholars (Clapp-Smith et al. 2009; Jung & Avolio 2000; Kim & Brymer 2011; Neubert et al. 2009; Peus et al. 2012; Piccolo et al. 2010; Rego et al. 2012; Schaubroeck 2009; Seltzer & Bass 1990; Wang et al. 2005; Zhu et al. 2004) investigated *the impact of VBL on employee outcomes*, such as psychological capital, creativity, affective commitment, job satisfaction, task significance, job autonomy, effort, job performance, organizational citizenship behavior, employee voice behavior, quantity, quality, and satisfaction. Some other scholars researched on the *impact of VBL on other factors*, such as bribery and corruption (Lestrange & Tolstikov-Mast 2013), consolidated-business-unit performance (Howell & Avolio 1993), work unit effectiveness

(Lowe et al. 1996), leader job performance (Judge & Piccolo 2004), and organizational performance (Frost 2014).

Among the number of literatures exploring the impact of VBL, 80% of them confirmed that VBL has a positive impact on many aspects, such as employee outcomes (creativity, job satisfaction, affective commitment, organizational citizenship behavior…), organizational performance, unit sales growth, consolidated-business-unit performance, bribery and corruption. However, there are still *20% of those literatures presented evidences to disapprove such impact* on employees' extra effort (Kim & Brymer 2011; Seltzer & Bass 1990) and on leader job performance (Judge & Piccolo 2004).

Interestingly, *VBL was found to have a positive impact on reducing bribery and corruption*. Even though more empirical researches are needed to confirm that, what have been found could be a good start. As (Lestrange & Tolstikov-Mast 2013) said: "values based leader can use ethical and moral principles to build an effective immunity to corruption".

Better understanding on the concept "values-based leadership"

Scholars paid also a lot of attention to understand the concept "values-based leadership" (approximate 33% in my sample). Firstly, there are *many efforts to understand the concept itself*. Some scholars *suggested several ways to understand the concept "values-based leadership"* based on a "framework linking fundamental moral orientations, stewardship decisions and actions, and personal and community outcomes" (McCuddy 2008), or based on a "values-based leadership algorithm" (Robinson 2009), or based on a "self, leader, and spiritual identity perspective" (Klenke 2007). Some others tried to *look at the concept "values-based leadership" from the historical perspective* (Avolio & Garner 2005; Copeland 2014; Novicevic et al. 2006). There are also several suggestions for the *empirically-based understanding on the concept* (Brown et al. 2005; Endrissat et al. 2007; Hannah et al. 2003). O'Toole (2008) however argued that "a clear definition on values-based leadership is problematic" and he suggested to *look for the common characteristics of values-based leaders instead*.

Secondly, some scholars tried to *understand the concept VBL in different contexts*. For example, Lloyd-Walker and Walker (2011); Moylan and Walker (2012) aimed to explore *VBL in project-driven industries*. Especially, Resick et al. (2006) discovered the *endorsement of VBL across culture* and found out many useful and interesting information, such as the four dimensions (character/integrity, altruism, collective motivation and encouragement) are understood the same across different cultures. Those four dimensions "were found to be universally endorsed as important for effective leadership", but "the degree of endorsement of each dimension" may vary from culture to culture.

Suggesting how to apply VBL

In the sample, *scholars did give some advices on "how to apply VBL" (about seven percent).* Firstly, Shamir and Eilam (2005) suggested the *life-story approach to develop values-based leaders*. They argued that "authentic leadership rests heavily on the self-relevant meanings the leader attaches to his or her life experiences", and so "construction of a life-story is a major element in the development of authentic leaders". Trevino et al. (2000), in their turn, pointed out the importance of reputation for values-based leaders and *advised the leaders to develop reputation* by sharing their values and assuming them as "chief ethics officers" of their organization.

Besides, by explaining the three types of theories (about the world, other people and ourselves), Messick and Bazerman (1996) helped leaders to "understand how they make the judgments on which they base their decisions" in order to *make a better and more ethical decisions*. Viinamaki (2009), in his turn, pointed out several possible challenges when applying VBL in large organizations and gave some suggestions on *how to overcome such challenges*.

Discovering tools to measure

About seven percent of scholars in my sample took the tools to measure into consideration. *Some scholars tested and developed the current tools.* For example, *"multifactor leadership questionnaire" (MLQ)* was originally created by Avolio and Bass has gained a wide recognition

as a useful tool to measure values-based leaders. Despite such big recognition, MLQ is still put into different tests and developed further more by Avolio et al. (1999) and Hartog et al. (1997).

Some others developed the new tools to measure. For example, Kalshoven et al. (2011) developed a new tool called *"ethical leadership at work questionnaire" (ELW)* which comprise of seven values-based leader behavior dimensions: fairness, power sharing, role clarification, people orientation, integrity, ethical guidance and concern for sustainability. Then, they tested the validation of ELW and found that "ELW is a useful new multidimensional measurement tool that can help further our understanding of the antecedents and consequences of ethical leadership" (Kalshoven et al. 2011).

Other findings

The rest thirteen percent of articles mentions other issues. Barling et al. (2000) explored the relationship between VBL and emotional intelligence, while Eagly and Johannesen-Schmidt (2003) concluded that female leaders are more likely to be good values-based leaders than the male ones. Morrison and Mujtaba (2010) studied on the relationship between strategic philanthropy and shareholder value maximization, and Muscat and Whitty (2009) explored the concept of social entrepreneurship via VBL.

To sum up, there are four main findings among scholars within VBL subject in my sample: exploring the impact of VBL, understanding the concept "values-based leadership", suggesting how to apply VBL and, discovering tools to measure. Those four main interests will be used as a guideline to see whether or not practitioners share those interests.

4.4.2   Comparing key findings from scholars and practitioners

Exploring the impact of VBL vs confirming the importance of VBL

Unlike scholars, practitioners don't pay any attention on exploring the impact of VBL. Instead, *they are more likely to take for granted the positive impact of VBL (100% of my sample)*. Some

practitioners (30%) described the serious problems due to lack of moral values in the early chapters of their books, and then *simply explained why VBL is so important in solving such moral problems* in the later chapters (Bellingham 2003; Bucaro 2004; Crowley 2011; Kuczmarski & Kuczmarski 1995; Slivinski 2014). Leigh (2013) even used *a whole one chapter to write about "the ethical advantage: what's in it for your organization"* which explains "specific benefits of an ethical culture",

The rest 70% of practitioners just spent a few words in the introduction chapter to describe the moral issues and then, *simply described how to apply VBL without any doubts about the validity of VBL.* For example, Heminsley (2013) explained "what is an authentic leader" and "what is the business case for authentic leadership in organizations" in the first two chapters of her book, and then use the rest of the book (from chapter three to chapter ten) to describe how to become an authentic leader. She did mention a few words about "the ROI on an organization's investment in authentic leaders" in the early chapters of her book, but for sure she has no doubt about the positive impact of VBL.

Better understanding on the concept "values-based leadership" vs defining the concept "values-based leadership"

The majority of practitioners in my sample didn't seek for better understanding on the concept "values-based leadership". While the 90% of them did not mention anything about it, a few of them (10%) just simply defined what it is. For example, Heminsley (2013) spent one chapter to *define authentic leaders as leaders* who "are clear about their vision for the future", "have exceptional relationship", "with unwavering determination based on deeply held personal conviction", and "overlay this with a highly intelligent, technically knowledgeable, and professional person". Dobbs and Walker (2010) *defined transformational leaders* are those who can "build a culture", "improve esprit de corps", "communicate issues and actions", "change the financial results", and "leave behind a cadre of future transformational leaders".

Suggesting how to apply VBL

While only seven percent of scholars in my sample write about how to apply VBL, 100% of practitioners are concerned about this. *Many practitioners explained very detailed how to become a values-based leader*, such as using "the four principles of values-based leadership" (self-reflection, balance and perspective, true self-confidence and genuine humility) (Kraemer 2011), "the four steps of becoming authentic" (Heminsley 2013), "the three rules to be a leader" (Bucaro 2004)… Besides, *several practitioners also described how values-based leaders can influence their employees* by "14 principles to lead ethically" (Thornton 2013), "the language of effective leadership" & "building relationships" (Bucaro 2004), "the four practices of leading from the heart" (Crowley 2011), "team coaching" (Hawkins 2014), principles to lead other authentically (Tabrizi & Terrell 2013), or by always putting people first (Slivinski 2014)… One step further, *they even gave guidelines on how to build a values-based business*, such as "elements of a values-based organization" (Kraemer 2011), "the VPA-DS model[1]" (Slivinski 2014), "organizational requirements" (driving forces for an ethical culture, leadership and management of ethical cultures, systems and procedures, communication strategy, and champions & exemplars) (Leigh 2013)….

Discovering tools to measure

Like scholars, several practitioners in my sample (15%) also introduced several tools. However, unlike scholars, practitioners did not test the validity of their tools but simply introduced and promoted their tools. For example, Mundahl and Massoth (2013) gave us the test to understand the current situation in different personal areas, meanwhile Blekkingh (2015) gave us a test to "scan" our ego. Furthermore, Bellingham (2003) supplied with the tool to rate the scales of VBL in employee, customer and community.

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[1] VPA-DS stands for values, performance, assessment, development and succession planning

Several other outcomes from studies of practitioners

Practitioners have *some other interests* as well. Some of them share their own personal journey on road to become a values-based leader, such as Mundahl and Massoth (2013), Macartney (2014), and Weinstein (2014). Some others Kuczmarski and Kuczmarski (1995); Leigh (2013); Thornton (2013) predicted the future of VBL, while Hawkins (2014) explain the importance of the high performance team.

In short, I have just presented four key findings of practitioners which can be compared with the four key findings from studies of scholars. Results show that while 40% of scholars tried to test the impact of VBL, no practitioners seemed to have any doubt about its positive impact. Also, quite many scholars (30%) sought to understand better the concept "values-based leadership" meanwhile no practitioners paid any attention about that. Unlike scholars who paid little attention on how to apply VBL (only seven percent), 100% of practitioners took this into serious concern. In terms of tools to measure, seven percent of scholars tried to introduce and test the validity tools to measure while 15% of practitioners introduced their tools without any test on validity.

To sum up, in this result chapter I have presented some relevant results in terms of ontology, epistemology, methodology and main findings from studies of scholars and practitioners. In terms of philosophical positions, while the majority of scholars takes the position of internal realism (positivism) and relativism (constructionism), most of the practitioners take the position of nomilisation (strong constructionism). Regarding key findings, scholars and practitioners produce also quite different results; however there are still several shared interests in outcomes, such as "how to apply VBL", "tools to measure".

CHAPTER 5: DISCUSSION

The thesis aims to explore the VBL subject from both perspectives of scholars and practitioners in term of ontology, epistemology, methodology in order to understand whether or not there is a difference between them and if yes, how they are different. The thesis also looks at the subject in terms of key findings from both sides to get a better understand on the subject, and to look for the shared interests in outcomes between them in order to promote a better collaboration. This chapter, in its turn, aims to discuss about what have been found in the result chapter. Firstly, I will reflect on the comparison between scholars and practitioners in terms of ontology, epistemology and methodology. Then, I will reflect on the key findings of scholars and practitioners before discussing what may happen to them if they switch their philosophical positions. Lastly, I will discuss several challenges on the road towards a better collaboration between them in VBL subject.

5.1   Refection on ontology, epistemology and methodology of scholars and practitioners

5.1.1   The separation between scholars and practitioners in VBL subject is real

The results indicate that there are indeed very different approaches between scholars and practitioners in VBL subject in terms of ontology, epistemology and methodology. Such findings are in accordance with many previous findings. For example, Ackoff and Emery (1973), Argyris (1993), Simon (1996) have mentioned the separation between description and prescription in management/leadership subject. Worren et al. (2002) also stated that scholars are more fond of "propositional knowledge" when practitioner are more fond of "narrative and visual knowledge". Last but not least, Benjamin and O'Reilly (2011) also claimed scholars prefer "declarative knowledge" while practitioners prefer "procedural knowledge".

5.1.2   How are they different?

In this aspect, the findings in this thesis have showed a slightly different corner on how they are different. I have found that the majority of scholars take the position of realism (positivism) and

relativism (constructionism) while almost all practitioners take the position of nominalism (strong constructionism). Table 5 presents the combination between my findings and the previous findings.

Table 5 Combining the findings in this thesis and previous findings

Ontological positions		Internal realism	Relativism	Nominalism
Epistemological positions		Positivism	Constructionism	Strong constructionism
Methodology	Aims	Exposure	Convergence	Invention
	Starting points	Propositions	Questions	Critique
	Designs	Large surveys, multi-cases	cases and surveys	Engagement and reflexivity
	Data types	Numbers and words	words and numbers	Discourse and experiences
	Analysis/ interpretation	Correlation and regression	triangulation and comparison	Sense-making understanding
	outcomes	Theory testing and generation	theory generation	New insights and actions
Description or prescription		Description	Description	Prescription
Scholars or practitioners		Nearly a half of scholars	Nearly a half of scholars	Most of practitioners

The table 5 shows several interesting points. Firstly, there is *not only the difference between scholars and practitioners but also the difference among scholars*. All scholars agree to describe things rather than to prescribe, but there is indeed the disagreement among them about their ontological, epistemological and methodological approaches.

Secondly, *the size of the gap between scholars and practitioners depends very much on which philosophical positions the scholars are in*. If scholars are in the internal realism (positivism)

(58% in my sample), the gap between them with practitioners is obviously huge. In this case, they seem to belong to very different world views which have been mentioned a lot about: quantitative-qualitative, positivism-constructivism (Romme et al. 2015).

However, if the scholars take the philosophical position of relativism (constructionism) (42% in my sample), the separation between them and practitioners is not that big. They both use qualitative methodology and agree the impact of personal views on the research. The difference now between them is about: how much they allow themselves to be engaged in the researches. While scholars still used a lot of cases, surveys, references to argue for their points, practitioners used too much experience to theorize their theories.

5.1.3   Reflection on several exceptional cases

The table 6 presents in detail how the results look like in terms of description and prescription. Yes, *the majority of scholars describe things while all of the practitioners prescribe things*. However, there are *three scholars which somewhat prescribe what leaders should do*. Those scholars give advices on "how to develop reputation for ethical leadership" (Trevino et al. 2000), "how to use life-story approach to develop authentic leader" (Shamir & Eilam 2005) and "how to make a better and more ethical decisions" (Messick & Bazerman 1996).

Table 6 Differences between scholars and practitioners in terms of description/prescription

		Description	*Prescription*
Scholars	*number of articles*	37	3
	Percentage	93%	7%
Practitioners	*number of books*	0	20
	Percentage	0%	100%

In the result chapter, I have also presented *the exceptional case of practitioner George (2015).* Unlike many other practitioners who rely mainly on their experiences, George (2015) collected many cases and did numerous deep interviews with different leaders around the world. Because

of this fact, I think George (2015) should belong to relativism (constructionism) instead of nominalism (strong constructionism) even though his book present a quite prescriptive approach.

Together with the case of George (2015), the three cases of scholars of Trevino et al. (2000), Shamir and Eilam (2005) & Messick and Bazerman (1996) have somewhat describe *"the middle way" between scholars and practitioners in VBL subject.* "The middle way" is to take into consideration the interests of both sides at the same time: the objectivity of the researches (as much as possible) and the relevance of those researches in the daily business life. This middle way approach have also described by other similar concepts, such as "mode 2 and 3 research, engaged scholarship, pragmatic science, evidence-based management and design science" (Romme et al. 2015).

5.2 Reflection on key findings of scholars and practitioners

5.2.1 Learning from the shared finding: the positive impact of VBL is significant

Many scholars and all practitioners in my sample agreed on the positive impact of VBL. 80% of the scholars testing the impact of VBL also confirmed its positive influence while 100% practitioners have no doubt about this. To look at the impact of VBL even more clearly, I explore the results from scholars in terms of regions where the authors come from and the specific objects which VBL has the impact on in the table 7.1 and table 7.2.

Table 7.1 The regions of scholars who confirm the positive impact of VBL

Where authors come from?	China	India	US	UK	Germany	Portugal
Number of articles confirming the positive impact of VBL	1	1	9	1	1	1
Percentage in total	7%	7%	65%	7%	7%	7%

The table 7.1 shows that the authors confirming the positive impact of VBL come from the three big continents: Asia, Europe and America. This fact increases the reliability of the positive impact of VBL. However, the number of authors from Asia and Europe are still quite small in

comparison with such number from America. This may call for more empirical researches in other regions outside the US to identify the impact of VBL.

Table 7.2 The objects influenced by the positive impact of VBL

The object to be influenced by applying VBL	Organization performance	Bribery and corruption	Followers' outcomes	Leader' performance
Number of articles confirming the positive impact of VBL	3	1	9	1
Percentage in total	22%	7%	64%	7%

The table 7.2 shows a strong support for the positive impact of VBL on employees' outcomes, such as psychological capital, creativity, satisfaction, organizational commitment, extra effort…. There are not many confirmations for such positive impact on organization performance meanwhile the impact of VBL on leader' performance, bribery and corruption really need more investigations.

To conclude, the agreement between all practitioners and many scholars on the positive impact of VBL strengthens the validity of such impact. Moreover, the fact that the scholars confirming the positive impact of VBL come from different continents even strengthen such argument. However, the impact of VBL in the regions outside of the US and on several objects (leader' performance, bribery and corruption) may need more confirmations.

5.2.2 Learning from the different findings

This section will discuss about the possible lessons which scholars and practitioners may learn from each other. To do that, I assume both of them are open, listen to other points of view and try to appreciate the values from the other side of the coin.

5.2.2.1 What may practitioners learn from scholars?

Thanks to exploring deeper the concept "values-based leadership", *scholars may help practitioners to take into consideration some important aspects which are currently ignored by practitioners.* For example, scholars may help practitioners to understand VBL in different culture (Resick et al. 2006), and in different industry (Lloyd-Walker & Walker 2011; Moylan & Walker 2012).

Scholars can also help practitioners to have a more comprehensive understanding on VBL. For example they can help to point out clearly some concrete components of VBL (Brown et al. 2005; Endrissat et al. 2007; Hannah et al. 2003) and discuss various aspects and related concepts around the concept "values-based leadership" (Avolio & Garner 2005; Copeland 2014; Klenke 2007; McCuddy 2008; Novicevic et al. 2006; O'Toole 2008; Robinson 2009)… Such *a more comprehensive understanding on VBL, in its turn, can prevent practitioners from the "dark side" of VBL*, such as "unethical charismatic leaders" (Howell and Avolio 1992) or "pseucho transformational leaders" (Bass and Steidlmeier 1999). Both "unethical charismatic leaders" and "pseucho transformational leaders" appears to be very "attractive", "charismatic" and "transformational", however their motivation mainly comes from their own interests. In their words, Brown and Trevino (2003) said "pseudo transformational leaders seek power at the expense of others, are unreliable, deceptive, manipulative, and self-interested."

Practitioners are too easy in introducing numerous tools to measure and solutions to apply VBL. Within my limited sample, there are many detailed answers for all of the important issues on how to apply VBL, such as "how to become values-based leaders", "how to influence others" and even "how to build a values-based organization". Such an easy-going attitude may help to give somehow enough temporary solutions, however *the validity of such tools and solutions may need the help from scholars to verify and confirm.*

5.2.2.2 What may scholars learn from practitioners?

Practitioners may remind scholars what really makes sense to their daily activities. The strong confirmation on the importance of VBL and the huge attention on "how to apply VBL" of practitioners indicates clearly that practitioners are thirsty for solutions to solve the moral issues in their busy daily activities. *This fact should have drawn much more attention from scholars*. Despite that, there are so few articles of scholars on this very important issue in my sample: only 3/40 articles. Even in the three articles on this issue, the number of advices is also very limited. For example, Messick and Bazerman (1996) did not give direct advices on how to make a better and more ethical decision. Instead, they presented three different theories about ourselves, others and the world to help decision makers to have a better understanding on "how they make judgments on which they base their decisions". Based on that understanding, they carefully suggest three broad criteria for leaders to focus on: quality, breadth and honesty.

In another aspect, *practitioners may also give many useful starting points for scholars to do the research.* For example, practitioners have introduced many tools and solutions which have been largely unanswered by scholars, such as how to develop values-based leaders or how to build values-based organizations… Scholars may disagree with those answers from practitioners, but such answers can be the very good starting points for many meaningful researches.

5.3 What if they switch the philosophical positions with each others?

In this section, I assume that scholars and practitioners switch their philosophical positions. That is to say scholars now belong to nominalism (strong constructionism) where they acquire knowledge by intuition, use reflection as research method. In the meantime, practitioners are in the positions of internal realism (positivism) and relativism (constructionism) where they acquire knowledge by empirical research, logical and authoritarian sources, and use quantitative and qualitative research methods.

What may happen to scholars if they switch their philosophical position?

The knowledge they provide will be very irrelevant because they reflect on their experience as a teacher, not a leader. As scholars, their main tasks are to prepare and implement course materials, develop syllabuses, conduct lectures, give homework, counsel and assist students, test students, and provide career guidance… Such kind of tasks is not the typical job description of a business leader. If they reflect based on that experience, their knowledge is more about "teaching business management/leadership", rather than what really happens in the business life.

Then, the question is maybe: what if scholars reflect on the experience they get from practitioners? In this case, scholars no longer belong to the nominalism (strong constructionism) where they have to rely mainly on their own experience. That is not to say in order to get the experience from the practitioners, they need to use interviews, questionnaire,.. which are not the characteristics of nominalism philosophical position.

What may happen to practitioners if they switch their philosophical position?

Practitioners face many difficulties to produce knowledge because they are not trained to do the research as scholars. In the internal realism (positivism) and relativism (constructionism), there are many academic requirements for knowledge to be accepted, for example the peer review process. As practitioners, their main tasks are to set strategy and vision, build the company's culture, develop the senior executive team, allocate capital to the company's priorities… Such kind of skills cannot allow practitioners produce knowledge in order to meet the academic quality.

What if scholars open and run a business to get the experience, and practitioners also learn the research skills of scholars?

This thing can happen, for example the cases of George (2015) and Kraemer (2011) who become professors of business schools after having worked many years on the top positions of big corporations, and case of Majer (2004) who become business leader after having served as

professors in university. However, *it is hard to work well with both tasks at the same time*. Even both George (2015) and Kræemer (2011) quit their main tasks as practitioners in order to work well as business professors, and Majer (2004) have also quit his main tasks as scholars in order to work as business leader. *Instead of taking two roles at the same time, perhaps it is better for scholars and practitioners to do their own tasks and be more open to the viewpoints from other side of the coin*.

5.4   Challenges on road towards a better collaboration between scholars and practitioners in VBL subject

Despite the differences in ontology, epistemology, methodology, and even in the key findings, there are *two obvious areas which scholars and practitioners want to discover more about: the tools to measure and the solutions to apply VBL*. Such shared interests can be a good starting point for meaningful collaborative projects between them. As Romme et al. (2015) mentioned that one of the two important conditions for a better collaboration between them is: common interest/outcomes.

However, the shared interests are just the starting points. For a better collaboration, we also need to build *safe, mutual understanding, highly trustworthy, and open environment* in which they can communicate, learn and support each other. As Romme et al. (2015) described a successful trading zone has three characteristics: "action and goal oriented", "durable" and "psychological safety and informed consent, as enabling conditions for authentic dialogue".

Besides, *overcoming ones' own philosophical position in order to understand other viewpoints is not that easy.* The very different daily working activities between scholars and practitioners keep putting them back to their own ways of thinking. During time, it is more likely that scholars develop the automatic mindset of teaching and practitioners develop the automatic mindset of running business. As Mathisen and Arnulf (2013) described about the characteristics of a mindset: "It was shown that tasks would gradually disappear from consciousness in subjects who participated in reaction studies. With increased practice, the task kept being completed even if there was no awareness of it."

Such automatic paradigms may prevent them from learning each others' values. To overcome such different automatic mindset to collaborate, both scholars and practitioners need to activate their consciousness and awareness again. As Benjamin and O'Reilly (2011) described about the challenge of developing a new leadership mindset of young managers:

> "Overall, this required a shift in mind-set from one that emphasized skills and visibility to one that focused on growing others and deriving satisfaction from their accomplishments. It meant changing their assumptions about what their roles are and what success looked like. It also meant that they had to be *more conscious and intentional* in how they dealt with others."

In addition to the above challenges, scholars and practitioners have also faced *many other barriers, especially the institutional barriers*, in order to collaborate. As Romme et al. (2015) described:

> "These barriers arise from traditional conceptions of research methodology, established conceptions of and systems for training and supervising doctoral students, standards and guidelines concerning how and where research findings are to be published, the performance incentives and career tracks created and sustained by business and management schools, and the all-too-frequent incompatibility of problem-solving styles of practitioners and academics."

To promote the collaboration between two very different paradigms is not an easy task. It requires more and better trading zones, the consciousness of scholars and practitioners about their automatic paradigms, less institutional barriers… However, for the common benefits which they both shared, it is worth to make an effort.

CHAPTER 6: CONCLUSION

In the introduction chapter, I started by describing *the importance of VBL* from humanity to business context and specifically to business leaders. Then, the separation between scholars and practitioners was briefly described as *the challenge in management/leadership subject which may lead to several possible consequences for VBL subjec*t. Finally, I explained briefly what I were going to do with the thesis, such as *purpose, research question and contribution…*

After the introduction, the theory chapter first and foremost provides a *basic understanding on VBL*, such as what values are, values in business, a short history of VBL and a discussion on definition of VBL. In the theory chapter I have also presented more in detail the *challenge in management/leadership subject* before describing a basic theoretical framework to explore the VBL subject from perspectives of both scholars and practitioners. The theoretical framework gives *a basic understanding on different ontological, epistemological and methodological* positions of Easterby-Smith et al. (2012) and *why & how to support a better collaboration between scholars and practitioners* in management/leadership subject of Romme et al. (2015).

The theory chapter is followed by the methodology chapter. In this chapter, I began by presenting *why I have chosen systematic literature review* as the research method before explaining the first step of the systematic review: planning the review. In the first step (planning the review), I have *defined more clearly the concept of "scholar" and "practitioner"*, and then described the *scope of study*. Second step of the review (conducting the review) comprises of *identification of research, selection of studies, study quality assessment, monitor process and data extraction & synthesis*.

Thanks to that methodology, I have found out many interesting results. The result chapter presented firstly the *ontological, epistemological and methodological positions of scholars and practitioners*. In these sections, I have found out that most of the scholars belong to internal realism (positivism) and relativism (constructionism) philosophical positions while nearly all practitioners belong to nominalism (strong constructionism) philosophical position. In this chapter, I have also presented the *key findings of scholars and practitioners in VBL subject*.

Then, the discussion chapter started with my *reflection on the ontological, epistemological and methodological positions of scholars and practitioners*. The findings I have found in this thesis are in accordance with many previous studies about the separation between scholars and practitioners in management/leadership subject. However, my findings about how they are different are a bit different from previous studies. In this section, I have also reflected on the several exceptional cases of scholars and practitioners at the end of this section.

In the next section of discussion chapter, by assuming both scholars and practitioners are open and try to appreciate the values from other side of the coin, I have presented *what practitioners and scholars may learn from each other.* I have also discussed *what may happen to scholars and practitioners if they switch their philosophical positions with each other.* Lastly, the *challenges on the road to a better collaboration* between them are discussed in the last section of discussion chapter.

6.1   Limitations

Firstly, *the quality of the sample may be affected because the sample includes only the English literatures.* The sample with only English literatures is more likely to be biased to the views of Anglo-American. Talking about this, Crane and Matten (2010) stated that: "most of the literature available in English (on business ethics) is more or less dominated by an Anglo-American view, whereas many of the continental European or Asian approaches are less widely received since most of the literature is published in other languages than English".

Secondly, *the objectivity of the review may be affected with only one reviewer and a small size of sample.* Even though I have tried my best to be as objective as possible in the process of selecting and interpreting data, it is impossible to avoid some bias. As Tranfield et al. (2003) said "as decisions regarding inclusion and exclusion remain relatively subjective, this stage of the systematic review (selection of studies) might be conducted by more than one reviewer." Also, the sample of only 40 articles and 20 book summaries may be small to represent the viewpoints of scholars and practitioners in VBL subject.

Thirdly, *the differences in understanding the concept "values-based leadership" can affect the results we have found*. In my thesis, I understand the VBL as a concept including three main constructs: "authentic leadership", "ethical leadership" and "transformational leadership" as suggested by Copeland (2014). However the authors writing "authentic leadership", "ethical leadership", "transformational leadership" and the ones writing "values-based leadership" may think these are different concepts. Consequently, these different understandings may affect my generalization process.

For example, when I generalize the impact of VBL, I actually mean the impact of "values-based leadership", "authentic leadership", "ethical leadership" and "transformational leadership". Most of results indicate the positive impact of "values-based leadership", "authentic leadership", "ethical leadership" and "transformational leadership". However, there are two articles disapprove the impact of "transformational leadership" on leader job performance and extra effort. By setting all four different concepts into one umbrella of VBL, the positive impact of VBL is somewhat disapproved.

Last but not least, there are also several other small limitations. For example, some literatures cannot be assessed, or some relevant literatures which don't have the selective keywords on the title may be excluded… And of course, there could be several other limitations which I myself cannot recognize.

6.2 Future researches

Despite many confirmations on the positive impacts of VBL, it is necessary to have more empirical researches on such impact. Especially, there is a strong need for *more empirical research on VBL's impact outside of the context of the US*. The empirical researches on the *impact of VBL on various other objects such as leaders' performance, bribery & corruption, organizational performance…* are also needed.

The numerous tools and solutions suggested by practitioners can be good starting points for many meaningful projects. For example, practitioners like Heminsley (2013) and many others

have mentioned about "mindfulness" as an effective tool to generate moral values. More empirical researches on such a tool can be helpful to identify its true impact.

Last but not least, as practitioners are thirsty of solutions to solve the moral problems in their busy business life, *there should be much more articles from scholars on how to apply VBL.* There is no need for a switch in philosophical position from scholars to do that, but there is really a need for a switch in their attention. While staying on their philosophical positions as internal realism (positivism) and relativism (constructionism), scholars still can contribute their views on how to apply VBL. The three exceptional articles of Trevino et al. (2000), Shamir and Eilam (2005) & Messick and Bazerman (1996) in the sample are good examples.

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124	five-fator model of personality and transformational leadership	Judge and Bono	Journal of applied psychology
125	the two faces of transformational leadership: empowerment and dependency	Kark et al.	Journal of applied psychology
126	transformational leadership and organizational commitment: mediating role of psychological empowerment and moderating	Avolio et al.	Journal of organizational behavior
127	transactional versus transformational leadership: an analysis of the MLQ	Hartog et al.	journal of occupational and organizational psychology
128	transformational leadership and emotional intelligence: an exploratory study	Barling et al.	Leadership & organization development journal
129	personality and transformational and transactional leadership: a meta-analysis	Bono and Judge	Journal of applied psychology

130	theory of transformational leadership redux	Bass	The Leadership Quarterly
131	leader-member exchange as a mediator of the relationship between transformational leadership and follower's performance and organizational citizenship behavior	Wang et al.	Academy of management journal
132	long-term forecasting of transformational leadership and its effects among officers: some preliminary findings	Yammarino and Bass	
133	the effects of transformational leadership on organizational conditions and student engagement with school	Leithwood and Jantzi	Journal of educational administration
134	the role of transformational leadership in enhancing organizational innovation: hypotheses and some preliminary findings	Jung et al.	The Leadership Quarterly
135	culture specific and corss-culturally generalizable implicit leadership theories: are attributes of charismatic/transformational leadership universally endorsed?	Hartog et al.	The Leadership Quarterly
136	long-term forecasting of transformational leadership and its effects among officers: some preliminary findings	Yammarino and Bass	
137	transformational leadership and performance: a longitudinal investigation	Yammarino et al.	The Leadership Quarterly
138	the effects of transformational leadership on organizational conditions and student engagement with school	Leithwood and Jantzi	Journal of educational administration
139	transformational leadership: beyond initiation and consideration	Selter and Bass	Journal of management
140	opening the black box: an experimental investigation of the mediating effects of trust and value congruence on transformational and transactional leadership	Jung and Avoid	Journal of organizational behavior

Index 1.2 The full list of literatures in Amazon

No.	Title	author
1	becoming the best: build a world-class organization through values-based leadership	Kraemer
2	From values to action: the four principles of values-based leadership	Kraemer
3	Values-based leadership: a revolutionary approach to business and personal prosperity	Majer
4	Leading change: the argument for values-based leadership	O'Toole
5	Value-based leadership in public professions	Busch & Murdock
6	Building healthy organizations: transforming organizations through values-based leadership	The BHO Group
7	The leadership code: people-focused, values-based leadership for maximum performance	Slivinski
8	secrets of success: North Carolina values-based leadership	Shelton
9	And dignity for all: unlocking greatness with values-based leadership	Despain & Converse
10	Values-based leadership: rebuilding employee commitment, performance and productivity	Kuczmarski & Kuczmarski
11	Healing the corporate world: how value-based leadership transforms business from the inside out	Gamb
12	from battlefield to boardroom: making the ifference through values based leadership	Yardley & Kakabadse
13	Value based leadership in education: perspectives and approaches	
14	value-based leadership	Dahm and Waldhaim
15	semiotics for leaders: the quest for deep meanings, value-based leadership, energies and behaviors	Trevisani
16	True North: discover your authentic leadership	George and Sims
17	the discover your true north fieldbook: a personal guide to finding authentic leadership	George et al.
18	authentic leadership: rediscovering the secrets to creating lasting value	George
19	authentic leadership: clashes, convergences, and coalescences	Ladkin and Spiller
20	authentic leadership theory and practice	Gardner and Avolio
21	the other side of the card: where your authentic leadership story begins	Morrison
22	authentic leadership: courage in action	Terry
23	authentic leadership: a primer for professionals and small business owners	Campbell and Nibouar
24	principal pro: an authentic leadership playbook for managing crisis, buiding teams, and maximizing resources	Diviny
25	the alchemy of authentic leadership	Mundahl and Massoth
26	a practical guide to authentic leadership: a sixty-day journey that unlocks the true leader in you	Lin
27	relational authority: authentic leadership	Nash and Bryson
28	charismatic to the core: a fresh approach to authentic leadership	Owen

29	authentic leadership: after God's own heart	Reynolds
30	finding earth, finding soul: the invisible path to authentic leadership	Macartney
31	authentic leadership: an engaged discussion of LGBTQ work as culturally relevant	Watson and Johnson
32	the business alchemist: a road map to authentic and inspirational leadership	Godino
33	awaken your authentic leadership: lead with inner clarity and purpose	Heminsley
34	authentic leadership: discover and live your essential mission	Blekking
35	the new economic currency: authentic leadership and emotional intelligence	Johnson
36	the hero's journey: toward a more authentic leadership	Giuliano
37	Ethical leadership and decision making in education: applying theoretical perspectives to complex dilemmas	Shapiro & Stefkovich
38	Ethical leadership	Starratt
39	7 lenses: learning the principles and practices of ethical leadership	Thornton
40	Ethical leadership in schools: creating community in an environment of accountability	Strike
41	Ethical leadership in human services: a multi-dimensional approach	Manning
42	Ethical leadership: the quest for character, civility and community	Fluker
43	engaging millennials for ethical leadership: what works for young professionals and their managers	Warnell
44	ethical leadership: global challenges and perspectives	Millar & Poole
45	Ethical leadership: creating and sustaining an ethical business culture	Leigh
46	ethical leadership (work and organizational psychology)	Mendonca & Kanungo
47	stakeholder theory: essential readings in ethical leadership and management	Zakhem et al.
48	advances in authentic and ethical leadership (research in management)	Neider & Schriesheim
49	Ethical leadership in turbulent times: modeling the public career of George C. Marshall	Pops
50	ethical leadership in the community college: bridging theory and daily practice	Hellmich & Boggs
51	ethical leadership and the community college: paradigms, decision-making and praxis	Wood & Nevarez
52	ethical leadership in sport: what's your endgame	Watson and Johnson
53	good business: exercising effective and ethical leadership	O'Toole & Mayer
54	In search of ethical leadership	Finser
55	ethical leadership of Robert E. Lee	Lipsey & Fisher
56	thinking aloud: reflections on ethical leadership	Weinstein
57	The anatomy of ethical leadership: to lead our organizations in a conscientious and authentic manner	Langlois
58	educational and ethical leadership – best practice	Eldakak
59	The stones that the builders rejected: the development of ethical leadership from te black church tradition	Fluker
60	ethical leadership	Bellingham

61	ethical leadership: leadership for a new millennium	Pickett
62	Accountability as core element of ethical leadership: in ethiopian evangelical spiritual ministries	Tafesse
63	Ethical business leadership: Balancing theory and practice	Klein
64	Associate training manual: ethical leadership and customer service development for law enforcement professionals	Gray M.A
65	The effectiveness and efficiency of ethical leadership	Blanes
66	ethical leadership for school administrators and teachers	Hester & Young
67	the ethical leadership handbook	Colbert
68	ethical leadership through transforming justice	McMahon
69	General Creighton Abrams: Ethical leadership at the strategic level	Leatherman & U.S. Army
70	Trust me! Insights into ethical leadership	Bucaro
71	Ethical Leadership: Fact or Fiction?	Pinto
72	Christianized Ethical Leadership in Business: The Servant, Shepard, and Steward	Worden
73	The Impact of Building Trust for Ethical Leadership in Institutions of Ethiopia	lambore et al.
74	Transformational leadership in nursing: from expert clinician to influential leader	Marshall
75	Transformational leadership	Bass & Riggio
76	Lead from the heart: transformational leadership for the 21st century	Crowley
77	transformational leadership: conversations with the leadership conference of women religious	Sanders & Sanders
78	Leadership competencies for clinical managers: the renaissance of transformational leadership	Barker & Sullivan
79	Transformational leadership: a blueprint for real organizational change	Dobbs and Walker
80	The inside-out effect: a practical guide to transformational leadership	Tabrizi & Terrell
81	Transformational leadership: and high-intensity interval training	Himelhoch
82	improving organizational effectiveness through transformational leadership	Bass & Avolio
83	leadership team coaching: developing collective transformational leadership	Hawkins
84	Transformational and charismatic leadership: the road ahead (monographs in leadership and management)	Avolio & Yammarino
85	Transformational leadership: trust, motivation and engagement	Shelton
86	transformational leadership: creating organizations of meaning	Roberts & Hacker
87	the dark side of transformational leadership: a critical perspective	Tourish
88	Transformational Leadership How To Lead From Your Strengths And Maximize Your Impact	Nongard
89	Inspirational presence: the art of transformational leadership	Evans
90	Transformational Leadership: Industrial, Military, and Educational Impact	Bass
91	Innovative Work Behavior: The Impact of Organizational Climate and Transformational Leadership on Innovative Work Behaviour	Imran
92	Transformational Leadership	Agbonson

93	Evolutionaries: Transformational Leadership: The Missing Link in Your Organizational Chart	Harrington & Voilleque
94	Transformational Leadership in Special Education: Leading the IEP Team	Lentz
95	Leading Up: Transformational Leadership for Fundraisers	Wagner
96	Shared Vision: Transformational Leadership in American Community Colleges	Roueche et al.
97	Transformational Leadership: 92 Tips For Using The Different Types Of Leadership To Identify Leadership Traits That Uncover Your Leadership Strengths	Vurnum
98	Flywheel: Transformational Leadership Coaching for Sustainable Change	Allison
99	The Hike: The Missing Link to Transformational Leadership	DiStasi & Taylor

Index 2.1 The list of relevant literatures chosen from the full list in Google Scholar

No	Title	Author	Publication detail	Field	Type of literatures
1	values-based leadership	Fernanddex and Hogan	Journal for Quality and participation	general	scientific article
2	values-based leadership	Frost	Industrial and commercial training	business	scientific article
3	intra-organizational challenges of values-based leadership	Viinamaki	Electronic Journal of Business Ethics and Organization Studies	general	scientific article
4	notes toward a definition of values-based leadership	O'toole	The journal of values-based leadership	general	scientific article
5	social entrepreneurship: values-based leadership to transform business education and society	Muscat and Whitty	Business Renaissance Quarterly	general	scientific article
6	fundamental moral orientations: implications for values-based leadership	McCuddy	The journal of values-based leadership	general	scientific article
7	why leaders fail in introducing values-based leadership? An elaboration of feasible steps, challenges, and suggestions for practitioners	Viinamaki	International journal of business and management	general	scientific article
8	values-based leadership and happiness: enlightened leadership improves the return on people	Millick	The journal of values-based leadership	business	scientific article
9	strategic philanthropy and maximixation of shareholder investment through ethical and values-based leadership in a post Enron/Anderson debacle	Mujaba	Journal of business studies quarterly	business	scientific article
10	values-based leadership: how our personal values impact workplace	Dean	The journal of values-based leadership	general	scientific article
11	can global organizations use values-based leadership to combat bribery and corruption?	Lestrange and Tolstikov	Journal of leadership, accountability and ethics	general	scientific article
12	the emerging siginificance of values based leadership: a literature review	Copeland	International journal of leadership studies	general	scientific article
13	values-based leadership: the foundation of transformational servant leadership	Peregrym and Wollf	The journal of values-based leadership	general	scientific article
14	Oliver Winery and the recipe for values-based leadership: people, product and place	Baughman and Schroeder	The journal of values-based leadership	general	scientific article
15	values-based leadership: a shift in attitude	Hester	The journal of values-based leadership	business	scientific article

16	ethics in project management - research on values-based leadership in project driven arenas	Moylan and Walker	PM world journal	general	scientific article
17	creating the entrepreneurial organization: a values-based leadership algorithm	Robinson	business papers	business	scientific article
18	authentic leadership development: getting to the root of positive forms of leadership	Avolio and Gardner	The leadership quarterly	general	scientific article
19	authentic leadership: development and validation of a theory-based measure	Walumbwa, Avolio and Gardner	Journal of management	general	scientific article
20	authentic leadership and eudaemonic well-being: understanding leader-follower outcomes	Ilies, Morgeson and Nahrgang	The leadership quarterly	general	scientific article
21	"what's your story?" A life-stories approach to authentic leadership development	Shamir and Eilam	The leadership quarterly	business	scientific article
22	authentic leadership and narrative self	Sparrowe	The leadership quarterly	general	scientific article
23	looking forward but learning from our past: potential challenges to developing authentic leadership theory and authentic leaders	Cooper, Scandura	Organizational dynamics	general	scientific article
24	unleashing individual potential: performance gains through positive organizational behavior and authentic leadership	Gardner and Schermerhom	Organizational dynamics	general	scientific article
25	authentic leadership and positive psychological capital the mediating role of trust at the group level of analysis	Clapp-Smith et al.	Journal of leadership & organizational studies	general	scientific article
26	enacting the "true self": towards a theory of embodied authentic leadership	Ladkin and Taylor	The leadership quarterly	general	scientific article
27	authentic leadrship: a review of the literature and research agenda	Gardner, Cogliser and Davis	The leadership quarterly	general	scientific article
28	authentic leadership: a historical perspective	Novicevic et al.	Journal of leadership & organizational studies	business	scientific article
29	authentic leadership promoting employees' psychological capital and creativity	Rego et al.	Journal of business research	general	scientific article
30	en route to an empirically-based understanding of authentic leadership	Endrissat et al.	European management journal	general	scientific article
31	moral leadership: explicating the moral component of authentic leadership	Hannah and Lester	Monographs in Leadership and Management	general	scientific article
32	authentic leadership: a self, leader, and spiritual identity perspective	Klenke	Interrnational journal of leadership studies	general	scientific article

33	authentic leadership: an empirical test of its antecedents, consequences, and mediating mechanisms	Peus et al.	Journal of business ethics	business	scientific article
34	the authentic leadership inventory (ALI): development and empirical tests	Neider and Schriesheim	The leadership quarterly	general	scientific article
35	authentic leadership for 21st century project delivery	Lioyd-Walker and Derek	International journal of project management	general	scientific article
36	authentic leadership and follower development: psychological capital positive work climate, and gender	Woolly et al.	Journal of leadership & organizational studies	general	scientific article
37	authentic leadership and employee voice behavior: a multi-level psychological process	Hsiung	Journal of business ethics	general	scientific article
38	ethical leadership: a social learning perspective for construct development and testing	Brown et al.	Organizational behavior and human decision processes	general	scientific article
39	ethical leadership: a review and future directions	Brown et al.	The leadership quarterly	general	scientific article
40	moral person and moral manager: how executives develop a reputation for ethical leadership	Trevino et al.	California management review	general	scientific article
41	a qualitative investigation of perceived executive ethical leadership: perceptions from inside and outside the executive suite	Trevino et al.	Human relations	general	scientific article
42	how low does ethical leadership flow? Test of a trickle-down model	Mayer et al.	Organizational behavior and human decision processes	general	scientific article
43	leader personality traits and employee voice behavior: mediating roles of ethical leadership and work group psychological safety	Walumbwa and Schaubroeck	Journal of applied psychology	general	scientific article
44	ethical leadership and the psychology of decision making	Messick and Bazerman	Sloan management review	general	scientific article
45	a cross-cultural examination of the endorsement of ethical leadership	Resick et al.	Journal of business ethics	general	scientific article
46	the impact of ethical leadership behavior on employee outcomes: the roles of psychological empowerment and authenticity	Zhu et al.	Journal of leadership & organizational studies	general	scientific article
47	the virtuous influence of ethical leadership behavior: evidence from the field	Neubert et al.	Journal of business ethics	general	scientific article

48	ethical leadership: examining the relationships with full range leadership model, employee outcomes, and organizational culture	Ofori	Journal of business ethics	general	scientific article
49	linking ethical leadership to employee performance: the roles of leader-member exchange, self-efficacy, and organizational identification	Walumbwa et al.	Organizational behavior and human decision processes	general	scientific article
50	the relationship between ethical leadership and core job characteristics	Piccolo et al.	Journal of organizational behavior	general	scientific article
51	when leadership goes unnoticed: the moderating role of follower self-esteem on the relationship between ethical leadership and follower behavior	Avey et al.	Journal of business ethics	general	scientific article
52	ethical leadership at work questionnaire (ELW): development and validation of a multidimensional measure	Kalshoven et al.	The leadership quarterly	general	scientific article
53	a scale to assess ethical leadership of Indian private and public sector managers	Khuntia and Suar	Journal of business ethics	general	scientific article
54	examining the link between ethical leadership and employee misconduct: the mediating role of ethical climate	Mayer et al.	Journal of business ethics	general	scientific article
55	the four umpires: a paradigm for ethical leadership	Caldwell et al.	Journal of business ethics	general	scientific article
56	some perspectives of managerial ethical leadership	Enderle	Journal of business ethics	general	scientific article
57	the effects of ethical leadership on manager job satisfaction, commitment, behavioral outcomes, and firm performance	Kim and Brymer	International journal of hospitality management	business	scientific article
58	Effectiveness correlates of transformational and transactional leadership: a meta-analytic review of the MLQ literature	Lowe et al.	The Leadership Quarterly	general	scientific article
59	Transformational and transactional leadership: a meta-analytic test of their relative validity	Judge & Piccolo	Journal of applied psychology	general	scientific article
60	re-examining the components of transformational and transactional leadership using the mulitfactor leadership	Avolio et al.	journal of occupational and organizational psychology	general	scientific article
61	does the transactional-transformational leaadership paradigm transcend organizatonal and national boundaries?	Bass	American psychologist	general	scientific article

62	transformational, transactional, and laissez-faire leadership styles: a meta-analysis comparing woman and men	Eagly et al.	Psychological bulletin	general	scientific article
63	predicting unit performance by assessing transformational and transactional leadership	Bass et al.	Journal of applied psychology	general	scientific article
64	transformational leadership, transactional leadership, locus of control, and support for innovation: key predictors of consolidated-business-unit performance	Howell and Avoid	Journal of applied psychology	general	scientific article
65	ethics, character and authentic transformational leadership behavior	Bass and Steidlmeier	The Leadership Quarterly	general	scientific article
66	effects of transformaitonal leadereship training on attitudinal and financial outcomes: a field experiement	Barling et al.	Journal of applied psychology	general	scientific article
67	an evaluation of conceptual weakness in transformational and charismactic leadership theories	Yukl	The Leadership Quarterly	general	scientific article
68	individual consideration viewed at multiple levels of analysis: a multi-level framework for examining the diffusion of transformational leadership	Avolio and Bass	The Leadership Quarterly	general	scientific article
69	transformational leadership and organizational culture	Bass and Avolio	Public administration quarterly	general	scientific article
70	five-fator model of personality and transformational leadership	Judge and Bono	Journal of applied psychology	general	scientific article
71	the two faces of transformational leadership: empowerment and dependency	Kark et al.	Journal of applied psychology	general	scientific article
72	transformational leadership and organizational commitment: mediating role of psychological empowerment and moderating	Avolio et al.	Journal of organizational behavior	general	scientific article
73	transactional versus transformational leadership: an analysis of the MLQ	Hartog et al.	journal of occupational and organizational psychology	general	scientific article
74	transformational leadership and emotional intelligence: an exploratory study	Barling et al.	Leadership & organization development journal	general	scientific article
75	personality and transformational and transactional leadership: a meta-analysis	Bono and Judge	Journal of applied psychology	general	scientific article
76	theory of transformational leadership redux	Bass	The Leadership Quarterly	general	scientific article
77	leader-member exchange as a mediator of the relationship between transformational leadership and follower's performance and organizational citizenship behavior	Wang et al.	Academy of management journal	general	scientific article

78	the role of transformational leadership in enhancing organizational innovation: hypotheses and some preliminary findings	Jung et al.	The Leadership Quarterly	general	scientific article
79	culture specific and corss-culturally generalizable implicit leadership theories: are attributes of charismatic/transformational leadership universally endorsed?	Hartog et al.	The Leadership Quarterly	general	scientific article
80	transformational leadership and performance: a longitudinal investigation	Yammarino et al.	The Leadership Quarterly	general	scientific article
81	transformational leadership: beyond initiation and consideration	Selter and Bass	Journal of management	general	scientific article
82	opening the black box: an experimental investigation of the mediating effects of trust and value congruence on transformational and transactional leadership	Jung and Avoid	Journal of organizational behavior	general	scientific article

Index 2.2 The list of relevant literatures chosen from the full list in Amazon

No	Title	author	Field	experience as business leader?
1	becoming the best: build a world-class organization through values-based leadership	Kraemer	general	.chairman and CEO of Baxter international Inc., a multibillion-dollar global health company .executive partiner with Madison Dearborn Partners, one of the largest private equity firms in the US
2	From values to action: the four principles of values-based leadership	Kraemer	general	.chairman and CEO of Baxter international Inc., a multibillion-dollar global health crea company .executive partiner with Madison Dearborn Partners, one of the largest private equity firms in the US
3	Values-based leadership: a revolutionary approach to business and personal prosperity	Majer	business	.founder and CEO of MajerStrategies Inc. .San Diego chairman of TEC, an international organization of chief executives working together .key advisor to the Leadership Institute for Entrepreneurs at the University of San Diego .former chairman of Vistage worldwide
4	Building healthy organizations: transforming organizations through values-based leadership	The BHO Group	general	.a group of co-workers from Computronix, a successful North American high-tech company .inspired by Herman Leusink, President and CEO of Computronix
5	The leadership code: people-focused, values-based leadership for maximum performance	Slivinski	business	.Multifamily real estate Investor .head of a European based corporation .25 years of business experience
6	And dignity for all: unlocking greatness with values-based leadership	Despain & Converse	business	.general manager in the East Peoria brand of Caterpillar AND .communication player at Caterpillar, and president of Converse Marketing, Inc. with more than 30 years of experience in organizational consulting
7	Values-based leadership: rebuilding employee commitment, performance and productivity	Kuczmarski & Kuczmarski	business	.Susan Kuczmarksi has PHD in sociology and education from Columbia University .Thomas Kuczmarski is president of Kuczmarski & associates, a leading innovation and management consulting firm based in Chicago
8	Healing the corporate world: how value-based leadership transforms business from the inside out	Gamb	business	.more than 20 years as an executive in businesses valued at upwards of 100 millioin dollars .founder and CEO of NMS communications
9	True North: discover your authentic leadership	George and Sims	general	About George: .former CEO and chairman of Medtronic, the world's leading medical technology company .on the board of directors of Exxon Mobil, Goldman Sachs, Novartis and Target Corporations About Sims: .co-founder of the London office of Summit Partners, a leading investment firm .served as part of Global strategy team .served as a member of the President's Visitting committee and on the board of directors of Summer Search
10	the discover your true north fieldbook: a personal guide to finding authentic leadership	George et al.	general	About George: .former CEO and chairman of Medtronic, the world's leading medical technology company .professor of management practice at Harvard Business School .on the board of directors of Exxon Mobil, Goldman Sachs, Novartis and Target Corporations
11	authentic leadership: rediscovering the secrets to creating lasting value	George	general	About George: .former CEO and chairman of Medtronic, the world's leading medical technology company .professor of management practice at Harvard Business School .on the board of directors of Exxon Mobil, Goldman Sachs, Novartis and Target Corporations
12	the alchemy of authentic leadership	Mundahl and Massoth	general	About Mundahl: president and CEO of Goodwill Industries in western Massachusetts
13	a practical guide to authentic leadership: a sixty-day journey that unlocks the true leader in you	Lin	general	founder and CEO of MKMB coaching and consulting

14	finding earth, finding soul: the invisible path to authentic leadership	Macartney	general	founder and CEO of Embercombe, a social enterprise which seeks to inspire committed action for a truly sustainable world
15	awaken your authentic leadership: lead with inner clarity and purpose	Heminsley	general	.founder of Authentic Leadership Global Inc. .national correspondent for CP Rail's in-house newsletter .member of the Executive team for BC Hydro, one of the North America's leading providers of clean and renewable energy
16	authentic leadership: discover and live your essential mission	Blekking	general	founder of Authentic Leadership BV, a Dutch consultancy which specialises in leadership and organisational development
17	the new economic currency: authentic leadership and emotional intelligence	Johnson	business	founder of Master of Business Leadership Inc.
18	the hero's journey: toward a more authentic leadership	Giuliano	general	founder of Ecstasis, a California-based management consulting that calls leaders to take change seriously and to make serious change
19	7 lenses: learning the principles and practices of ethical leadership	Thornton	general	.CEO of Leading in Context LLC .Assistant professor of leadership for the university of Richmond school of professional and continuing studies
20	Ethical leadership: creating and sustaining an ethical business culture	Leigh	business	founder of Maynard Leigh Associates, the UK development company whose mission is inspiring greater impact
21	ethical leadership of Robert E. Lee	Lipsey & Fisher	general	president of The Lipsey Company
22	thinking aloud: reflections on ethical leadership	Weinstein	general	.president of Ethical Leaders in Action .consultant in the private sector for more than 20 years, working with Fortune 1000 companies
23	ethical leadership	Bellingham	general	founder and president of Focused Strategies, Inc
24	Trust me! Insights into ethical leadership	Bucaro	business	founder of Frank C. Bucaro and Associates, Inc.
25	Lead from the heart: transformational leadership for the 21st century	Crowley	general	.Senior Vice President-National Manager for Washington Mutual Bank, American's largest financial institutions
26	Transformational leadership: a blueprint for real organizational change	Dobbs and Walker	general	About Dobbs: .senior operating executive at Welsh Carson anderson & Stowe, successful private-equity firms in the US .former CEO of General Electric company .former CEO of Phillips Medical systems .former CEO of USIS, a leading global security services provider
27	The inside-out effect: a practical guide to transformational leadership	Tabrizi & Terrell	general	Tabrizi is professor at Stanford and Harvard business school, chairman of Rapid transformation, LLC. Terrel is founder of the Terrell Leadership Group, a firm that helps people perform better as leaders and as human beings through powerful inside-out change
28	Transformational leadership: and high-intensity interval training	Himelhoch	general	Professor, consultant, co-owner of NeoLogix
29	leadership team coaching: developing collective transformational leadership	Hawkins	general	founder and emeritus Chairman of Bath Consultancy Group
30	transformational leadership: creating organizations of meaning	Roberts & Hacker	general	CEO and Founding Partner at Transformation Systems International
31	Inspirational presence: the art of transformational leadership	Evans	general	CEO of Envision Global Leadership
32	Evolutionaries: Transformational Leadership: The Missing Link in Your Organizational Chart	Harrington & Voilleque	general	CEO of Extreme Arts and Sciences. Co-Founder of Strategic Arts and Sciences
33	Flywheel: Transformational Leadership Coaching for Sustainable Change	Allison	general	Founder of Wisdom Out
34	The Hike: The Missing Link to Transformational Leadership	DiStasi & Taylor	general	Chief Relationship Strategist; CEO Whisperer; Contractual Chief Sales Officer; Executive Coach; Author; Speaker DiStati Advisor LLC

Index 3.1 The list of qualified relevant literatures chosen from the relevant list in Google Scholar

No	Title	author	publication detail	field	Type of literatures	maximum 2 articles per journal	only 1 article per author	number of citations
1	values-based leadership	Frost	Industrial and commercial training	business	scientific article	yes	yes	2
2	intra-organizational challenges of values-based leadership	Viinamaki	Electronic Journal of Business Ethics and Organization Studies	general	scientific article	yes	yes	19
3	notes toward a definition of values-based leadership	O'toole	The journal of values-based leadership	general	scientific article	yes	yes	11
4	social entrepreneurship: values-based leadership to transform business education and society	Muscat and Whitty	Business Renaissance Quarterly	general	scientific article	yes	yes	11
5	fundamental moral orientations: implications for values-based leadership	McCuddy	The journal of values-based leadership	general	scientific article	yes	yes	8
6	strategic philanthropy and maximixation of shareholder investment through ethical and values-based leadership in a post Enron/Anderson debacle	Mujaba	Journal of business studies quarterly	business	scientific article	yes	yes	4
7	can global organizations use values-based leadership to combat bribery and corruption?	Lestrange and Tolstikov	Journal of leadership, accountability and ethics	general	scientific article	yes	yes	3
8	the emerging siginificance of values based leadership: a literature review	Copeland	International journal of leadership studies	general	scientific article	yes	yes	4
9	ethics in project management - research on values-based leadership in project driven arenas	Moylan and Walker	PM world journal	general	scientific article	yes	yes	
10	creating the entrepreneurial organization: a values-based leadership algorithm	Robinson	business papers	business	scientific article	yes	yes	

11	authentic leadership development: getting to the root of positive forms of leadership	Avolio and Gardner	The leadership quarterly	general	scientific article	yes	yes	1622
12	"what's your story?" A life-stories approach to authentic leadership development	Shamir and Eilam	The leadership quarterly	business	scientific article	yes	yes	567
13	authentic leadership and positive psychological capital the mediating role of trust at the group level of analysis	Clapp-Smith et al.	Journal of leadership & organizational studies	general	scientific article	yes	yes	188
14	authentic leadership: a historical perspective	Novicevic et al.	Journal of leadership & organizational studies	business	scientific article	yes	yes	97
15	authentic leadership promoting employees' psychological capital and creativity	Rego et al.	Journal of business research	general	scientific article	yes	yes	97
16	en route to an empirically-based understanding of authentic leadership	Endrissat et al.	European management journal	general	scientific article	yes	yes	82
17	moral leadership: explicating the moral component of authentic leadership	Hannah and Lester	Monographs in Leadership and Management	general	scientific article	yes	yes	63
18	authentic leadership: a self, leader, and spiritual identity perspective	Klenke	Interrnational journal of leadership studies	general	scientific article	yes	yes	62
19	authentic leadership: an empirical test of its antecedents, consequences, and mediating mechanisms	Peus et al.	Journal of business ethics	business	scientific article	yes	yes	64
20	authentic leadership for 21st century project delivery	Lioyd-Walker and Derek	International journal of project management	general	scientific article	yes	yes	56
21	ethical leadership: a social learning perspective for construct development and testing	Brown et al.	Organizational behavior and human decision processes	general	scientific article	yes	yes	1340
22	moral person and moral manager: how executives develop a reputation for ethical leadership	Trevino et al.	California management review	general	scientific article	yes	yes	612

23	leader personality traits and employee voice behavior: mediating roles of ethical leadership and work group psychological safety	Walumbwa and Schaubroeck	Journal of applied psychology	general	scientific article	yes	yes	340
24	ethical leadership and the psychology of decision making	Messick and Bazerman	Sloan management review	general	scientific article	yes	yes	287
25	a cross-cultural examination of the endorsement of ethical leadership	Resick et al.	Journal of business ethics	general	scientific article	yes	yes	233
26	the impact of ethical leadership behavior on employee outcomes: the roles of psychological empowerment and authenticity	Zhu et al.	Journal of leadership & organizational studies	general	scientific article	yes	yes	201
27	the virtuous influence of ethical leadership behavior: evidence from the field	Neubert et al.	Journal of business ethics	general	scientific article	yes	yes	207
28	the relationship between ethical leadership and core job characteristics	Piccolo et al.	Journal of organizational behavior	general	scientific article	yes	yes	210
29	ethical leadership at work questionnaire (ELW): development and validation of a multidimensional measure	Kalshoven et al.	The leadership quarterly	general	scientific article	yes	yes	157
30	the effects of ethical leadership on manager job satisfaction, commitment, behavioral outcomes, and firm performance	Kim and Brymer	International journal of hospitality management	business	scientific article	yes	yes	86
31	Effectiveness correlates of transformational and transactional leadership: a meta-analytic review of the MLQ literature	Lowe et al.	The Leadership Quarterly	general	scientific article	yes	yes	2415
32	Transformational and transactional leadership: a meta-analytic test of their relative validity	Judge & Piccolo	Journal of applied psychology	general	scientific article	yes	yes	2036
33	re-examining the components of transformational and transactional leadership using the mulitfactor leadership	Avolio et al.	journal of occupational and organizational psychology	general	scientific article	yes	yes	2100

34	transformational, transactional, and laissez-faire leadership styles: a meta-analysis comparing woman and men	Eagly et al.	Psychological bulletin	general	scientific article	yes	yes	1388
35	transformational leadership, transactional leadership, locus of control, and support for innovation: key predictors of consolidated-business-unit performance	Howell and Avolio	Journal of applied psychology	general	scientific article	yes	yes	1742
36	ethics, character and authentic transformational leadership behavior	Bass and Steidlmeier	The Leadership Quarterly	general	scientific article	yes	no	1999
37	transformational leadership and organizational commitment: mediating role of psychological empowerment and moderating	Avolio et al.	Journal of organizational behavior	general	scientific article	yes	no	923
38	transactional versus transformational leadership: an analysis of the MLQ	Hartog et al.	journal of occupational and organizational psychology	general	scientific article	yes	yes	829
39	transformational leadership and emotional intelligence: an exploratory study	Barling et al.	Leadership & organization development journal	general	scientific article	yes	yes	580
40	leader-member exchange as a mediator of the relationship between transformational leadership and follower's performance and organizational citizenship behavior	Wang et al.	Academy of management journal	general	scientific article	yes	yes	829

Index 3.2 The list of qualified relevant literatures chosen from the relevant list in Amazon

No	Title	author	field	experience as business leader?	one book per author	stars	number of rates
1	From values to action: the four principles of values-based leadership	Kraemer	general	.chairman and CEO of Baxter international Inc., a multibillion-dollar global health company, executive partner with Madison Dearborn Partners, one of the largest private equity firms in the US	yes	4.8	43
2	Values-based leadership: a revolutionary approach to business and personal prosperity	Majer	business	.founder and CEO of MajerStrategies Inc. .San Diego chairman of TEC, an international organization of chief executives working together .key advisor to the Leadership Institute for Entrepreneurs at the University of San Diego .former chairman of Vistage worldwide	yes	5	12
3	The leadership code: people-focused, values-based leadership for maximum performance	Slivinski	business	.Multifamily real estate Investor .head of a European based corporation .25 years of business experience	yes	5	6
4	Values-based leadership: rebuilding employee commitment, performance and productivity	Kuczmarski & Kuczmarski	business	.Susan Kuczmarksi has PHD in sociology and education from Columbia University .Thomas Kuczmarski is president of Kuczmarski & associates, a leading innovation and management consulting firm based in Chicago	yes	5	1
5	Healing the corporate world: how value-based leadership transforms business from the inside out	Gamb	business	.more than 20 years as an executive in businesses valued at upwards of 100 million dollars .founder and CEO of NMS communications	yes	4.8	4
6	True North: discover your authentic leadership	George and Sims	general	About George: .former CEO and chairman of Medtronic, the world's leading medical technology company. on the board of directors of Exxon Mobil, Goldman Sachs, Novartis and Target Corporations About Sims: .co-founder of the London office of Summit Partners, a leading investment firm .served as part of Global strategy team .served as a member of the President's Visitting committee and on the board of directors of Summer Search	yes	4.5	116

7	the alchemy of authentic leadership	Mundahl and Massoth	general	About Mundahl: president and CEO of Goodwill Industries in western Massachusetts	yes	5	1
8	finding earth, finding soul: the invisible path to authentic leadership	Macartney	general	founder and CEO of Embercombe, a social enterprise which seeks to inspire committed action for a truly sustainable world	yes	5	2
9	awaken your authentic leadership: lead with inner clarity and purpose	Heminsley	general	.founder of Authentic Leadership Global Inc. .national correspondent for CP Rail's in-house newsletter .member of the Executive team for BC Hydro, one of the North America's leading providers of clean and renewable energy	yes	5	2
10	authentic leadership: discover and live your essential mission	Blekking	general	founder of Authentic Leadership BV, a Dutch consultancy which specializes in leadership and organizational development	yes	5	1
11	7 lenses: learning the principles and practices of ethical leadership	Thornton	general	.CEO of Leading in Context LLC .Assistant professor of leadership for the university of Richmond school of professional and continuing studies	Yes	4.8	15
12	Ethical leadership: creating and sustaining an ethical business culture	Leigh	business	founder of Maynard Leigh Associates, the UK development company whose mission is inspiring greater impact	Yes	5	1
13	thinking aloud: reflections on ethical leadership	Weinstein	general	.president of Ethical Leaders in Action .consultant in the private sector for more than 20 years, working with Fortune 1000 companies	Yes	5	1
14	ethical leadership	Bellingham	general	founder and president of Focused Strategies, Inc	Yes	5	1
15	Trust me! Insights into ethical leadership	Bucaro	business	founder of Frank C. Bucaro and Associates, Inc.	Yes		
16	Lead from the heart: transformational leadership for the 21st century	Crowley	general	.Senior Vice President-National Manager for Washington Mutual Bank, American's largest financial institutions	Yes	4.8	103
17	Transformational leadership: a blueprint for real organizational change	Dobbs and Walker	general	About Dobbs: .senior operating executive at Welsh Carson anderson & Stowe, successfu private-equaty firms in the US .former CEO of General Electric company .former CEO of Phillips Medical systems .former CEO of USIS, a leading global security services provider	Yes	5	16

18	The inside-out effect: a practical guide to transformational leadership	Tabrizi & Terrell	general	Tabrizi is professor at Stanford and Harvard business school, chairman of Rapid transformation, LLC. Terrel is founder of the Terrell Leadership Group, a firm that helps people perform better as leaders and as human beings through powerful inside-out change	Yes	4.9	23
19	leadership team coaching: developing collective transformational leadership	Hawkins	general	founder and emeritus Chairman of Bath Consultancy Group	Yes	5	4
20	Evolutionaries: Transformational Leadership: The Missing Link in Your Organizational Chart	Harrington & Voilleque	general	CEO of Extreme Arts and Sciences. Co-Founder of Strategic Arts and Sciences	yes	4.7	6

Index 4.1 Monitoring process from the beginning to the qualified relevant list in Google Scholar

IDENTIFICATION OF RESEARCH: search function: keyword "values-based leadership", sorted by "relevance", "English" language acceptable keywords on the title: values-based leadership, value-based leadership, values based leadership, value based leadership accessible not repeated not retracted				SELECTION field: general and business type of literatures: scientific article		QUALITY ASSESSMENT: maximum 2 articles per journal maximum 1 article per author highest number of citation		
No	Title	author	publication detail	field	Type of literatures	maximum 2 articles per journal	only 1 article per author	number of citations
1	values-based leadership	Fernanddex and Hogan	Journal for Quality and participation	general	scientific article	yes	yes	31
2	leading change: the argument for values-based leadership	O'toole	Ballantine Books		book review			
3	values-based leadership	Barrett			personal article			
4	values-based leadership	Nguyen			personal article			
5	values-based leadership	Frost	Industrial and commercial training	business	scientific article	yes	yes	2
6	establishing values-based leadership and value systems in healthcare organizations	Graber and Kilpatrick	journal of health and human services administration	medical				
7	values-based leadership: a revolutionary approach to business success and personal prosperity	Majer	Majer Communications		book			
8	is values-based leadership ethical leadership?	Brown and Trevino			book chapter			
9	intra-organizational challenges of values-based leadership	Viinamaki	Electronic Journal of Business Ethics and Organization Studies	general	scientific article	yes	yes	19
10	values-based leadership	Morsing and Pruzan	Ethics in the Economy		book			

11	from values to action: the four principles of values-based leadership	Kraemer	John Wiley & Sons		book			
12	and dignity for all: unlocking greatness with values-based leadership	Despain, Converse, and Blanchard			book			
13	notes toward a definition of values-based leadership	O'toole	The journal of values-based leadership	general	scientific article	yes	yes	11
14	social entrepreneurship: values-based leadership to transform business education and society	Muscat and Whitty	Business Renaissance Quarterly	general	scientific article	yes	yes	11
15	"bringing us back to our origin": adapting and transferring an Indigenous Australian values-based leadership capacity-building course for community development in Papua New Guinea	McCalman, et al.	community development	community development				
16	fundamental moral orientations: implications for values-based leadership	McCuddy	The journal of values-based leadership	general	scientific article	yes	yes	8
17	why leaders fail in introducing values-based leadership? An elaboration of feasible steps, challenges, and suggestions for practitioners	Viinamaki	International journal of business and management	general	scientific article	yes	no	9
18	managing the "New Normalcy" with values-based leadership: lessons from Admiral James Loy	Getha-Taylor	Public administration review	military				
19	values-based leadership and happiness: enlightened leadership improves the return on people	Millick	The journal of values-based leadership	business	scientific article	no		6
20	values-based leadership and organizational development during restructuring	Sears	Seminars for nurse managers	medical				
21	values-based leadership for the 21st century	Preziosi			book chapter			
22	strategic philanthropy and maximixation of shareholder investment through ethical and values-based leadership in a post Enron/Anderson debacle	Mujaba	Journal of business studies quarterly	business	scientific article	yes	yes	4
23	values-based leadership: how our personal values impact workplace	Dean	The journal of values-based leadership	general	scientific article	no		5

24	building ethics in construction partnerships: an analysis of values-based leadership	Moylan			doctoral dissertation			
25	can global organizations use values-based leadership to combat bribery and corruption?	Lestrange and Tolstikov	Journal of leadership, accountability and ethics	general	scientific article	yes	yes	3
26	the emerging siginificance of values based leadership: a literature review	Copeland	International journal of leadership studies	general	scientific article	yes	yes	4
27	the impact of values based leadership and corporate governance on organizational performance	Osiyemi			doctoral dissertation			
28	the role of values-based leadership in sustaining a culture of caring	Faith	Healthcare management forum	medical				
29	values based leadership essentials for the 21st century	Bethel		general	personal article			
30	values-based leadership: the foundation of transformational servant leadership	Peregrym and Wollf	The journal of values-based leadership	general	scientific article	no		1
31	Oliver Winery and the recipe for values-based leadership: people, product and place	Baughman and Schroeder	The journal of values-based leadership	general	scientific article	no		1
32	values-based leadership: at the heart of sustaining school reform and improvement	Harris and Johnston	School leadership - international perspectives	education				
33	values-based leadership: a shift in attitude	Hester	The journal of values-based leadership	business	scientific article	no		1
34	a transdisciplinary approach to teaching values-based leadership to advanced practice nurses	Fauchald	Clinical nurse specialist	medical				
37	journal of values-based leadership	Rao			journal introduction			
38	ethics in project management - research on values-based leadership in project driven arenas	Moylan and Walker	PM world journal	general	scientific article	yes	yes	

39	the praxis of values-based leadership: aligning culture, community and capability	Cox and Demarco	CSL leadership review	military	scientific article			
40	values-based leadership and	Younkins			online journal			
42	values-based leadership in schools	Bhindi		education				
43	holographic leadership: leading as a way of being	Byars			doctoral dissertation			
44	Sister Elizabeth Davis: values-based leadership	Sister	Hospital quarterly	medical				
45	values-based leadership: a revolutionary approach to business success and personal prosperity	Majer and Stadlander			online journal			
46	values-based leadership: college leaders' perceptions on maintaining values in decision making	Buckner		education				
47	creating a values based leadership model	Manka and Bragg			personal presentation			
48	journal of values-based leadership	Gunnlaugson			online journal			
49	mental health and values-based leadership	Cooke	Journal of management & marketing in healthcare	healthcare				
50	journal of values-based leadership	Gingerich			online journal			
51	values-based leadership of senior leaders in finance, the military, and entrepreneurial organizations	Uribe			book			
52	spirituality in values-based leadership: how and why Christian counselors should consider marketing themselves to current and future leaders in America's corporations	Sacher		religion				
53	creating the entrepreneurial organization: a values-based leadership algorithm	Robinson	business papers	business	scientific article	yes	yes	

Index 4.2 Monitoring process from the beginning to the qualified relevant list in Amazon

IDENTIFICATION OF RESEARCH:
search function: keyword "values-based leadership", sorted by "bestselling", "English" language
acceptable keywords on the title: values-based leadership, value-based leadership, values based leadership, value based leadership
accessible
not repeated
not retracted

SELECTION
field: general and business
background: having experience as business leaders

QUALITY ASSESSMENT:
only one book per author
more employees get higher priority
higher rating get higher priority

No	Title	author	field	experience as business leader?	one book per author	stars	number of rates
1	becoming the best: build a world-class organization through values-based leadership	Kraemer	general	.chairman and CEO of Baxter international Inc., a multibillion-dollar global health company	no	5	4
2	From values to action: the four principles of values-based leadership	Kraemer	general	.chairman and CEO of Baxter international Inc., a multibillion-dollar global health company	yes	4.8	43
3	Values-based leadership: a revolutionary approach to business and personal prosperity	Majer	business	.founder and CEO of MajerStrategies Inc. .San Diego chairman of TEC, an international organization of chief executives working together	yes	5	12
4	Leading change: the argument for values-based leadership	O'Toole	general	education scholar and leader			
5	Value-based leadership in public professions	Busch & Murdock	public professions				
6	Building healthy organizations: transforming organizations through values-based leadership	The BHO Group	general	.inspired by Herman Leusink, President and CEO of Computronix	yes	4.7	3

7	The leadership code: people-focused, values-based leadership for maximum performance	Slivinski	business	.head of a European based corporation .25 years of business experience	yes	5	6
8	secrets of success: North Carolina values-based leadership	Shelton	politics				
9	And dignity for all: unlocking greatness with values-based leadership	Despain & Converse	business	.general manager in the East Peoria brand of Caterpillar .communication player at Caterpillar, and president of Converse Marketing, Inc.	yes	3.7	10
10	Values-based leadership: rebuilding employee commitment, performance and productivity	Kuczmarski & Kuczmarski	business	. .Thomas Kuczmarski is president of Kuczmarski & associates, a leading innovation and management consulting firm based in Chicago	yes	5	1
11	Healing the corporate world: how value-based leadership transforms business from the inside out	Gamb	business	.founder and CEO of NMS communications	yes	4.8	4
12	from battlefield to boardroom: making the difference through values based leadership	Yardley & Kakabadse	politics				
13	Value based leadership in education: perspectives and approaches		education				
14	value-based leadership	Dahm and Waldhaim	business				
15	semiotics for leaders: the quest for deep meanings, value-based leadership, energies and behaviors	Trevisani	general				

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i In my thesis, the terms "authentic leadership", "ethical leadership" and "transformational leadership" belong to the term "values-based leadership". Also, the terms "authentic leader", "ethical leader" and "transformational leader" indicates the term "values-based leader"