

Values: Self-Reports of Lived Congruency

Sandras J Phiri * and Kurt A April**

The purpose of this phenomenological research was to evaluate the self-reported, lived congruence of specified values among MBA and EMBA students. Three hundred students from the Graduate School of Business, University of Cape Town (South Africa) and the Rotterdam School of Management (the Netherlands) were asked to rank specified values and report whether they were able to live out their values at work and outside of work, as well as identify the stumbling blocks and enablers in doing so. The findings indicate that the most important values for the respondents were family, enjoyment, achievement, independence and honesty/integrity. A number of enhancer themes cut across many values: education, time, confidence and authenticity, helping others, purpose and goals, and reflection and meditation. Work and study pressure created a theme of stumbling blocks which were most prevalent in this research.

Introduction

Being able to live according to one's set of personal values is a critical ingredient of authenticity (Hodgkinson, 1991 as cited in Duignan and Bhindi, 1997). In order to be an authentic leader, one needs to know where he or she stands in terms of moral and professional values, and act accordingly (Duignan and Bhindi, 1997). The consistency between leaders' moral intentions and their behaviors has an impact on their

followers and organizations (Zhu et al., 2004). Authentic leaders are committed to their organizations and enhance their employees' trust and engagement, leading to greater influence and impact (Diddams and Chang, 2012).

This research was based on a phenomenological approach, aimed at gathering deep insights and information from secondary qualitative data. This phenomenological research project sought to provide some understanding into behavior from

* Sandras Phiri is the Managing Director and co-founder of Sandras and Lelemba Institute, a leadership and entrepreneurship institute (South Africa and Zambia). He has a Bachelor of Science in Computer Science and a Masters in Business Administration from University of Cape Town Graduate School of Business (South Africa). The author can be reached at sandrasphiri@gmail.com

** Kurt April is a Sainsbury Fellow and Professor of Leadership, Diversity and Inclusion at the Graduate School of Business of the University of Cape Town (South Africa); Program Director and Faculty Member of Duke CE (Duke University, USA); an Associate Fellow of Said Business School (University of Oxford, UK); Research Fellow of Ashridge (UK); and Visiting Professor at Rotterdam School of Management (Erasmus University, the Netherlands). Outside of academia, Kurt also currently plays executive roles in business. The author can be reached at kapril@iafrica.com

the first-person's perspective, was exploratory in nature, and aimed to generate situated-experience theory (Clifton, 1976). There were several questions this research endeavored to answer:

- Are people able to live out their personal values?
- What clusters of values are being lived out?
- Are they able to live them out in the workplace and in their social/personal lives?
- If they are able to do so, what can/do they do to enhance the experience and, if not, what factors are reported as stumbling blocks?

Values

According to Schroeder (2008), 'value' denotes the degree of importance of something, with the aim of determining what action is best in life. Axiology, the branch of philosophy that studies values, asserts that, for centuries, people have been inquiring about how to promote the good things in life. Hart (1971) examined how humans choose things, and prefer one thing over another. The research encompasses a portion of value theory, which is a range of approaches to understanding how, why and to what degree people value things. The things valued might be a person, an idea or an object (Hart, 1971).

Each individual has a set of values, but the degree of congruence between professed or possessed values and action can vary significantly (Fu et al., 2010). Throughout history, people have admired and have been influenced by people who displayed great character. Many leadership theories emphasize character, and elements of character, as the critical foundation of good leadership (de Braine and Verrier, 2007). Fu et al. (2010) contended that leaders who live out their values have greater impact on their organizations, as people trust a leader whose action is consistent with his/her values.

It is obvious that people who live out their values display congruence and have stronger character. A strong and good character is the basis for good leadership. Thirty values were identified and their essential elements outlined from existing literature (Table 1). A working definition of each of the 30 values was derived and the keywords are listed in Appendix.

Method

Experimental Design and Procedure

This research was based on data collected from 300 MBA and Executive MBA students enrolled for the leadership course at the Graduate School of Business, University of Cape Town (South Africa) and the Rotterdam School of Management, Erasmus University (the Netherlands). Students were provided with a list of 30 values (Appendix 1) and asked to report on lived congruence regarding each of the values. The research places emphasis on definitions of the values and evaluation of feelings expressed by students around their ability to live their personal values and subsequent choices.

Data Analysis

The content was coded, themed and analyzed to draw out patterns. The methods outlined by Bryman and Bell (2007) and April (2004) were followed. Words, phrases or sentences were selected as units of analysis and coded into values which were used as families. The content was then quantified in terms of categories in a systematic and replicable manner (Bryman and Bell, 2007). At last, qualitative analysis software was utilized for the analysis.

Research Approach and Strategy

The research strategy employed was qualitative in nature, and therefore, the focus was on words rather than quantification in the collection and analysis of the data. The approach was inductive in that it stressed the generation of theory from observations, and was conducted using a cross-

Value	Author/Source	Contribution
Achievement	Pellegrin and Coates (1957)	Personal accomplishment
	Spenner and Featherman (1978)	Reward, performance
	Oxford Dictionary (2012)	Effort, skill, courage
Ambition	Spenner and Featherman (1978)	Perception of goals that can be achieved, financial reward, status
	Marden and Gorham (2006)	Spur towards destiny
	Pearsall (2001)	Desire to do or achieve something
Challenge	Liden et al. (2000)	Use of knowledge for higher self-efficacy, opportunities for recognition
	O'Sullivan (2011)	Healthy, positive, constructive result of stressful events
Constructive Dissent	Graham (1986) as cited in Shahinpoor and Matt (2006)	Effort to challenge status quo
	Pearsall (2001)	Expressing disagreement with prevailing view to serve a useful purpose
Creativity	Amabile (1998) as cited in Hirst and Chen (2011)	Developing practical and new solutions to challenges; Creating something original and useful
	Gino and Ariely (2012)	Ability to produce novel and appropriate ideas
	de Braine and Verrier (2007)	New and knowledge-productive ways to perform tasks
Different	Urdang (1991)	Unique
	Snyder and Fromkin (1997) as cited in Tiggemann and Golder (2006)	Need to be distinctive and special in varying degrees
	ŞimŞek and Yalinçetin (2010)	Private sense of experiencing the self
Enjoyment	Fang et al. (2010)	Positive reaction from an activity
	Oxford Dictionary (2012)	Taking pleasure in something
Equality	Bygnes (2010)	Not being discriminated against due to differences
	Modood (2007) as cited in Garratt (2011)	Prohibiting recognition of specific group identities over others
Family	Allen and Kiburz (2012)	Work-family balance an overall assessment of one's satisfaction
	Lingard et al. (2012)	Work-life activities include child-related and eldercare assistance

Table 1 (Cont.)

Value	Author/Source	Contribution
Friendship	Burt (1992) as cited in Lee et al. (2010)	Looking for others to transfer important information to
	Hay (1988) as cited in Mao (2006) and Parris et al. (2008)	Voluntary bond between two persons
Health	Huber et al. (2011)	Ability to adapt and to self-manage physical, mental and social domains/ wellbeing
Honesty/Integrity	Yukl and van Fleet (1992) as cited in Becker (1998)	Integrity is behavior consistent with values and that the person is honest and trustworthy
	Becker (1998)	Honesty is not using consciousness to distort reality; Integrity is not betraying convictions of one's consciousness in action
	de Braine and Verrier (2007)	Honesty is speaking the truth, being genuine and sincere; No pretence, taking responsibility for feelings and actions
Independence	Tamaru et al. (2007)	Ability to function without help; Competence, autonomy
	Ball et al. (2004) cited in Hofland (1990)	A dimension of autonomy with physical, psychological and spiritual dimensions
	Inalhan and Finch (2004)	Self-determination and being unrestricted
Inner Harmony	Gomez and Fisher (2003)	Reflecting positive feelings, behaviors and cognitions of relationships with oneself, others, that provide the individual with a sense of identity, wholeness, satisfaction, joy, contentment, beauty, love, respect, positive attitudes, inner peace and harmony, and purpose and direction in life
	Jafari et al. (2010)	Feeling of communicating with others, having meaning in life and having belief and communion with a higher power
Leadership	Poulin et al. (2007)	Exercise of influence or power
	Yukl (2002) as cited in de Vries (2008)	Influencing others to understand and agree on what needs to be done; Facilitating individual and collective efforts to accomplish the shared objectives

Table 1 (Cont.)

Value	Author/Source	Contribution
	Bass et al. (2003); Judge and Piccolo (2004)	Three dimensions, namely, transformational leadership, transactional leadership and passive leadership
Learning	Brown et al. (1996)	Encoding of information not previously represented
	Scott (1983)	Construction of an organized representation of experience
	Hodgkinson (1991) as cited in Duignan and Bhindi (1997)	Pursuit of verities such as truth, beauty, goodness, justice, happiness and self-fulfillment
	Barnett (2011)	Reflective learning; Action learning. Work-based learning
	Cundill and Fabricius (2009)	Meaning and identity constructed through interaction of people and the environment
Leaving a Legacy	Hunter and Rowles (2005)	Biological legacy, material legacy and the legacy of values
	Coyle (2006)	Form of continued existence, leaving wills and being remembered
Location	Brereton et al. (2008)	Immediate surroundings or location influence wellbeing
	Milligan (1998)	Place attachment—emotional link formed to a setting given meaning through interaction
	Inalhan and Finch (2004)	Place congruence—psychological state of believing that a location reflects the person's identity
Loving	Hofmann et al. (2011)	Mental state of unselfish and unconditional kindness to all beings
	de Braine and Verrier (2007)	Valuing close relations with others, especially those in which sharing and caring are reciprocated
Loyalty	Coughlan (2005)	Commitment in which employees have feelings of attachment to an organization
	de Braine and Verrier (2007)	Doing one's share and working well as a member of a group or team.
Obedience	Delany (1991)	Complying with a command or precept

Table 1 (Cont.)

Value	Author/Source	Contribution
	Davis (2000)	Sincere compliance with, or submission to a traditional, or charismatic authority
Power	Subašić et al. (2011)	Capacity to influence
	Weber (1947) as cited in Perrons (2009)	Likelihood that one party will be in a position to carry out his or her own will, in spite of resistance
	Fennel (1999)	Capacity to bring about desired consequences and avoid outcomes which are not intended; Facilitative power—enabling, negotiating and empowering based on the sharing of power
	Gilligan (1982) as cited in Fennell (1999)	Women equated power with responsibility; Responsibility meant not hurting others and being sensitive to others' needs
Recognition	Nelson (2004)	Timely, sincere and specific praise offered in a personal, written, electronic and public manner by individuals held in high esteem
Relevance	Osterman (2000)	Belongingness. Need to form and maintain lasting, positive and significant interpersonal relationships
	Sánchez-Franco et al. (2012)	Feelings of belonging, identity and membership to a group
Risk	Pearsall (2001)	Situation involving exposure to danger; Possibility that something unpleasant will happen
Security	Inalhan and Finch (2004)	Perceived freedom from risk or danger on a physical or a psychological level within a place or time
	Pearsall (2001)	State of feeling secure; Free from fear or anxiety; Certain to remain safe and unthreatened
Service	Pagano et al. (2010)	Engaging in generous, altruistic behavior toward others, without expectation of external reward or reciprocation

Table 1 (Cont.)

Value	Author/Source	Contribution
	de Braine and Verrier (2007)	Kindness, generosity, care, altruistic love and doing favors, and good deeds for others as well as helping
Time	Schmidt and Little (2005)	Time away from social expectations, work, partners and conditions of everyday life in order to experience the spiritual, recharge the body and soul
	Rogers et al. (1998)	The opportunity to freely engage in intrinsically meaningful activities of one's own choosing
	Lips-Wiersma (2006)	A period to reflect on one's personal meaning of work, direction of one's career, quality of one's life
Vision	Masuda et al. (2010)	Higher order goals aimed at instilling purpose to move one towards a meaningful destination
	Karoly (1993) as cited in Emmons (2005)	Imagined or envisaged state condition toward which a person aspires, and which drives voluntary activity
	Searle and Hanrahan (2011)	Organized perception or phenomenon of imagined or perceived positive future possibilities
Wealth	Hobbes et al. (2011)	What a household's productive adults have left after fulfilling the basic needs
	Diwan (2000)	Material wealth; Relational wealth
	Gwartney and Lawson (2003)	Economic freedom: personal choice, voluntary exchange, freedom to compete, and protection of persons and property

section design as it entailed qualitative assessment of self-reports taken at one point in time (Bryman and Bell, 2007). No interviews, surveys or any other instruments were used.

Results

Using an open coding process, 773 sub-codes emerged as stumbling blocks and enhancers for

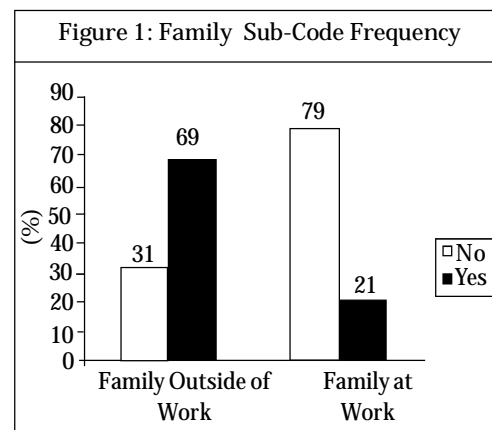
values. The sub-codes were placed into the 30 values as family codes. The values and their sub-code frequencies are shown in Table 2. The topmost values were 'family' with 102 sub-codes, 'enjoyment' with 91 sub-codes and 'achievement' with 49 sub-codes. The values with the lowest scores were 'health', 'power' and 'obedience'.

Values	No. of Codes
Family	102
Enjoyment	91
Achievement	49
Independence	48
Honesty/Integrity	45
Vision	43
Inner Harmony	38
Learning	30
Wealth	30
Creativity	27
Ambition	26
Challenge	24
Leadership	22
Friendship	21
Time	21
Different	19
Service	18
Recognition	17
Relevance	16
Loving	13
Leaving a Legacy	12
Constructive Dissent	10
Loyalty	10
Security	10
Equality	9
Location	8
Risk	5
Health	4
Power	3
Obedience	2
Total	773

The stumbling blocks and enhancers for each value at work and outside of work were determined, but only those for the value 'family' are described in detail here.

Family

There were 102 sub-codes for family and the frequency breakdown is shown in Figure 1. Seventeen stumbling blocks and 37 enhancers were identified for family outside of work (Table 3 and Table 4, respectively) and 38 stumbling blocks and 10 enhancers for family at work (Table 5 and Table 6 respectively).



Sub-Code	Frequency
Distance	4
Work Pressure	4
Career Focus	3
Studies	2
Competing Priorities	1
Dependance	1
Divorce	1
Selfishness	1

Table 4: Enhancers for Family Outside of Work	
Sub-Code	Frequency
Time	15
Being Present	5
Shared Activities	4
Changing Career	2
Involvement	2
Patience	2
Appreciation	1
Being Accommodating	1
Boundaries	1
Forgiveness	1
House Help	1
Shared Goals	1
Starting Own Family	1

Table 5: Stumbling Blocks for Family at Work	
Sub-Code	Frequency
Work Pressure	20
Distance	9
Work Travel	5
Restrictive Organization	2
Management	1
Studies	1

Table 6: Enhancers for Family at Work	
Sub-Code	Frequency
Being More Present at Home	3
Setting Boundaries	3
Include Family in Business	2
Use More Skills at Home	1
Delegating	1

'Distance' and 'work pressure' were the most prevalent stumbling blocks outside of work, with 'career focus' coming in second. At work, 'work pressure' was the most common stumbling block. Most respondents complained about long working hours and demanding workloads. 'Being at home' and 'setting boundaries' were prevalent enhancers for family.

Discussion

The coding process of the 300 self-reports yielded a total of 445 stumbling blocks and 456 enhancers across the values. It appears that 44% of the research respondents could not live their values, while 56% could live out their values, both at work and outside of work.

Top Values

The values ranked in the top were family, enjoyment, achievement, independence and honesty/integrity.

'Family', the highest ranked value, had 79% of the respondents indicating that they could not live it out at work. 'Family' mainly encompassed spending time with parents, siblings, life partners and children. Allen and Kiburz (2012) defined family-work balance as an overall assessment of one's effectiveness and satisfaction with work and family life balance. This is consistent with responses in which respondents emphasized that they could not have a family-work balance due to travel, work pressure and thinking about work even when at home. Respondents acknowledged this stumbling block as necessary in order to climb the corporate ladder, where they believed they could have more power and independence to implement family-work balance. Some cited pursuing the MBA as a way of earning more, which would positively impact family-work balance. However, some respondents who held senior positions felt that they still did not attain the balance, unless they specifically planned it into their lives.

To enhance the value, many respondents indicated that they would spend more time with their family. Some indicated that they would be assertive and not take work home. Some were not specifically asked to work late, but felt that the culture and nature of the organization demanded it in order for them to fit in and demonstrate the requisite commitment.

The second highest value was 'Enjoyment'. Eighty-seven percent of the respondents indicated that they could live this value outside of work, and only 27% stated that they could live it out at work. The stumbling blocks were in the nature and culture of the organization. Respondents complained about factors such as lack of motivation, office politics, poor management, the mundane nature of the job and a very competitive culture. At first glance, competitive culture looks like an enhancer for enjoyment, as Hansemark (2003) posits that achievement is concerned with the expectations of doing something better than others. However, this may not be true here. This could be explained by the proposition of Waterman et al. (2008) that enjoyment is connected to realizing personal goals that facilitate self-realization. In a highly competitive environment, there was no sense of self-realization as the employees were pitted against each other and not recognized for their work. They competed and there was no winning. We, therefore, surmise that enjoyment, achievement and recognition are closely linked.

The fourth highest value was 'Independence'. Ball et al. (2004) defined independence as a form of autonomy. Sixty-seven percent indicated that they could not live this value at work due to stumbling blocks such as superiors, organizations which did not allow high levels of independence, and being in a junior role. Eighty-one percent indicated that they could live this value outside of work, and many mentioned that to enhance

it they would set goals and build wealth. Inalhan and Finch (2004) define autonomy as self-determination and being unrestricted. Many see this autonomy arising due to wealth, and in order to build wealth, they needed to study and work harder. Consequently, this creates pressure that takes them away from their families. It can be surmised that at different stages of life, different values will take center-stage. Therefore, one's life could be seen to have seasons, where different values will be prioritized to live out as life progresses or as circumstances change.

'Honesty/integrity' emerged as the fifth highest value. Analysis shows that 90% of the respondents could live out this value outside of work, and 63% were able to live it out at work. Most people felt that this value was very important. Many indicated that they could not live this value out due to reasons such as not having the courage to express their feelings, or having a tendency to please.

Top Stumbling Blocks and Enhancers

A number of stumbling blocks and enhancers affected the values, implying that practitioners have ample scope to improve the values congruence of employees significantly.

The general observation was that many stumbling blocks were due to factors that respondents felt they could not control, such as organizational structure and culture, and poor management. Many who could not live out their values at work joined other organizations or decided to study further.

Work and study pressure created a theme of stumbling blocks which were most prevalent in this research. Work pressure included long work hours, traveling excessively, being drained and constantly thinking about work, even when at home. This theme affected the values: family, friendship, inner harmony, learning, time, vision,

enjoyment, family and creativity. This stumbling block had a direct connection with ambition. Despite the high number of values being affected by it, the benefits of putting up with this stumbling block seem to outweigh the downside, as many respondents felt that the other values of wealth, independence, achievement and recognition could be enhanced by dealing with huge amounts of work pressure.

Lack of confidence and courage combined were also very dominant stumbling block themes. The respondents stated that they did not have the courage or confidence to speak up, defend themselves, create boundaries or follow their passions. These stumbling blocks impacted the following values: vision, different, leadership, honesty/integrity and constructive dissent. It is not surprising that confidence and authenticity were proposed as enhancers for the same values. Many respondents commented that they would endeavor to be more confident to lead and/or be different and stand out. This state of being different (diversity) can enhance the individual's sense of personal identity (Simsek and Yalincetin, 2010).

The nature of the organization and its culture were stumbling block themes that encompassed such factors as restrictive environment, poor management and low trust environment. The values impacted by this theme were: leadership, recognition, ambition and inner harmony. The respondents complained that in their organizations, there was very little to no recognition for hard work or work done well. This is consistent with Nelson (2004), who proposes that recognition can be enhanced by superiors giving timely, sincere and specific praise, publicly or privately.

Distance and travel, due to work or studies, were also major stumbling block themes which mainly impacted location, family and friendship.

Family and friendship are supposed to provide socio-emotional benefits (Hay, 1988 as cited in Mao, 2006; and Parris et al., 2008) and so distance negatively impacts the exchange of these benefits.

There were a number of enhancer themes that cut across many values. These enhancers themes were: education, time, confidence and authenticity, helping others, purpose and goals, and reflection and meditation.

Education included studying for an MBA, reading books, attending seminars, personal development workshops and getting feedback from mentors. Excelling at challenges and achievement due to education create great opportunities for recognition (Liden et al., 2000). Apparently, by prioritizing education, the following values would be enhanced: wealth, ambition, challenge, independence, vision and learning.

Many respondents mentioned prioritizing time as an enhancer for many values. They mentioned that they would like to spend more time on important issues, pay more attention, listen more and be more fully present (mindful) in interactions, and participate in activities that are important and meaningful, and has purpose. The values that were affected by prioritizing time were family and friendship. Employers can facilitate work-life balance by adjusting working patterns to enable everyone to find a rhythm to combine work with other responsibilities or ambitions (Maxwell, 2005). This could be done by allowing employees to attend important family activities and cultural rituals, encouraging flexitime and discouraging taking work home (and setting the example for such in executive and senior management). With the proliferation of technology access, the boundary between work and out-of-work time is unfortunately obliterated.

Helping others was another theme that showed up in many values. Respondents talked

about volunteering, helping the community, mentoring, coaching and inspiring others. This theme appeared in these values: loving, leaving a legacy, relevance and service. The help could be emotional, material, educational or social.

Finding and following one's purpose and setting goals was an enhancer theme that appeared in the time and relevance values. Masuda et al. (2010) define personal vision as higher order goals aimed at instilling purpose to help one move towards a meaningful destination. Reflection and meditation affected the values of time, vision and wealth.

Conclusion

The main findings from the research were the following:

- The top, most important values to the respondents were: family, enjoyment, achievement, independence and honesty/integrity.
- On a general level, 56% of the respondents could live their values at work and outside of work.
- The ability to live out values at work and outside of work varied from value-to-value, with some values being lived out more at home and less at work, and vice versa.
- The main stumbling blocks for living out values at work were: poor management, organizational structure, and lack of confidence.
- The main enhancers for living out values at work were: education, confidence and authenticity, purpose and goals, and reflection and meditation.
- The main stumbling blocks for living out values outside of work were: work pressure, distance and travel, and not knowing one's purpose in life.
- The main enhancers for living out values outside of work were: time,

helping others, reflection and meditation, and purpose and goals.

- No clear clustering of values emerged from the research. However, the clusters (themes) appeared in the enhancers and stumbling blocks.

The purpose of this phenomenological approach was to describe the patterns relating to values congruence, and the tension people feel in not being able to live them out; or the joy of identifying how to enhance what is already working well. Further, research is required to link these sorts of findings to research related to authentic leadership and personal self-care. ☺

References

1. Achievement (2012), "In Oxford Dictionaries online", available at <http://oxforddictionaries.com/definition/english/achievement?q=achievement>. Retrieved on August 12.
2. Allen T D and Kiburz K M (2012), "Trait Mindfulness and Work-Family Balance Among Working Parents: The Mediating Effects of Vitality and Sleep Quality", *Journal of Vocational Behavior*, Vol. 80, No. 2, pp. 372-379.
3. April KA (2004), "A Resource-Based View of the Firm: Integrating the Role of IT as a Strategic Resource", Unpublished Doctoral Dissertation, Graduate School of Business, University of Cape Town and Templeton College, University of Oxford.
4. Ball M M, Perkins M M, Whittington F J, Hollingsworth C, King S V and Combs B L (2004), "Independence in Assisted Living", *Journal of Aging Studies*, Vol. 18, No. 4, pp. 467-483.
5. Barnett R (2011), "Learning About Learning: A Conundrum and a Possible Resolution", *London Review of Education*, Vol. 9, No. 1, pp. 5-13.

6. Bass BM, Avolio BJ, Jung DI and Berson Y (2003), "Predicting Unit Performance by Assessing Transformational and Transactional Leadership", *Journal of Applied Psychology*, Vol. 88, No. 2, pp. 207-218.
7. Becker T E (1998), "Integrity in Organizations: Beyond Honesty and Conscientiousness", *Academy of Management Review*, Vol. 23, No. 1, pp. 154-161.
8. Brereton F, Clinch JP and Ferreira S (2008), "Happiness, Geography and the Environment", *Ecological Economics*, Vol. 65, No. 2, pp. 386-396.
9. Brown G, Malmkjaer K and Williams J (Eds.) (1996), *Performance and Competence in Second Language Acquisition*, Cambridge University Press, Cambridge, UK.
10. Bryman A and Burgess M (2007), *Business Research Methods*, 2nd Edition, Oxford University Press, Oxford, UK.
11. Bygnes S (2010), "Making Equality Diverse? Merged Gender Equality and Anti-Discrimination Measures in Norway", *NORA—Nordic Journal of Feminist and Gender Research*, Vol. 18, No. 2, pp. 88-104.
12. Clifton AK (1976), "Do in soc: An Evaluation of Actively Involving Introductory Students in the Work of Sociology", *Teaching Sociology*, Vol. 3, No. 2, pp. 138-147.
13. Coughlan R (2005), "Employee Loyalty as Adherence to Shared Moral Values", *Journal of Managerial Issues*, Vol. 17, No. 1, pp. 43-57.
14. Coyle N (2006), "The Hard Work of Living in the Face of Death", *Journal of Pain and Symptom Management*, Vol. 32, No. 3, pp. 266-274.
15. Cundill G and Fabricius C (2009), "Monitoring in Adaptive Co-Management: Toward a Learning Based Approach", *Journal of Environmental Management*, Vol. 90, No. 11, pp. 3205-3011.
16. Davis W (2000), "Heaven's Gate: A Study of Religious Obedience", *Nova Religio: The Journal of Alternative and Emergent Religion*, Vol. 3, No. 2, pp. 241-267.
17. de Braine R and Verrier D (2007), "Leadership, Character and Its Development: A Qualitative Exploration", *SA Journal of Human Resource Management*, Vol. 5, No. 1, pp. 1-10.
18. Delany J (1991), Obedience, in *Catholic Encyclopedia*, Robert Appleton Company, available at <http://www.newadvent.org/cathen/11181c.htm>. Retrieved on August 22, 2012.
19. de Vries R E (2008), "What are We Measuring? Convergence of Leadership with Interpersonal and Non-Interpersonal Personality", *Leadership*, Vol. 4, No. 4, pp. 403-417.
20. Diddams M and Chang G C (2012), "Only Human: Exploring the Nature of Weakness in Authentic Leadership", *The Leadership Quarterly*, Vol. 23, No. 3, pp. 593-603.
21. Diwan R (2000), "Relational Wealth and the Quality of Life", *Journal of Socio-Economics*, Vol. 29, No. 4, pp. 305-340.
22. Duignan P and Bhindi N (1997), "Authenticity in Leadership: An Emerging Perspective", *Journal of Educational Administration*, Vol. 35, No. 3, pp. 195-209.
23. Emmons RA (2005), "Striving for the Sacred: Personal Goals, Life Meaning and Religion", *Journal of Social Issues*, Vol. 61, No. 4, pp. 731-745.
24. Enjoyment (2012), "In Oxford Dictionaries Online", available at <http://oxforddictionaries.com/definition/english/enjoyment?q=enjoyment>. Retrieved on August 12.
25. Fang X, Chan S, Brzezinski J and Nair C (2010), "Development of an Instrument to Measure Enjoyment of Computer Game

- Play”, *International Journal of Human-Computer Interaction*, Vol. 26, No. 9, pp. 868-86.
26. Fennell H A (1999), “Power in the Principalship: Four Women’s Experiences”, *Journal of Educational Administration*, Vol. 37, No. 1, pp. 23-50.
 27. Fu P P, Tsui A S, Liu J and Li L (2010), “Pursuit of Whose Happiness? Executive Leaders’ Transformational Behaviors and Personal Values”, *Administrative Science Quarterly*, Vol. 55, No. 2, pp. 222-254.
 28. Garratt D (2011), “Equality, Difference and the Absent Presence of ‘Race’ in Citizenship Education in the UK”, *London Review of Education*, Vol. 9, No. 1, pp. 27-39.
 29. Gino F and Ariely D (2012), “The Dark Side of Creativity: Original Thinkers can Be More Dishonest”, *Journal of Personality and Social Psychology*, Vol. 102, No. 3, pp. 445-459.
 30. Gomez R and Fisher J W (2003), “Domains of Spiritual Well-Being and Development and Validation of the Spiritual Well-Being Questionnaire”, *Personality and Individual Differences*, Vol. 35, No. 8, pp. 1975-1991.
 31. Gwartney J and Lawson R (2003), “The Concept and Measurement of Economic Freedom”, *European Journal of Political Economy*, Vol. 19, No. 3, pp. 405-430.
 32. Hansemark O C (2003), “Need for Achievement, Locus of Control and the Prediction of Business Start-Ups: A Longitudinal Study”, *Journal of Economic Psychology*, Vol. 24, No. 3, pp. 301-319.
 33. Hart S L (1971), “Axiology – Theory of Values”, *Philosophy and Phenomenological Research*, Vol. 32, No. 1, pp. 29-41.
 34. Hirst G and Chen C (2011), “How Does Bureaucracy Impact Individual Creativity? A Cross-Level Investigation of Team Contextual Influences on Goal Orientation – Creativity Relationships”, *Academy of Management Journal*, Vol. 54, No. 3, pp. 624-641.
 35. Hobbes M, de Groot W T, Van Der Voet E and Sarkhel S (2011), “Freely Disposable Time: A Time and Money Integrated Measure of Poverty and Freedom”, *World Development*, Vol. 39, No. 12, pp. 2055-2068.
 36. Hofmann S G, Grossman P and Hinton D E (2011), “Loving-Kindness and Compassion Meditation: Potential for Psychological Interventions”, *Clinical Psychology Review*, Vol. 31, No. 7, pp. 1126-1132.
 37. Huber M, Knottnerus J A, Green L, van der Horst H, Jadad A R, Kromhout D and Van Weel C (2011), “How Should We Define Health?”, *BMJ*, Vol. 343, No. 262, p. d4163.
 38. Hunter E G and Rowles G D (2005), “Leaving a Legacy: Toward a Typology”, *Journal of Aging Studies*, Vol. 19, No. 3, pp. 327-347.
 39. Inalhan G and Finch E (2004), “Place Attachment and Sense of Belonging”, *Facilities*, Vol. 22, Nos. 5 & 6, pp. 120-128.
 40. Jafari E, Dehshiri G R, Eskandari H, Najafi M, Heshmati R and Hoseinifar J (2010), “Spiritual Well-Being and Mental Health in University Students”, *Procedia – Social and Behavioral Sciences*, Vol. 5, pp. 1477-1481.
 41. Judge T A and Piccolo R F (2004), “Transformational and Transactional Leadership: A Meta-Analytic Test of Their Relative Validity”, *The Journal of Applied Psychology*, Vol. 89, No. 5, pp. 755-768.
 42. Lee Y H, Yang L S, Wan K M and Chen G H (2010), “Interactive Effects of Personality and Friendship Networks on Contextual Performance”, *Social Behavior and Personality: An International Journal*, Vol. 38, No. 2, pp. 197-208.

43. Liden R C, Wayne S J and Sparrowe R T (2000), "An Examination of the Mediating Role of Psychological Empowerment on the Relations Between the Job, Interpersonal Relationships and Work Outcomes", *Journal of Applied Psychology*, Vol. 85, No. 3, pp. 407-416.
44. Lingard H, Francis V and Turner M (2012), "Work-Life Strategies in the Australian Construction Industry: Implementation Issues in a Dynamic Project-Based Work Environment", *International Journal of Project Management*, Vol. 30, No. 3, pp. 282-295.
45. Lips-Wiersma M (2006), "The Role of Spiritual Retreats in Higher Education: The Necessity for and Difficulties with, Reflection on Lasting Values in a New Public Management Context", *Public Administration and Development*, Vol. 26, No. 2, pp. 123-133.
46. Mao HY (2006), "The Relationship Between Organizational Level and Workplace Friendship", *The International Journal of Human Resource Management*, Vol. 17, No. 10, pp. 1819-1833.
47. Masuda AD, Kane TD, Shoptaugh C F, and Minor KA (2010), "The Role of a Vivid and Challenging Personal Vision in Goal Hierarchies", *The Journal of Psychology*, Vol. 144, No. 3, pp. 221-242.
48. Maxwell GA (2005), "Checks and Balances: The Role of Managers in Work-Life Balance Policies and Practices", *Journal of Retailing and Consumer Services*, Vol. 12, No. 3, pp. 179-189.
49. Milligan Melinda (1998), "Interactional Past and Potential: The Social Construction of Place Attachment", *Symbolic Interaction*, Vol. 21, No. 1, pp. 1-33.
50. Nelson B (2004), "Formal Recognition Programs Do Not Work", *Industrial and Commercial Training*, Vol. 36, No. 6, pp. 243-246.
51. Orison Swett Marden and Richard Gorham (2006), *Ambition (A Leadership Series for Successful Living)*, Leadership-Tools.com.
52. Osterman K F (2000), "Students' Need for Belonging in the School Community", *Review of Educational Research*, Vol. 70, No. 3, pp. 323-367.
53. O'Sullivan G (2011), "The Relationship Between Hope, Eustress, Self-Efficacy and Life Satisfaction Among Undergraduates", *Social Indicators Research*, Vol. 101, No. 1, pp. 155-172.
54. Pagano M E, Krentzman A R, Onder C C, Baryak J L, Murphy J L, Zywiak W H and Stout R L (2010), "Service to Others in Sobriety (SOS)", *Alcoholism Treatment Quarterly*, Vol. 28, No. 2, pp. 111-127.
55. Parris MA, Vickers M H and Wilkes L (2008), "Friendships Under Strain: The Work-Personal Life Integration of Middle Managers", *Community, Work & Family*, Vol. 11, No. 4, pp. 405-418.
56. Pearsall J (2001), "Concise Oxford English Dictionary" (J Pearsall Ed.), English (Vol. 10, p. 1708), Oxford University Press.
57. Pellegrin R J and Coates C H (1957), "Executives and Supervisors: Contrasting Definitions of Career Success", *Administrative Science Quarterly*, Vol. 1, No. 4, p. 506.
58. Perrons R K (2009), "The Open Kimono: How Intel Balances Trust and Power to Maintain Platform Leadership", *Research Policy*, Vol. 38, No. 8, pp. 1300-1312.
59. Poulin B J, Hackman M Z and Barbarasa-Mihai C (2007), "Leadership and Succession: The Challenge to Succeed and the Vortex of Failure", *Leadership*, Vol. 3, No. 3, pp. 301-324.
60. Rogers N B, Hawkins B A and Eklund S J (1998), "The Nature of Leisure in the Lives

- of Older Adults with Intellectual Disability”, *Journal of Intellectual Disability Research*, Vol. 42, No. 2, pp. 122-130.
61. Sánchez-Franco M J, Buitrago-Esquinas E M and Yñiguez R (2012), “How to Intensify the Individual’s Feelings of Belonging to a Social Networking Site? Contributions from Community Drivers and Post-Adoption Behaviours”, *Management Decision*, Vol. 50, No. 6, pp. 1137-1154.
 62. Schmidt C and Little D (2005), “The Spiritual Nature of Time and Space for Self: The Potential of Leisure to Engage the Human Soul”, *Proceedings of the Eleventh Canadian Congress on Leisure Research*. Retrieved from <http://lin.ca/Uploads/ccr11/CCLR11-131.pdf>.
 63. Schroeder M (2008), “Value Theory”, in E N Zalta (Ed.), *Stanford Encyclopedia of Philosophy*. Retrieved from <http://plato.stanford.edu/entries/value-theory/>
 64. Scott P D (1983), “Learning: The Construction of a Posteriori Knowledge Structures”, in *Proceedings of the Third National Conference on Artificial Intelligence*, Morgan Kaufmann, Washington, DC.
 65. Scott P D and Vogt R C (1983), “Knowledge Oriented Learning”, *Proceedings of the 8th International Joint Conference on Artificial Intelligence: IJCAI, Karlsruhe*. Retrieved from <http://ijcai.org/PastProceedings/IJCAI-83-VOL-1/PDF/103.pdf>.
 66. Searle G D and Hanrahan S J (2011), “Leading to Inspire Others: Charismatic Influence or Hard Work?” *Leadership and Organization Development Journal*, Vol. 32, No. 7, pp. 736-754.
 67. Shahinpoor N and Matt B F (2006), “The Power of One: Dissent and Organizational Life”, *Journal of Business Ethics*, Vol. 74, No. 1, pp. 37-48.
 68. Simsek O F and Yalincetin B (2010), “I Feel Unique, Therefore I am: The Development and Preliminary Validation of the Personal Sense of Uniqueness (PSU) Scale”, *Personality and Individual Differences*, Vol. 49, No. 6, pp. 576-581.
 69. Spenner K I and Featherman D L (1978), “Achievement Ambitions”, *Annual Review of Sociology*, Vol. 4, pp. 373-420.
 70. Subašić E, Reynolds K J, Turner J C, Veenstra K E and Haslam S A (2011), “Leadership, Power and the Use of Surveillance: Implications of Shared Social Identity for Leaders’ Capacity to Influence”, *The Leadership Quarterly*, Vol. 22, No. 1, pp. 170-181.
 71. Tamaru A, McColl M A and Yamasaki S (2007), “Understanding ‘Independence’: Perspectives of Occupational Therapists”, *Disability and Rehabilitation*, Vol. 29, No. 13, pp. 1021-1033.
 72. Tiggemann M and Golder F (2006), “Tattooing: An Expression of Uniqueness in the Appearance Domain”, *Body Image*, Vol. 3, No. 4, pp. 309-315.
 73. Urdang L (1991), “The Oxford the Saurus”, in L Urdang (Ed.), *An A-Z Dictionary of Synonyms*, BCA, p. 1044.
 74. Waterman A S, Schwartz S J and Conti R (2008), “The Implications of Two Conceptions of Happiness (Hedonic Enjoyment and Eudaimonia) for the Understanding of Intrinsic Motivation”, *Journal of Happiness Studies*, Vol. 9, pp. 41-79.
 75. Zhu W, May D R and Avolio B J (2004), “The Impact of Ethical Leadership Behavior on Employee Outcomes: The Roles of Psychological Empowerment and Authenticity”, *Journal of Leadership & Organizational Studies*, Vol. 11, No. 1, pp. 16-26.

Appendix

Values Identification

Authenticity: The Essential Self

The idea of 'being oneself' or 'being true to oneself' is widespread in modern rhetoric and a central notion of modern moral thought. Authenticity implies the possibility of being false to oneself, the implication being that in order to be authentic and true to ourselves, we must throw off the repressions imposed upon us by the constraints of conventional morality, 'social fit' and which we impose upon ourselves. One of the largest drivers of our 'social fit' is modern work which restrains individual choice, making choices more closely aligned to the lives they wish to lead and the values that apparently govern/underpin their belief systems. We believe that a good place to start regaining congruency between one's 'imagined social life' and 'actual social life' begins with the exploration of current, dominant individual values and thereafter explore ways in which to achieve congruency between their 'beliefs/values' and their 'daily action'.

Please review each value below: (a) tick the values that are currently important to you; and (b) mark the applicable number (in the box) that best describes your current behaviors or actions.

Legend:

1	I consider the value important, but it is not yet reflected in my daily life.
2	I have started demonstrating this value in my life and I am making some progress.
3	I regularly demonstrate this value in my life and I am making good progress.
4	I regularly demonstrate this behavior and I am making significant progress in mastering this value in my life.
5	I have mastered this value in my life and I am mentoring others in doing the same.

Authenticity – Living Your Personal Values (Tick)

Achievement						
Setting and accomplishing important goals I set myself.	<input type="checkbox"/>	1	2	3	4	5
Ambition						
Aiming higher – aspiring – climbing ladders – getting to the top. Being the best at something.	<input type="checkbox"/>	1	2	3	4	5
Challenge						
Working on tasks which stretch me and grow me. Winning.	<input type="checkbox"/>	1	2	3	4	5
Constructive Dissent						
Being able to challenge the status quo. Not content with the superficial. Allowed to take a stand for what I believe or think.	<input type="checkbox"/>	1	2	3	4	5

Appendix (Cont.)

Creativity						
Having space to create new ideas and concepts. The ability to think outside the box. The opportunity to conceptualize and innovate.	<input type="checkbox"/>	1	2	3	4	5
Different						
To be able to be me, to be unconventional, to experience and explore my uniqueness. To have dignity. Not to be required always to conform.	<input type="checkbox"/>	1	2	3	4	5
Enjoyment						
Having fun in my job and outside it. Liking my workplace. Laughter. Life.	<input type="checkbox"/>	1	2	3	4	5
Equality						
To enjoy equal rights and have equal opportunities. Not to be discriminated against.	<input type="checkbox"/>	1	2	3	4	5
Family						
Quality time with my family. Sharing, caring. Being there when they need me.	<input type="checkbox"/>	1	2	3	4	5
Friendship						
Relationship with friends. To share interests and activities. Enjoyment. Support. Reliability.	<input type="checkbox"/>	1	2	3	4	5
Health						
Physically healthy. Regularly exercise, and keep fit—in order to have the energy for the things I want to do and achieve.	<input type="checkbox"/>	1	2	3	4	5
Honesty/Integrity						
Being truthful, open, frank. Living by sound principles. Able to accept the truth.	<input type="checkbox"/>	1	2	3	4	5
Independence						
Having control over my life. Being self-sufficient. Responsible for myself to myself. Space.	<input type="checkbox"/>	1	2	3	4	5
Inner Harmony						
Freedom from inner conflict. Spiritual needs met. Being at peace with myself. Centered.	<input type="checkbox"/>	1	2	3	4	5
Leadership						
Influencing others, earning followership. Creating vision. Inspiring.	<input type="checkbox"/>	1	2	3	4	5

Appendix (Cont.)

Learning						
Growing intellectually. Turning information into knowledge and then into wisdom. Becoming an expert.	<input type="checkbox"/>	1	2	3	4	5
Leaving a Legacy						
Leaving a footprint that will never be forgotten. Being remembered.	<input type="checkbox"/>	1	2	3	4	5
Location						
Living where I am, happy. Living how I am, comfortable.	<input type="checkbox"/>	1	2	3	4	5
Loving						
Affectionate, tender, warm, accepting of others unconditionally. Wanting to give more than get.	<input type="checkbox"/>	1	2	3	4	5
Loyalty						
Feeling committed, belonging, part of an organization or country, helping. The whole is greater than I am.	<input type="checkbox"/>	1	2	3	4	5
Obedience						
Being dutiful and respectful. Accepting authority. Doing what I am expected to do.	<input type="checkbox"/>	1	2	3	4	5
Power						
Having control over resources and decisions. Directing. Getting things done.	<input type="checkbox"/>	1	2	3	4	5
Recognition						
Being acknowledged by others as successful. Having my achievements valued. Being listened to. Having dignity; Being respected.	<input type="checkbox"/>	1	2	3	4	5
Relevance						
Feeling that I belong, that I can make a difference, that I am part of a group and that I matter to it.	<input type="checkbox"/>	1	2	3	4	5
Risk						
Tackling things I am not sure I can handle. Comfortable with, and in, uncertainty.	<input type="checkbox"/>	1	2	3	4	5
Security						
Having stability and certainty. Financially sound. Predictable environment. Not too many surprises or risks. Being included not excluded.	<input type="checkbox"/>	1	2	3	4	5

Appendix (Cont.)

Service						
Contributing to the satisfactory wellbeing and achievement of others. Making a difference to customers, staff, colleagues, friends and the community.	<input type="checkbox"/>	1	2	3	4	5
Time						
To have time for myself to reflect, renew, recharge, rethink, resolve.	<input type="checkbox"/>	1	2	3	4	5
Vision						
Need to be inspired, well led, excited by the future. Having a personal purpose.	<input type="checkbox"/>	1	2	3	4	5
Wealth						
Being able to afford to live as well as I want. To do what I seek to do. Travel, invest, own.	<input type="checkbox"/>	1	2	3	4	5

Reference # 03M-2014-06-03-01

Corrigendum

In Effective Executive, Vol. XVII, No. 1, March 2014, in the paper titled, "Using Metrics to Achieve 'Steering Control' of Your Marketing Actions" by Donald E Sexton, the following changes may be taken note of:

- p. 7, the first subheading may be read as

What Is It Worth to Know the Future?
- p. 11, second column, last sentence of first full paragraph should be:

then revenue for the next time period can be expected to decrease 36%.
- p. 14, first column, Sexton's Contribution Law should be:

$\text{Relative change in contribution} = (\text{Relative change in CVA})^2$
- p. 14, the third line of the second column should be:

then contribution for the next time period can be expected to increase 44%.