

**Exploring catalytic experiences of a leader's value
system to creating shared value**

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Business Science, University of Pretoria, in partial fulfilment
of the requirements for the degree of
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Abstract

The purpose of this research study was to explore catalysts that influence the value systems of leaders, as well as leaders' orientation to the create shared value framework. By using the spiral dynamic model, this study was able to identify the development of leaders' value systems, thus assisting in exploring catalysts which contributed thereto. Qualitative, exploratory research methods were used to gain new insights on catalysts assisting the development of a leader's value system and on a leader's ability to create shared value. The scope of this research included senior leaders – executives, directors, CEO's and senior managers. Semi-structured, in-depth interviews were conducted with a total of 19 senior leaders in the IT, real estate, logistics, operations, finance, engineering, construction and agricultural industries. Frequency and thematic analysis were used to analyse the interviews of these senior leaders.

The key findings of this research are summarised as follows: Firstly, as a leader develops, his or her value system adapts, causing the leader to transcend from one meme to the next in the spiral dynamic model. Secondly, catalysts have an influence in a leader shifting to a new meme or value system. Thirdly, organisational culture is seen as extremely important to leaders, but no real strategies are implemented to obtain a healthy organisational culture. Lastly, leaders recognise the social needs in South Africa, but do not take actions to address them, nor do they understand the creating shared value framework. Through these findings, a catalytic impact model – which could potentially assist in providing a better understanding of catalysts assisting in the development of a leader's value system – emerged. The model depicts how catalysts assist in the development of a leader's value system and how this influences a leader's position on organisational culture and creating shared value. The catalysts include work challenges, career opportunities, role models and managing subordinates. Furthermore, the model depicts that the organisational culture and the creating shared value frameworks also act as catalysts in the leader's value system development.

The business implication of this study is to enable organisations to assist the development of a leader's value system by using catalysts and, in so doing, develop leaders with value systems that care about the organisational culture and managing this culture. As well as developing leaders that care about the broader society, therefor are more orientated to improving the sustainability of the business, therefor implementing creating shared value frameworks.

Keywords:

Values, Value Systems, Spiral Dynamics, Leadership, Ethical Leadership, Organisational Culture, Creating Shared Value

ABREVIATION

Organisational Culture	OC
Triple Bottom Line	TBL
Corporate Social Investment	CSI
Corporate Social Responsibility	CSR
Leader-member Exchange	LMX

DECLARATION

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

Charlene Bailey

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1. Chapter: Introduction to the Research Problem

1.1 Introduction

The field of study chosen is value systems of leaders and the field of sustainability models, the creating shared value framework. The research problem identified was there has not been an exploration of catalysts influencing value systems of leaders and the leader's orientation to the creating shared value framework. The research question is: What are the catalysts that can assist leaders in shifting towards a value system that is orientated to creating shared value?

1.2 Background of Problem

In South Africa poor leadership and unethical behaviour by leaders is at a high (van Zyl, 2014). Ex-president Thabo Mbeki was recently quoted in the press as saying that "Where you have this problem of a leadership that is self-centred, that's concerned about it perpetuating itself in power, accumulating all the wealth and so on, then it's not a policy issue, it's a leadership issue" (Lekabe, 2017). In another article, Friedman (2017) notes that there are concerns that corrupt practices are becoming rooted in daily routine of business.

These are among countless examples of a growing concern regarding leaders' value systems. A leader's values are what their ethical decisions and actions are based on (Goa, 2017; van Zyl, 2014; Schwartz & Carroll, 2008; Harris, 2005). Ethical leaders are leaders that know the difference between right and wrong and assisting other individuals with making the right choices (Van Zyl, 2014).

Leaders who lack a clear set of values continuously change their goals for the business, which influences the values of the organisation (Goa, 2017; Cowan & Todorovic, 2000; Brown & Treviño, 2006). Leaders have different values that are important to them and make up their value set or value system. The values that make up the value system of a leader is as such important as it determines the ethical behaviour of the leader, as well as influences the ethical behaviour of the employees of the business.

Few organisations see value in helping the underprivileged as it does not positively affect the business's profitability (Porter & Kramer, 1999). With ethical leadership, there is a

value system which is geared towards helping people, making ethical decisions and assisting in developing a better world (Goa, 2017; van Zyl, 2014; Setó-Pamies & Papaoikonomou, 2016). Many leaders lack an ethical value system and therefore do not contribute towards sustainability models such as the creating shared value. Leaders with an ethical value system is as such an important topic to research as it would not only increase businesses ethical behaviour, but will assist in addressing social needs.

According to the Statistic Brain (2017) webpage, 80% of the world's population lives on an income of less than \$10 per day, of which three billion people live on an income of less than \$2.50 per day. This accentuates the fact that there is a real need for address poverty and social needs. Most organisations believe that this low-income market only spends their income on basic necessities, and that barriers are difficult to overcome due to corruption and poor infrastructure (Prahalad & Hammond, 2002). Organisations assume that this market is not profitable and as a result, it remains largely unexplored.

This assumption is, however, somewhat outdated, as many multinationals successfully run businesses in developing countries (Prahalad & Hammond, 2002; Garriga & Melé, 2004). The underprivileged population spends a part of their income on goods that can improve their quality of life, and due to the vast number of people in this market, the buying power of underprivileged communities is high, which means there is huge economic potential (Prahalad & Hammond, 2002; Garriga & Melé, 2004). By developing a leader's value system to be orientated to addressing social needs, there lies opportunity for the business as well as opportunity to address social need of the communities.

Organisations look at value creation in terms of short-term monetary performance and not as a factor in longer-term success and sustainability of the business (Porter & Kramer, 2011; Setó-Pamies & Papaoikonomou, 2016; Norman & MacDonald, 2004; Glac, 2015). There is a lack in leaders with an ethical value system and an absence of orientation to the creating shared value framework, with the outdated assumption that there is limited or no opportunity for sustainability models such as the creating shared value framework.

1.3 Research Aim and Scope

The aim of the research is to gain a deeper understanding of the catalysts assisting in the development of a leader's value system and a deeper understanding of a leaders' orientation to the creating shared value framework.

The research aims to:

1. Exploring the major catalysts that influence a value system shift in a leader;
2. Exploring the catalysts that are most impactful to a leader's value system development; and
3. Exploring the leader's orientation to the creating shared value framework.

The focus of this research will be on exploring catalysts of a leader's value system to explore if their value system can be influenced to shift to a different level of thinking and a value system orientated to the creating shared value framework. The scope of this research will be on senior leaders in South African, including CEO's, managing directors, executives, directors and senior management in various industries.

1.4 Significance of Research

The significance of this research will be to assist businesses in developing ethical leaders and leaders that are orientated to addressing societal needs, by exploring catalysts that assist in the development of a leader's value system. Exploring these catalysts can influence the value systems of leaders by enabling the a more ethical value system and inhibiting the ego centric values. This will assist in understand the leader's orientation to the creating shared value framework. The creating shared value framework can have a positive effect on the communities and the economy of a country, as well as improve the sustainability of a business.

1.5 Purpose of Research

The purpose of the research project is to explore the catalysts that influence the value systems of leaders. By exploring these catalysts, a better understanding can be gained as to how to develop a leader's value system as well as understanding the development of a leader's orientation to the creating shared value framework. According to Friedman (2017), unethical leadership is a concern throughout the world, and the exploration of

the research topic could be a stepping stone towards alleviating this problem. Therefore this research topic will focus on a leader's value systems development.

The potential benefits of creating shared value within a business are underestimated; the lower-income market is unexplored and could hold long-term benefit for a business (Van Marrewijk, 2003; Porter & Kramer, 2011). When leaders are more informed regarding the creating shared value framework and the benefits it holds for the business and the community, the drive to implement such initiatives by business will increase (Prahalad & Hammond, 2002). The creating shared value framework can stimulate the economy of a country and improve the quality of life of the people reached (Porter & Kramer, 2011; Garriga & Melé, 2004).

This research project will explore catalysts that influence a leader's value system and the leader's orientation to the creating shared value framework. A leader's value system is important as it influences behaviour, decision making and judgement of the leader (Weber, 2017; Schwartz, 1999; House, Hanges, Javidan, Dorfman & Gupta, 2004). It aims to explore the catalysts that could influence leaders to shift their value systems and to ascertain whether these leaders subsequently influenced a change in orientation to the creating shared value framework.

The Spiral Dynamics model will be used to identify the shift in the leader's value system and the current meme of the leader (Beck & Cowan, 2014; Prinsloo, 2012a; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005). By identifying the leader's past, current and espoused values, the values can be allocated to memes in the spiral dynamic model. This will show the leaders transcending from one meme to the next as the leader developed. The exploratory interview questions will assist in identifying catalysts influencing a shift in the leader's value system as well as the leader's orientation to the creating shared value framework.

1.6 Conclusion

The creating shared value framework can stimulate a country economically and improve the quality of life of many people, as well as improve sustainability of a business. It is important to explore catalysts that can assist leaders in shifting towards a value system that is orientated to the creating shared value framework.

The Proposed Catalyst Impact Diagram has been developed from the literature review presented in Chapter 2, to support the development of the understanding of the catalysts assisting the development of leaders' value systems. This model assisted in the conversation during the in-depth interview process, but was not shared with the participants. The insights gained from the interviews assisted in developing a more inclusive model and potential solution to the problem statement.

The literature review focuses on each construct of the hypothetical model and reviews the development of the understanding of each construct. The aim of the research will be to assist in understanding of catalysts that influence a leader's value system and assists in understanding the leader's orientation to the creating shared value framework.

2. Chapter: Literature Review

2.1 Introduction

The exploration of value systems in leaders, and those value systems that are orientated to creating shared value, are areas of academic focus. The value systems of leaders are important factors to research as a leader's values flow throughout the business and have an influence on all stakeholders. The three focus areas are values, leaders and creating shared value.

2.2 Value System

Schwartz (1994) defined values as “desirable trans-situational goals, varying in importance, that serve as guiding principles in the life of a person or other social entity” (p. 3). Cieciuch and Schwartz (2012, p. 1) stated “the five formal features that recur in most definitions of values: Values (a) are concepts or beliefs, (b) pertain to desirable end states or behaviours, (c) shift specific situations, (d) guide selection or evaluation of behaviour and events, and (e) are ordered by relative importance” (p. 1)

These definitions are relevant to this research in that values influence behaviours and have influence on a situation and how it is handled by the individual. Some values are seen as important by a group of individuals whereas another group might not regard the particular value as being important (Weber, 2017; House et al., 2004). Values can influence the way we experience situations and how we judge other individuals and their values (Schwartz, 1999; House, et al., 2004).

Schwartz (2007) depicts the ten basic values that are recognized across societies. These basic values are power (authority, prosperity), achievement (ambition, success, achievement), hedonism (desire, pleasure), stimulation (varied life, exciting life), self-direction (individuality, creativity, independence), universalism (social justice, equality, fairness), benevolence (trustworthiness, helpfulness, loyalty), tradition (spirituality, devoutness, humbleness), conformity (compliance, obedience, honouring parents) and security (national security, social order) (Cieciuch & Schwartz, 2012; Schwartz, 2007).

Individuals' value sets differ due to various reasons, such as upbringing, life experience and culture to name. Value sets influence decision making and the behaviour of the individual (Goa, 2017; Harris, 2005). Individuals' values are present on three different

levels: surface values — these are values that are openly displayed and set the standard of an individual’s behaviour and character; hidden values, which are not as obvious to outsiders — these values influence an individual’s attitude and justification of actions; and deep values, which encompass an individual’s world views and mindset, and define decision making (Cowan & Todorovic, 2000). Surface values and hidden values are the content of deep values. Figure 1 shows the changeability and visibility of the three levels.

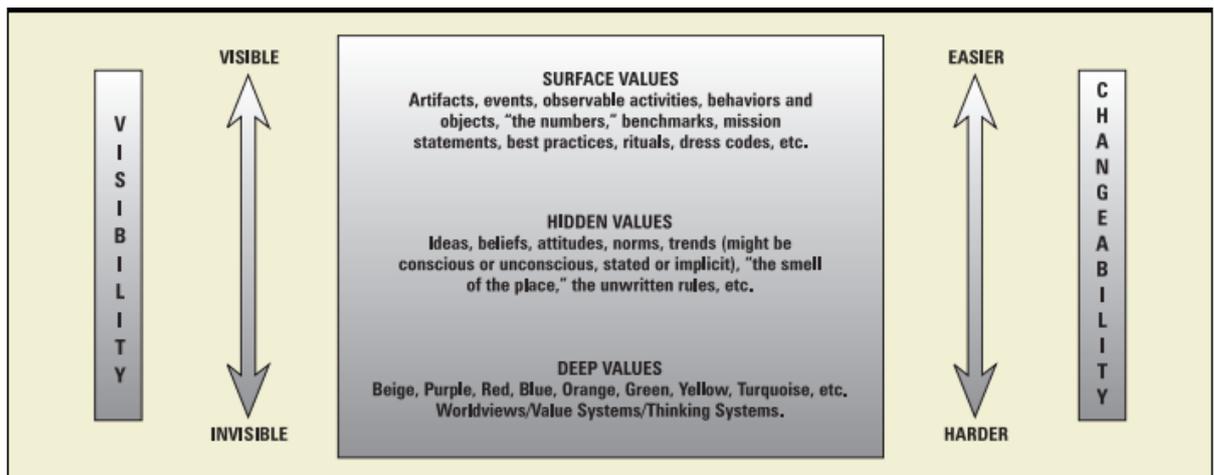


Figure 1: The three levels of value (Source: Cowan & Todorovic, 2000, p. 2)

Each leader will regard different values as more important, and the combination of these values will be a leader’s value system. A leader’s value system affects his beliefs and behaviour and will influence decisions made for the business (Ciecich & Schwartz, 2012; Schwartz, 1999; Harris, 2005; Brown & Treviño, 2006). Decisions and behaviour are deemed ethical or unethical based on a leader’s value system and, as such, values do matter (Cowan & Todorovic, 2000; van Zyl, 2014; Setó-Pamies & Papaoikonomou, 2016; Brown & Treviño, 2006).

The study of value systems is of importance in terms of understanding leaders’ decision making, their view on right and wrong and what they perceive as important (Cowan & Todorovic, 2000; van Zyl, 2014; Setó-Pamies & Papaoikonomou, 2016). This will ultimately have an influence on a leader’s ethical behaviour and inclination to creating shared value, which is of importance in business.

Leaders infuse a personal imprint on their business, which forms part of the business’s values and, ultimately, its culture (Gao, 2017; Brown & Treviño, 2006). These imprints are made both unconsciously and consciously by the leader (Gao, 2017) not only through

communication, but in the manner, leaders handle situations, interpersonal relationships and the goals they set (Gao, 2017; Brown & Treviño, 2006).

Cultural values are values that provide a group of people with an idea of what is right and wrong (Schwartz, 1999; van Zyl, 2014; Setó-Pamies & Papaoikonomou, 2016). The leader's value system forms an integral part of the culture cultivated within the business (Gao, 2017; Brown & Treviño, 2006), and as culture can stimulate loyalty and performance, this is an important aspect of running a successful business. It is essential to ensure that there is value congruence within the business (Chaney & Martin, 2017; Gao, 2017; Brown & Treviño, 2006).

Leaders who are aware of their personal values and express them openly, are more inclined to make quick, firm decisions (Cowan & Todorovic, 2000; van Zyl, 2014; Setó-Pamies & Papaoikonomou, 2016), whereas leaders who do not have this awareness, tend to constantly shift targets (Cowan & Todorovic, 2000). Powerful leaders with a clear personal value set have shown greater effectiveness in their organisations (Cowan & Todorovic, 2000; Gao, 2017; House et al., 2004). A clear value set creates a healthy culture which often translates to a competitive advantage for the business (Gao, 2017; House et al., 2004).

It is important for leaders to be aware not only of their own values, but also those of the members of their organisation, since the strategies of the organisation could otherwise crumble (Cowan & Todorovic, 2000; Brown & Treviño, 2006; House et al., 2004). It is important that the strategy of the organisation fits the values of the members of the organisation who must implement this strategy (Cowan & Todorovic, 2000; Brown & Treviño, 2006).

2.2.1 Spiral Dynamics

Spiral Dynamics is constructed around the idea of value systems and the adaption of the value system to a changing world (Beck & Cowan, 2014; Prinsloo, 2012a; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005). Dr Clare W. Graves, whose most renowned work was the 'Emergent Cyclical Levels of Existence Theory (ECLET)', contributed enormously to research on value systems and the nature of change in the value systems of leaders (Cacioppe & Edwards, 2005; Van Marrewijk & Werre, 2002).

The research on spiral dynamics was developed from Graves' initial model (Cowan & Todorovic, 2000). Based on the knowledge that life conditions continuously change, Graves found a correlation between the developing state and growing cognitive ability, and the requirement to invoke more critical thinking (Beck & Cowan, 2014; Prinsloo, 2012a; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005). Dr. Graves, with the assistance of Dr Beck developed eight core value systems. A value system is a way of conceptualising reality, and therefore the values, beliefs and behaviour of a leader, organisation and society (Beck & Cowan, 2014; Van Marrewijk & Werre, 2002; Schwartz, 1999; Harris, 2005).

Figure 2 is a depiction of the Spiral Dynamic model and indicates the different levels of developing states, called memes, which are represented by different colours. There are eight fixed orders, as follows (from the bottom, up): survival; security; energy & power; order; success; community; synergy; and holistic life system (Beck & Cowan, 2014; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005). Each value system shifts the previous one, and this can occur as a leader feel discomfort due to environmental changes or threats; this is a gradual process (Beck & Cowan, 2014; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005).

These discomforts are additionally influenced by the time in which the leader lives, the geographic area, and the society, to name a few (Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005). Development of a leader's value system, and shifting through the memes, is ongoing throughout the leader's life (Cacioppe & Edwards, 2005).



Figure 2: Spiral Dynamic Model (Sources: The Next Evolution, 2018)

The first meme of the spiral dynamic helix, which is the survival meme, is represented by the colour beige. This meme concentrates on survival and basic emotion, and describes all behaviour as being individualistic (Beck & Cowan, 2014; Cowan & Todorovic, 2000; Cacioppe & Edwards, 2005; Harris, 2005). The second meme is purple, and signifies the individual's belief in sacrifice of self for the tribe in order to protect the tribe from danger; the recognition that being together renders them stronger than when alone (Beck & Cowan, 2014; Cowan & Todorovic, 2000; Cacioppe & Edwards, 2005; Harris, 2005). The third meme, represented by the colour red, centres on the fact that individuals are more individualistic and put their own needs and wants before the tribe (Beck & Cowan, 2014; Cowan & Todorovic, 2000; Cacioppe & Edwards, 2005; Harris, 2005). Typical values for the red meme are courage, strength, hedonism and loyalty (Van Marrewijk & Werre 2003; Cowan & Todorovic, 2000). In the fourth meme (blue), individuals are described as being more group orientated; they are promoting, preserving and adhering to ensure order and stability (Beck & Cowan, 2014; Cowan & Todorovic, 2000; Cacioppe & Edwards, 2005; Harris, 2005). Typical values for this meme are discipline, truth, responsibility and justice (Van Marrewijk & Werre 2003; Cowan & Todorovic, 2000).

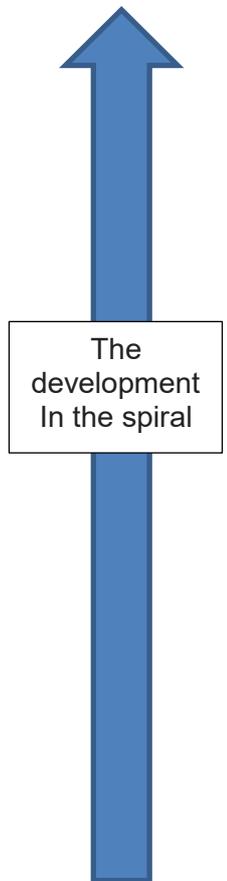
The fifth meme is represented by the colour orange. In this meme, individuals are described as individualistic — they want to express themselves and obtain benefits; they want to win (Beck & Cowan, 2014; Cowan & Todorovic, 2000; Cacioppe & Edwards, 2005; Harris, 2005). Typical values for orange are reward, image, innovation and career achievement (Van Marrewijk & Werre 2003; Cowan & Todorovic, 2000). In the sixth meme, which is green, individuals are more group-orientated and sacrificial; they strongly believe in human rights, environmental preservation, improving equality, collectivism and human connections (Beck & Cowan, 2014; Cowan & Todorovic, 2000; Cacioppe & Edwards, 2005; Harris, 2005). Leaders are proactive about sustainability, social responsibility and want to contribute to the common good (Harris, 2005; Cowan & Todorovic, 2000). Typical values for green are team work, equality, honesty and harmony (Van Marrewijk & Werre 2003; Cowan & Todorovic, 2000).

In the seventh meme (yellow), individuals are more individualistic in their thinking and want to express themselves, but not at the expense of others (Beck & Cowan, 2014; Van Marrewijk & Werre 2003; Cowan & Todorovic, 2000). Leaders put the organization's, people's and planet's needs before their own (Harris, 2005; Cowan & Todorovic, 2000). Typical values for yellow are integrity, ability to reflect, flexibility and tolerance for uncertainty (Van Marrewijk & Werre 2003; Cowan & Todorovic, 2000). The last meme is the turquoise meme. In this meme, individuals are group orientated and more self-sacrificial, they believe that all lives matter and they focus on the greater good (Beck & Cowan, 2014; Van Marrewijk & Werre 2003; Cowan & Todorovic, 2000). Leaders tend to address global species issues (Harris, 2005; Cowan & Todorovic, 2000). Typical values for turquoise are interdependence, ability to forgive, concern for future generations, and wisdom (Van Marrewijk & Werre 2003; Cowan & Todorovic, 2000).

Any individual in a specific meme can experience changing conditions that will cause discomfort for the individual, or, when drawn to a new way of thinking, the individual will adapt to a new meme (Beck & Cowan, 2014; Prinsloo, 2012a; Cacioppe & Edwards, 2005). The existing meme will start to fade as the new meme becomes stronger. This is a continuous process throughout life as circumstances in an individual's life change. Each individual exists within these memes, all of which are characterised by specific life needs and worldviews. (Prinsloo, 2012b; Cacioppe & Edwards, 2005). Spiral dynamic is a model of growth of personal and cultural worldviews for an individual, society and organisation (Cacioppe & Edwards, 2005). In Table 1, the memes are depicted against the individual's life needs and worldviews (Cacioppe & Edwards, 2005).

Table 1: Spiral dynamics' basic stages of worldview development (Source: Cacioppe & Edwards, 2005, p. 9).

SD Colour	Life Needs	Worldview description
8.Turquoise	Global community, visionary	Spontaneous and holistic, flexible visioning
7.Yellow	Independence, self-worth, systemic needs	Existentialist, ecological, pluralistic
6.Green	Harmony, mutuality, relational truth	Relativist, egalitarian, social justice
5.Orange	Success, self-achievement, competition	Externalist, individualist, meritocracy
4.Blue	Stability/order, black and white truth	Authority through law, absolutist
3.Red	Power, self-assertion through action	Impulsive, authority through force
2.Purple	Family/peer focus, safety and survival	Magical, spiritistic, sentimentalist
1. Beige	Survival, automated biogenic needs	Instinctual, image identity, sensori-motor activity



An individual will shift along the different memes as they adjust and adapt to these changing circumstances, moving along the helix, maturing as a person (Beck & Cowan, 2014; Prinsloo, 2012b; Cowan & Todorovic, 2000; Cacioppe & Edwards, 2005; Harris, 2005). There is an incentive to move to another meme as the current value system is no longer adequate (Van Marrewijk & Werre, 2002; Cowan & Todorovic, 2000). When shifting to a new meme, the previous meme's skills continue to serve the individual (Beck & Cowan, 2014; Prinsloo, 2012b; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005). The value system of an individual is a type of thinking, not a type of person (Van Marrewijk & Werre, 2002). The more complex the value system, the more freedom it offers the individual to act in accordance with the environment (Van Marrewijk & Werre, 2002).

As an individual has a shift to a new meme, the new value system is accompanied by new patterns of behaviour (Van Marrewijk & Werre, 2002; Cowan & Todorovic, 2000). As such, shifting to a new meme holds new opportunities for creating synergy and adding

value to a higher level of complexity (Beck & Cowan, 2014; Van Marrewijk & Werre, 2002). Individuals can shift to lower levels as a result of unfavourable circumstances (Beck & Cowan, 2014; Van Marrewijk & Werre, 2002; Cowan & Todorovic, 2000). No one meme is a better value system than another, as an individual's life circumstances might require the individual to need the particular value system of that meme, or a particular meme's value system may be adequate for that individual's circumstances (Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Cowan & Todorovic, 2000).

It is important to understand a leader's value system as this will determine how they will run a business (Van Marrewijk & Werre, 2002; Cowan & Todorovic, 2000). An organisation's value base and cultural worldviews can be portrayed by the spiral dynamic model (Cacioppe & Edwards, 2005; Cowan & Todorovic, 2000) In an organisation, there will normally be one or two value systems that are dominant (Van Marrewijk & Werre, 2002). It is important that the dominant value systems are in line with the life conditions of the individual or organisation (Van Marrewijk & Werre, 2002; Cowan & Todorovic, 2000). An organisation must also be able to shift between the memes to realign their value system with the societal value system as it shifts, which will include adjustments to decision making and policies, to name a few (Van Marrewijk & Werre, 2002).

2.2.2 Catalysts

Shamir, Dayan-Horesh and Adler (2005) stated that most studies overlook a leader's life story as an important source in a leader's development. This development forms a leader's behaviour and leadership style. Mainly articles and models address the maturing of a leader by relating the development to the leader's natural development through years (Shamir, et al., 2005). There are other events that can act as catalysts in a leader's development, such as life trials, upbringing, opportunity, learning through experience, working experiences, travel, culture, role models, family and social influences (Shamir, et al., 2005; Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Turner, & Mavin, 2008).

These catalysts influence a leader to undergo a transformational experience. Events can be negative or positive. Examples of negative events include the loss of a family member or financial troubles, and positive events can include a promotion at work or being able to afford a new house (Gardner, et al., 2005; Turner, & Mavin, 2008). These experiences can obviously vary in the transformational experience and thus the catalytic effect on the leader's development will also vary (Shamir et al., 2005). Catalysts in a leader's life have a positive effect on a leader's growth and development (Gardner et al., 2005).

Life trials can include a variety of different events that leaders felt were challenging in their lives. Life trials can include coming from a disadvantaged family, losing a loved one, or a toxic boss at work (Shamir et al., 2005). It includes all challenges that a leader was struggling with on their own and overcame (Shamir et al., 2005; Gardner et al., 2005; Turner & Mavin, 2008). This develops self-belief and enhances a leader's self-confidence (Shamir et al., 2005; Turner & Mavin, 2008).

Another catalyst identified was learning from experience, or development through experience (Shamir et al., 2005; Gardner et al., 2005; Turner & Mavin, 2008). This includes stressful experiences in leaders' lives which they overcame and learned from (Shamir et al., 2005; Turner & Mavin, 2008). Leaders will have the experience, analyse the experience and learn from it, and this stimulates perseverance (Shamir et al., 2005; Turner & Mavin, 2008).

Role models are also catalysts that develop leaders. Role models can include public figures, family members, teachers, mentors or peers (Shamir et al., 2005; Gardner et al., 2005). These role models can also convey lessons in the importance of being an ethical leader.

Upbringing is an initial catalyst in the development of a leader's value system (Dushi, 2012; Shamir et al., 2005; Gardner et al., 2005; Turner & Mavin, 2008). During a leader's childhood, the initial value system develops from the parents' value system and behaviour (Dushi, 2012; Shamir et al., 2005). Behaviour that is approved by parents is regarded as acceptable behaviour and behaviour that is not accepted is regarded as unacceptable behaviour (Dushi, 2012). This will guide the ethical and unethical behaviour of a leader (Gardner et al., 2005).

A leader's values will carry over to impact the values of the business, which will create a culture within the business, and will influence the organisation's orientation to the creating shared value framework (van Zyl, 2014; Schwartz & Carroll, 2008; Harris, 2005). Exploring catalysts influencing value systems of leaders will assist in developing leader's orientation to creating shared value framework.

2.3 The Power of Leaders

Ciulla (1999) stated that "Leadership is an influence relationship between leaders and followers who intend real changes that reflect their mutual purposes" (p. 2). In 2013,

Covey defined leadership as the communication between leaders and their people, and explained that the leader communicates the people's worth and potential to them.

Covey's (2013) definition of leadership is pertinent as leaders are in a position of authority and should use this influence to enrich people, inspire confidence in their abilities, motivate, and instil a sense of value within them. Covey (1989) stated that the basic task of leadership is to increase the standard of living and quality of life for all stakeholders. Leadership is thus of utmost importance, as the leader steers the direction of the business and with their value system, sets the standard of the values of the business.

Leadership theories were being developed since the early 20th century, and have continuously been evolving ever since. The Great Man and Trait theories, which claimed that certain men were born to be leaders, in which autocratic leadership, democratic leadership and laissez faire leadership were identified (Van Vugt, Jepson, Hart & De Cremer, 2004; Van Seters & Field, 1990). Autocratic Leadership is a leader that decides what needs to be done for the common good without any say from anyone else (Van Vugt, Jepson, Hart & De Cremer, 2004). Charismatic Leadership theory is a leadership style in which leaders were described as being dominant, self-confident individuals with a solid sense of their own values (Van Seters & Field, 1990). Contingency theory of leadership is a leadership style that fit all situations (Van Seters & Field, 1990).

The Leader-member Exchange theory, highlighted that a higher quality exchange with employees could have positive results for the organisation (Graen & Uhl-Bien, 1995; Lloyd, Boer, & Voelpel, 2017). Situational Leadership model, is a model which explained that leaders decide on their leadership style based on the development level of the employee (Thompson & Vecchio, 2009; Van Seters & Field, 1990). Path-goal theory, is a theory of leadership where the leadership style is chosen for the specific environment in order to achieve the goal (Van Seters & Field, 1990).

Servant Leadership, is a leadership style in where leaders are more attentive on a leadership approach of engaging followers through ethical, spiritual, emotional and rational dimensions (Eva, Robin, Sendjaya, van Dierendonck & Liden, 2018). Transformational Leadership, is leaders who are visionaries, who aim to change the status quo (Van Seters & Field, 1990). Transactional Leadership is a leadership style oriented towards rewarding subordinates, and these leaders seek to maintain stability within an organisation — through economic and social exchanges — to achieve specific

goals (Van Seters and Field, 1990). Authentic leadership approach, is leaders that are focused on self-awareness and self-development. These leaders are capable of judging ambiguous ethical issues and making decisions from their value system (Brown & Treviño, 2006). The study of leadership styles has been explored in great detail for many years, and the insights have been of considerable value to business.

In the business world, leadership can have a marked effect on shareholders and the economy of a country. KPMG South Africa is an example of a corporation that was complicit in corruption. The business's leaders were shown to lack an ethical value system (Abedian, 2017). Leaders are sometimes selected based on their image instead of on their integrity and ethics, and this could explain why corruption and unethical behaviour are frequently evident in leadership (van Zyl, 2014; Cowan & Todorovic, 2000; Brown & Treviño, 2006). Weathersby (1999) explains how it will be essential for leaders in the 21st century to have the skills of managing in the presence of ambiguity, and attracting and retaining employees that suit the business, while motivating employees towards effective performance (Weathersby, 1999; Setó-Pamies & Papaoikonomou, 2016).

A good leader must not only be technically strong but also have an ethical value system (Ciulla, 1999; Cowan & Todorovic, 2000; van Zyl, 2014; Setó-Pamies & Papaoikonomou, 2016; Brown & Treviño, 2006). Business leaders should endeavour to attain success, which should be used in service to humanity (Ciulla, 1999; Cowan & Todorovic, 2000). Many business leaders are not focused on philanthropy, nor are they particularly ethical (Ciulla, 1999). Unethical behaviour is increasingly evident in South Africa and has dire effects on the citizens and economy (van Zyl, 2014; Abedian, 2017). The value system of a leader who commits and permits wrongdoings, will filter through the business and result in employees also committing similar transgressions (Dempsey, 2015; Brown & Treviño, 2006).

Theoretically, it is important to research leadership in terms of the important role leaders had to play in the development of civilizations. Throughout the centuries, focus has been on the development of ethical leaders (Landis, Hill & Harvey, 2014). There is a new paradigm of leadership in which leaders have to adapt easily and be able to change their behaviour and unlearn bad behaviour (Rautenbach, Sutherland & Scheepers, 2015; Cacioppe & Edwards, 2005). The study of how leadership is changing and which leadership styles work is important for leaders to explore and develop. The foundation of

how leadership is changing and what is required from these leaders, centres on their value systems.

2.3.1 Ethical Leaders

Brown & Treviño (2006) defined ethical leadership as the demonstration of appropriate behaviour through the person's actions, along with the person's relationships with others, and the promotion of such actions to others through communications. Van Zyl (2014) stated that ethical leadership is about knowing what is right and wrong, making the right choices and assisting other individuals to make the right choices. These definitions are relevant to this research since ethical leadership dictates the action the leader will take, and also because leaders are role models for their followers.

Honesty, integrity, trustworthiness and fairness are some of the traits of ethical leaders (van Zyl, 2014; Brown & Treviño, 2006). Ethical leadership is not just about making ethical decisions, but also about distinguishing between what is right and wrong (van Zyl, 2014; Setó-Pamies & Papaoikonomou, 2016). How a leader acts, leads and makes decisions on a daily basis, is an indication of whether the leader is ethical or unethical (van Zyl, 2014; Setó-Pamies & Papaoikonomou, 2016; Brown & Treviño, 2006). The behaviour of a leader is directed by the leader's values and beliefs and as such, the values and beliefs of a leader will impact their organisational decisions (van Zyl, 2014; Schwartz & Carroll, 2008; Harris, 2005).

A leader's attitude and behaviour can influence employees' and the organisation's ethical behaviour (van Zyl, 2014; Setó-Pamies & Papaoikonomou, 2016; Brown & Treviño, 2006). An ethical leader must communicate these values and influence the ethical behaviour of employees (Brown & Treviño, 2006; van Zyl, 2014). Ethical leaders have to be role models for the people around them, especially as most individuals look to others for ethical guidance, and ethical role models can be an antecedent to ethical behaviour (Brown & Treviño, 2006; House et al., 2004).

The ethical behaviour of leaders is visible, through interactions, as well as invisible, in the leader's mindset and the values the leader draws upon, especially in making decisions (van Zyl, 2014; Weber, 2017). Ethical leaders are seen as leaders who behave ethically in their personal and professional lives, and who care for their employees and the broader society (Brown & Treviño, 2006). Good leaders are ethical leaders who make choices to make the right decisions and inspire others through their actions and

behaviour (Trevino, Hartman & Brown, 2000).

In South Africa, unethical behaviour has reached unacceptable levels and is of great concern (van Zyl, 2014). It is especially important to understand the antecedents and outcomes of ethical behaviour (Brown & Treviño, 2006). In this research, the concept of ethical leadership is important since ethical leaders are good leaders, and good leaders are needed in South Africa.

2.4 Culture

Hofstede (1980) defined culture as a system of collectively held values. Hofstede (1980) explained culture as “the collective programming of the human mind that distinguishes the members of one human group from those of another” (p. 10). Kroeber and Parsons (1958) define culture as patterns of values, ideas and other meaningful systems, and state that this shapes human behaviour. Both definitions are relevant to this research, in that culture is formed from the value systems of the individual and/or group, and leads to how a person behaves.

Hofstede’s dominant metric is the culture-dimensional measure, which is used as the standard for new work against which culture is to be validated (Yoo, Donthu & Lenartowicz, 2011; Triandis, 2004). In Hofstede’s cultural-dimension, power distance, uncertainty avoidance, individualism, masculinity, long-term orientation and indulgence are identified (Hofstede, 1980). Power distance is associated with society’s acceptance of power distributed, therefore addressing the inequality in the community (Yoo et al., 2011; Triandis, 2004). Uncertainty avoidance is the degree to which the society’s members feel susceptible to future uncertainty (Yoo et al., 2011; Triandis, 2004).

Individualism versus collectivism relates to the degree of integration within the group and whether individuals look after themselves or all society (Hofstede, 1980; Triandis, 2004). Individualism is split into factors such as hedonism and competition, while collectivism is split into family integrity and sociability (Triandis, 2004). Masculinity versus femininity, masculinity is associated with ambition and acquisition of wealth, whereas femininity is associated more with caring (Yoo et al., 2011; Triandis, 2004). Long term versus short term deals with the orientation and focus of society regarding the future or the past and present. Indulgence versus restraint relates to the control or lenience of human desires to enjoy life (Triandis, 2004).

House et al. (2004) studied culture in the global leadership and organisational behaviour effectiveness research program (GLOBE) and expanded on Hofstede's work by adding to the culture dimensions. GLOBE includes power distance, uncertainty avoidance, gender egalitarianism, assertiveness, humane orientation, in-group collectivism, institutional collectivism, future orientation, and performance orientation (Javidan, Dorfman, Luque & House, 2006; House et al., 2004). Performance orientation is the degree to which reassurance and rewards are encouraged by the group, while assertiveness is the level to which the group is assertive, confident and confrontational in their dealings with other people (Javidan et al., 2006; House et al., 2004).

Humane orientation is how the group encourages certain behaviours such as justness, altruism and kindness to other people (Javidan et al., 2006; House et al., 2004). Institutional collectivism is the degree of collective distribution of resources, while in-group collectivism is how society expresses allegiance and cohesiveness (Javidan et al., 2006; House et al., 2004). Gender egalitarianism, power distance, future orientation and uncertainty avoidance are defined similarly to Hofstede's cultural dimensions. Hofstede's cultural dimensions theory focuses on individual motivations, whereas the GLOBE theory is more focused on cultural forces (House et al., 2004).

In a society, values are shared to indicate to the society what is good and right. This is the society culture and tells the society which behaviours are appropriate (Schwartz, 1999; van Zyl, 2014; Cowan & Todorovic, 2000). Values are also important to a society as they indicate how resources will be allocated and how decisions will be made (Harris, 2005). Independence, safety, accomplishment and prosperity, are some of the cultural values a society can share, and these shared values will determine the society's behaviours as well as how legitimate or effective the behaviour is viewed as by the society (Schwartz, 1999; House, et al., 2004). As the societal culture values are shared, this can be used to justify to the society actions that have been taken by members of the society (Schwartz, 1999; House et al., 2004).

Individuals' behaviours can be affected by both their own value systems as well as a society value system (Schwartz, 1999; Covey, 2013; Brown & Treviño, 2006). As individuals, they have their own experiences that influence their value systems, but as a society there are shared experiences which also affect their values systems (Goa, 2017; Harris, 2005). Individuals are affected by their values and by their culture, and this reflects their behaviour (Hofstede, 1980). In culture, idiocentric and allocentric individuals are identified. Idiocentrics are more individualist; they are expressive, aggressive and

have logical argumentative behaviour. Allocentric individuals are more collectivism prone; they are more accommodating and shift their opinions more easily (Triandis, 2004).

2.4.1 Organisational Culture

In business, an organisation culture is formed. This is the culture that is shared between the employees of the organisation, and is formed by the leader who imposes and imprints his/her own personal individual and collective values on the group (Gao, 2017; Brown & Treviño, 2006). The leader's values and beliefs are to be learned by the employees of the business, and the leader's personal values impact the organisational culture development (Gao, 2017; House et al., 2004).

The underlying beliefs of an organisation can indicate to the employees what behaviours are acceptable, and can direct the organisation's behaviour (Langer & Le Roux, 2017; Brown & Treviño, 2006; House et al., 2004). Even when an organisation's objective is subjected to change, organisational culture in a business is deeply embedded and lasting (Langer & Le Roux, 2017; Dempsey, 2015; Cacioppe & Edwards, 2005). When employees share values that create an organisational culture, the employees stimulate one another to act in accordance with those values (Dempsey, 2015; van Zyl, 2014; Stojanovic-Aleksic & Boskovic, 2017). The employees therefore participate in the corporate culture, and by sharing the culture they support and enable one another's activities (Dempsey, 2015; van Zyl, 2014; Stojanovic-Aleksic & Boskovic, 2017).

Organisational culture can be ethical or unethical (Dempsey, 2015; van Zyl, 2014; Stojanovic-Aleksic & Boskovic, 2017). Businesses have a value dilemma regarding social responsibility and economic success, which reflect the business's values (Hofstede, 1980; Gao, 2017; Brown & Treviño, 2006). In this research, organisational culture is important in that an organisation's ethical behaviour and the level to which the business regards social responsibility, are determined by its culture.

2.5 Businesses Responsibilities

There is pressure on businesses to be more environmentally and socially aware, and not just economically sustainable (Wiengarten, Lo & Lam 2017; Joyner & Payne, 2002). The focus on ethics, values, integrity and responsibility is continuously growing in the business world (Joyner & Payne, 2002; Setó-Pamies & Papaoikonomou, 2016).

Corporate social responsibility, sustainability and business ethics are common terms used in the corporate sector, in a bid to improve ethical and social responsibility (Schwartz & Carroll, 2008; Joyner & Payne, 2002). Corporate sustainability encompasses social, environment and profit management (Van Marrewijk, 2003; Norman & MacDonald, 2004).

2.5.1 Sustainability

Sustainability is defined by Brundtland (1987) in the UN's report as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (p. 41). Van Marrewijk and Werre (2003) state that corporate sustainability "refers to a business's activities — voluntary by definition — demonstrating the inclusion of social and environmental concerns in business operations and in interactions with stakeholders" (p. 1).

More than a decade ago, the non-profit sector investigated the social value these non-profits created in a society. Corporate philanthropy was also explored, and this developed into considering how a social program could increase a corporation's competitive condition (Crane, Palazzo, Spence, & Matten, 2014). Corporate sustainability is the application of addressing the short- and long-term economic, social and environmental performance of a business (Setó-Pamies & Papaoikonomou, 2016; Norman & MacDonald, 2004; Glac, 2015). Corporate sustainability provides opportunities for businesses to grow, innovate and gain profits, and includes strategies such as corporate social responsibility and creating shared value frameworks (Rezaee, 2017). There has been a shift in recent years from creation of shareholder value to the development of sustainability models (Porter & Kramer 2011).

This is an important aspect of business as it has a direct influence on society; sustainability strategy assists in protecting society, the planet and businesses from calamities. An example is the Deepwater Horizon oil drilling rig, situated in the Gulf of Mexico. A disaster at the rig in 2010, caused by a massive explosion, resulted in 11 deaths and injuries to a further 17 workers (Epstein & Buhovac, 2010). This was declared the largest environmental catastrophe in U.S. history (Epstein & Buhovac, 2010). The business was held responsible for poor management systems in the prevention of the oil spill as well poor response to the disaster (Epstein & Buhovac, 2010).

In most corporations today, sustainability is a critical aspect and discussion point. Academics are continuously developing constructs to assist business in applying sustainability frameworks to business applications (Schwartz & Carroll, 2008). The degree of motivation to implement sustainability programs might differ from government regulations to stakeholder pressure, but managers also recognise the importance of implementing sustainability strategies (Epstein & Buhovac, 2010; van Zyl, 2014; Brown & Treviño, 2006). Sustainability is viewed by most managers as not only the right thing to do, but also as sensible from a business perspective (Epstein & Buhovac, 2010; van Zyl, 2014; Brown & Treviño, 2006). Leadership and the employees of the business play an important role in implementation, and thus the culture and the value system of the business is an important characteristic (Van Marrewijk, 2003; van Zyl, 2014; Brown & Treviño, 2006).

2.5.2 Triple Bottom Line (TBL)

Elkington (2012) introduced the triple bottom line concept as “The triple bottom line captures an expanded spectrum of values and criteria for measuring organisational and societal success: economic, social and ecological/environmental.” Glac (2015) explained the triple bottom line concept as measuring the success of an organisation’s activities based on financial, social and environmental performance. This is also referred to as the performance of the three p’s — people, planet, and profit. (Van Marrewijk, 2003; Osagie, Wesselink, Blok, Lans & Mulder, 2016).

There is a focus in the business world to include all stakeholders, and it is believed that business will not have sustainable success if this does not happen (Schwartz & Carroll, 2007; Norman & MacDonald, 2004). Triple bottom line is a tool for organisations to measure not only the financial bottom line, but also their ethical/social and environmental performance (Norman & MacDonald, 2004; Glac, 2015). It supports the organisation’s obligation to society, employees, customers and suppliers (Norman & MacDonald, 2004). Triple bottom line has changed the traditional assumption that the profit of the organisation alone is a meaningful assessment of corporate performance (Pava, 2007).

Social and ethical responsibility should assist an organisation’s sustainable long-term profits (Norman & MacDonald, 2004). Business ethics should be considered as part of social and economic bottom lines (Schwartz & Carroll, 2007; Norman & MacDonald, 2004). Triple bottom line is thus a means that has been developed to assist in the application of ethical business practices and social responsibility (Schwartz & Carroll,

2007; Norman & MacDonald, 2004). Triple bottom line puts accountability back into accounting and is a more ethical approach for all stakeholders (Pava, 2007).

2.5.3 Corporate Social Responsibility (CSR)

Lockett, Moon & Visser (2006, p. 3) stated, “We have delineated four areas of focus for CSR research: business ethics, environmental responsibility, social responsibility and stakeholder approaches.” Strand, Freeman & Hockerts (2015) defined corporate social responsibility as “a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis” (p. 2). Lockett, Moon and Visser definition on social responsibility will be used as the four main areas of focus are outlined.

There is a debate among academics and business leaders regarding the need to conduct business in a more humane, transparent, socially and environmentally aware and ethical way (Van Marrewijk, 2003; Javidan et al., 2006; House et al., 2004). Corporate social responsibility has evolved over decades and has forced businesses to consider their responsibility towards society (Carroll, 1979). Corporate social responsibility is seen as a form of voluntary social altruism; a business goes beyond normal compliance and engages in societal good beyond that which purely benefits the business (Setó-Pamies & Papaoikonomou, 2016; Stojanovic-Aleksic & Boskovic, 2017). CSR is focused on not harming the community or destroying natural resources for the future of the planet (Setó-Pamies & Papaoikonomou, 2016). Corporate social investment (CSI) is a form of CSR, in this approach businesses invest to improve social and environmental wellbeing (Bae, Chang & Yi, 2018).

Economic responsibility is important — the business needs to generate profit as all other roles are based on the business being profitable (Carroll, 1979; Norman & MacDonald, 2004). Any business’s focus will always be on making a profit. In addition to this objective, businesses are becoming more socially responsible. This has positive effects for communities and all stakeholders, and also has added benefits to the business, such as brand strengthening, and improved attraction and retention of staff and consumers (Stojanovic-Aleksic & Boskovic, 2017; Norman & MacDonald, 2004). CSR must be supported by all in the organisational structure for this framework to be effective (Setó-Pamies & Papaoikonomou, 2016; Stojanovic-Aleksic & Boskovic, 2017; Van Marrewijk, 2003).

Business has an ethical responsibility to all stakeholders and needs to encourage all employees to behave ethically (van Zyl, 2014; Stojanovic-Aleksic & Boskovic, 2017; Brown & Treviño, 2006). CSR gives business a higher purpose as it helps humanity and thus stimulates social responsibility and ethical behaviour in all employees of the business (Stojanovic-Aleksic & Boskovic, 2017). One of the contributing factors to an outstanding leader is humane-orientated leaders (House et al., 2004). Ethical leaders are needed to inspire and support employees to behave more ethically and be more socially aware.

2.5.4 Creating Shared Value (CSV)

Porter and Kramer (2011) define shared value as “policies and operating practices that enhance the competitiveness of a business while simultaneously advancing the economic and social conditions in the communities in which it operates. The creating shared value framework focuses on identifying and expanding the connections between societal and economic progress” (p. 5).

Accordingly, Porter and Kramer (2011) explained the importance of the creating shared value framework as it will not only increase profitability and improve the sustainability of a business, but will also have a social upliftment effect. The creating shared value framework will result in a sustainable business that can continuously work on societal challenges, which ultimately has a huge impact on the economy of a country.

Companies like Nestlé and Novartis have succeeded in creating sustainable businesses that have addressed societal needs. Consequently, these organisations have succeeded in implementing creating shared value frameworks (Crane et al., 2014). Porter and Kramer (2011) believe that the creating shared value framework could be the beginning of the next big transformation in business thinking. It has the potential to stimulate innovation, which could lead to growth in the global economy, as well as change the relationship between businesses’ profit maximisation and societies’ needs (Crane et al., 2014).

The creating shared value framework can assist business in addressing society’s challenges and needs, while provide a competitive advantage in terms of the identification of new opportunities for the business. Multinational companies that enter and invest in the world’s poorest markets, are able develop the lower levels of the economic pyramid, and this has the potential to drastically advance the lives of billions

of people across the world (Prahalad & Hammond, 2002; Garriga & Melé, 2004). Since most businesses are focusing on middle to upper class markets, companies should see the lower-income market as one which offers them opportunities for innovation and advancement (Garriga & Melé, 2004). By acting in their own self-interests, these companies can create huge business benefits by targeting developing markets (Prahalad & Hammond, 2002; Garriga & Melé, 2004). As such the creating shared value framework has an important role to play in business going forward.

Since the creating shared value framework requires an approach very different to those required for profitability and sustainability, businesses have to redefine their purpose (de los Reyes, Scholz & Smith, 2017). There should be a focus on assisting managers to understand and implement the frameworks, such as the creating shared value frameworks, this will assist in creating a more robust business (de los Reyes et al., 2017). The view is that social and economic problems are largely caused by business, and as a result, government has implemented and revised policies governing business. (Crane et al., 2014). Though these policies undermine the competitiveness of businesses, the creating shared value framework is an approach that can overcome this in so far as it requires the redefining of the purpose of the business (Porter & Kramer, 2011).

The academic study of the creating shared value framework, and how it is identified and implemented within a business, is important, especially because of its enormous influence on a society and on the economic growth of a country. Creating shared value can stimulate employees to experience a higher purpose.

In the spiral dynamic memes, the synergistic yellow meme is where creating shared value approach is most prominent as it considers the economic, social and environmental roles of business, but still has a win-win approach to business (Van Marrewijk, 2003; Van Marrewijk & Werre, 2003).

The creating shared value framework has solved serious social gaps and as such, this will be the sustainability framework used, with additional focus on ethical leadership, which can strengthen the robustness of business (de los Reyes et al., 2017).

2.6 Conclusion

Value systems determine people's behaviour and identify what is important to them (Prinsloo, 2012a; Schwartz, 1999; Harris, 2005; Brown & Treviño, 2006). A leader's

values flow into the business and represent a part of the business's values (Gao, 2017). Powerful leaders who have been effective in their organisation, have reflected a clear set of values, and this can be a potential competitive advantage for the organisation (Cowan & Todorovic, 2000; Gao, 2017). Leaders have to develop relationships with their followers and communicate their values to their followers (Covey, 2013; Brown & Treviño, 2006). Good technical skills and values are important qualities in an ethical leader (Ciulla, 1999; Brown & Treviño, 2006).

The creating shared value framework has been a pertinent topic in recent years. The concept focuses on the profitability and sustainability of a business and addresses societal needs (Porter & Kramer, 2011). Organisations can identify opportunities and create benefits by considering the needs of societies in developing markets (Prahalad & Hammond, 2002; Garriga & Melé, 2004). Leaders has the influence to redefine the purpose of the business by orientating the business towards creating shared value that can benefit all stakeholders.

In figure 3, the proposed catalytic impact diagram was developed from the literature, a leader's value system determined a leaders behavior (Prinsloo, 2012a; Schwartz, 1999; Harris, 2005; Brown & Treviño, 2006), that filters through an organisation, imprinting on the employees and as such the organisational culture (Dempsey, 2015; Brown & Treviño, 2006; Gao, 2017). Leaders that have an ethical value system cares for the broader society and therefor are orientated to a creating shared value model (Brown & Treviño, 2006).

Figure 3: The Proposed Catalytic Impact Diagram



3. Chapter: Research Questions

This chapter aims to answer the research questions that were derived from the literature review.

Research Question 1: Exploring a leader's past, current and espoused value systems.

Research question 1 aims to explore a leader's past, current and espoused value systems, using the spiral dynamic model and allocating them to memes. In this way, the advancement from one meme to the next can be identified, which will assist in the interviews to explore catalysts.

Research Question 2: Exploring catalysts in the development of a leader's value system.

Research question 2 aims explore the catalysts that influence the development of a leader's value system. Furthermore, this research question aims to establish if there are any new insights about these catalysts, specifically in senior leadership.

Research Question 3: Exploring leadership styles and legacies leaders want to leave behind.

The aim of this research question is to explore the leader's current leadership style and legacy they want to leave behind. This will give insight to the types of leaders the respondents are, and explore the leader's orientation to a healthy organisational culture and the creating shared value framework.

Research Question 4: Exploring the orientation of a leader to organisational culture.

The aim of this research question is to explore the senior leader's orientation to organisational culture. A leader's current value system and meme allocation in the spiral dynamic model will assist in understanding the orientation the leader has to organisational culture.

Research Question 5: Exploring the orientation of a leader to the creating shared value framework.

The aim of this research question is to explore the senior leader's orientation to the creating shared value framework. According to the spiral dynamic model, leaders who are in the yellow meme display values that are more orientated to the creating shared value framework. A leader's current value system and meme allocation in the spiral dynamic model will assist in understanding the orientation the leader has to the creating shared value framework.

4. Chapter: Research Methodology

4.1 Introduction

This chapter discusses the research methodology chosen for this study. The literature review in Chapter 2 formed the basis of the design of the research methodology. This study used a qualitative and exploratory approach and semi-structured, in-depth interviews that were guided by the literature review. The research method, design, data sampling and analysis strengthened the selection of this approach.

4.2 Methodological Choice and Purpose

Saunders and Lewis (2012) described qualitative and explanatory research as discovering insights of a topic that is not yet clearly understood. Weiss (2004) stated that “studies based on in-depth interviews illuminate the social world” (p. 1). Weiss (2004) also stated that the aim of a qualitative study is to come as close as possible to capturing the series of developments that transpired and led to an event.

The philosophy was an interpretivism, since the human factor came into play (Saunders & Lewis, 2012, Creswell, Hanson, Clark Plano & Morales, 2007). Senior leaders had different values which they regarded as more important, and which provided different answers to the semi-structured, in-depth questions (Saunders & Lewis, 2012, Creswell, et al., 2007). The values the interviewees regard as important influence their behaviour and decision making in daily business (Goa, 2017; Ciecuch and Schwartz 2012; Schwartz, 1999; Harris, 2005; Brown & Treviño, 2006). Since the leaders’ values varied, so did their orientation to the creating shared value framework also vary, and interpretivism therefore assisted with the analysis.

An inductive approach was used in this research, as the theory was tested from the bottom up (Saunders & Lewis, 2012). This approach was used to observe patterns and repeated occurrences of phenomena to develop a general theory (Saunders & Lewis, 2012). The spiral dynamics model was used as a framework from which to explore leaders’ value systems development and orientation to the creating shared value framework (Beck & Cowan, 2014; Prinsloo, 2012a; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005). A proposed catalytic impact diagram was also used for further development of the proposed model.

A strategy of systematic collection of data was used, in which in-depth, semi-structured interviews with senior leaders were conducted to explore and understand the social phenomena of a leader's development from one meme to the next (Prinsloo, 2012a; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005). A mono-method of study was used in this research as this was a qualitative study with semi-structured, in-depth interviews. It was exploratory since it sought to explore a new proposition on catalysts influencing senior leaders value systems development and exploring a leader's orientation to the creating shared value framework (Saunders & Lewis, 2012).

Each interviewee had a unique narrative, which meant that the empirical material and observations from the interviewer were analysed (Braun & Clarke, 2006, Creswell, et al., 2007). The interview questions assisted in exploring the antecedent and the outcome of the leader's value system, thus exploring the value system shifts that occurred and the leader's orientation to organisational culture and the creating shared value framework (Saunders & Lewis, 2012, Creswell, et al., 2007). The study was cross-sectional as it was on a specific topic, at a specific period in time. Empirical material was collected from interviewees at a specific point in time and was thus a snapshot (Saunders & Lewis, 2012).

4.3 Techniques and Procedure

In-depth, semi-structured interviews were held with senior leaders. These interviews were face-to-face and lasted on average 25 minutes (Saunders & Lewis, 2012). The interviewer explained the construct of the interview and attempted to make the interviewee feel at ease, thus allowing the interviewee to speak openly about past experiences (Weiss, 2004). A semi-structured interview format was used (see Appendix 1), in which open-ended, non-directive questions guided the interview (Saunders & Lewis, 2012). While the interviewer could not predict the path, the interview would take with each interviewee, the open-ended questions kept the interview relevant to the research questions (Braun & Clarke, 2006). As each interview progressed, the interviewer added discretionary questions, based on accounts provided by the interviewee that induced the interviewer to explore further (Saunders & Lewis, 2012).

In cases where an interviewee did not elaborate on an answer, various techniques were used to stimulate the interviewee to expound their narrative (Saunders & Lewis, 2012, Creswell, et al., 2007). These included nodding and tilting of the interviewer's head, the use of probing questions, interviewer statements like "Tell me more" or "How did it

happen?” (Saunders & Lewis, 2012), and in some instances, the rephrasing of questions. All of these techniques were employed as a means to stimulate the interviewee to elaborate more.

The interviews were recorded and transcribed. A thematic analysis approach was used, and transcripts were analysed for recurring themes and unifying concepts (Braun & Clarke, 2006). This approach of analysis included reading the transcripts repeatedly to gain deeper insight into, and understanding of, the contents of the interviews (Braun & Clarke, 2006, Creswell, et al., 2007). Identifying a thematic framework, coding, charting, mapping and, finally, interpretation were used with the assistance of ATLAS.ti (Research Methodology, 2018).

To identify the values most frequently selected, frequency analysis was used (Hsieh, & Shannon, 2005). Through the use of the spiral dynamic model, the respondents were allocated to a meme for the past, current and espoused values (Beck & Cowan, 2014; Prinsloo, 2012a; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005). Themes identified the catalysts influencing the leaders to shift to a new meme. Frequency analysis was used to identify the most prevalent catalysts identified (Hsieh, & Shannon, 2005). Thematic analysis was then used to identify the themes for the leader’s orientation to organisational culture and the creating shared value framework.

4.4 Population

The population was senior leaders, including CEO’s, executives, directors and senior managers. Semi-structured, in-depth interviews were arranged with these leaders and most of the interviews took place at the Gordon Institute of Business or at the leaders’ offices. One interview was conducted at the interviewer’s home as that was most convenient for that interviewee.

4.5 Sampling Method and Size

The sampling method was non-probability sampling as a complete list of the sample was not available for selection. This meant the sampling method could not be random (Saunders & Lewis, 2012). Purposive sampling and snowball sampling were used to achieve the sampling frame, and resulted in the sample size consisting of 19 senior leaders (Saunders & Lewis, 2012, Welman & Kruger, 1999). Purposive sampling was

used as the researcher’s judgement assisted in sampling senior leaders in different industries. Snowball sampling was used as some of the leaders who were interviewed identified other relevant senior leaders to be suitable interviewees (Saunders & Lewis, 2012, Welman & Kruger, 1999).

The size of the sample was not fixed at the onset of the study, but as interviews were completed, data was analysed, themes were identified and no new insights were gained, saturation was determined (Saunders & Lewis). Saturation was reached with the eighteenth interview, one more interview was conducted to confirm no new insights were gained and that saturation was reached.

The sample size consisted of 19 respondents from nine different industries, including Agriculture, Engineering, Finance, Manufacturing, Logistics, Marketing, IT, Construction, and Real Estate. Not all industries were equally represented as judgemental sampling was used, but as all the respondents were senior leaders in their industry, as such they were relevant to the study. In Table 2, each respondent’s industry and job titles are provided.

Table 2: Respondents Industry and position at the organisation

Industry	Job Title
Agriculture	Technical Formulation Manager
Engineering	Director of Power
	Group Engineer
Finance	Chief Finance Officer
	Accounts Payable Manager
	African Chief Accountant
Manufacturing	General Manager
	Extrusion Manager
Logistics	National Sales Manager
	Managing Director
	Branch Manager
	Regional Technical Manager
Marketing	Regional Sales Manager

IT	Executive Director and CIO
	Managing Director
	Senior Digital Product Manager
	Sales Operational Manager
Construction	Project Manager
Real Estate	Chief Executive Officer
Total Respondents	19 Respondents

4.6 Unit of Analysis

The 'who' was senior leaders, including CEO's, executives, directors and senior managers. The 'what' were the interview transcripts and interviews that were conducted with senior leaders on their value systems and their orientation to organisational culture and the creating shared value framework (Saunders & Lewis, 2012). The interviews assisted in exploring catalysts that created discomfort and caused the leader's value system to transcend to a different meme.

4.7 Measurement Instrument

Saunders and Lewis (2012) stated that an effective way of conducting exploratory research is through conducting in-depth interviews. Therefore, the measurement instrument used was semi-structured, in-depth interviews. Nineteen face-to-face interviews were conducted with senior leaders, which included CEO's, executives, directors and senior managers. This was to explore catalysts influencing a leader's value systems and the leaders their orientation to organisational culture and the creating shared value framework. A semi-structured schedule, developed from the literature review, was used for the interviews — the interviewer asked about a set of constructs by using predetermined questions. Questions were open-ended and non-directive so as to provoke narratives, including identifying catalysts that played a role in the development of the leaders regarding these constructs (Braun & Clarke, 2006, Creswell, et al., 2007, Welman & Kruger, 1999).

Respondents were contacted by email to ask if they would participate in the research and indicated their agreement by signing a consent form. Interviews were held at venues convenient for both parties and lasted on average around 25 minutes each. Interviewees

were given a brief explanation of the study and the structure of the interview schedule in order to start developing a level of trust with the interviewer. The more comfortable the interviewees felt, the more willing and able they would be to divulge and describe past personal experiences (Weiss, 2004, Welman & Kruger, 1999).

The first section of the schedule contained questions relating to the leader’s past, current and espoused values, which included the development of their values and explored catalysts that influenced the shift of their value system. The second section contained questions relating to the leader’s leadership style and development of leadership style, and related back to the leader’s value system. The last section included questions regarding the leader’s orientation to organisational culture and the creating shared value framework and how their orientation had altered since their first exposure to these concepts. This again related back to the leader’s value system.

A proposed catalytic impact diagram, as illustrated in Chapter 2, assisted with the development of the semi-structured schedule used in the interview and the research questions developed. Therefore, the interview schedule was mapped against the research questions as seen in Table 3. The schedule was used as a guideline in the interviews. With some participants, probing questions and rephrasing of questions was used to stimulate interviewees to elaborate on their narratives.

Table 3: Research questions and interview schedule alignment

Research Question	Interview schedule
Exploring a leader’s past, current and espoused value systems.	What values are most important to you? What were your values ten years ago? What are your espoused values?
Exploring catalysts in the development of a leader’s value system.	What was your journey to becoming the leader you are today?
Exploring leadership styles and legacies leaders want to leave behind.	What type of leader would you classify yourself as? What legacy as a leader do you think you will leave behind?

Exploring the orientation of a leader to organisational culture.	Is organisational culture important?
Exploring the orientation of a leader to the creating shared value framework.	<p>What do you understand regarding the concept of creating shared value?</p> <p>What is your disposition regarding creating shared value and what led to this outlook?</p> <p>What is your opinion about business needs and societal needs?</p>

4.8 Empirical Material Gathering Process

Empirical data was collected through conducting semi-structured, in-depth interviews with 19 senior leaders, including CEO's, managing directors, executives, directors and senior management in various industries. The interview schedule consisted of three sections, with open ended, non-directive questions in each section to stimulate conversation (Saunders & Lewis, 2012, Creswell, et al., 2007).

The semi-structured schedule was a framework to stimulate the gathering of applicable information in the discussion, and assisted in keeping the conversation relevant to the topic, while being sufficiently open-ended to encourage the interviewee to tell their story (Saunders & Lewis, 2012). Dialogue was also stimulated by probing questions when the interviewer wanted the interviewee to elaborate more. The interview schedule was developed by obtaining knowledge around the subject matter with the literature review in Chapter 2.

The interviewer prepared before the commencement of the interviews by being familiar with the questions, the biases that could occur, and by conducting a pilot interview beforehand. The pilot interview was conducted before the start of the interviews and confirmed that the relevant information obtained from the proposed semi-structured schedule was sufficient to answer the research questions (Saunders & Lewis, 2012).

Respondents were contacted by email to ask if they would participate in the research, and those respondents who agreed were interviewed at a convenient venue. Formal introductions were made on the day of the interview and the interviewees were asked to complete and sign a consent form, Appendix 2, to ensure that data collected was gathered in an ethical way. The interviewer provided interviewees with a brief explanation of the study and information was gathered regarding their industry, age, ethnic group,

gender, number of employees in the organisation, their industry and job title. Each interview was recorded with the interviewee's permission and lasted for approximately 25 minutes.

The research project, including the interview and the interview schedule, was explained to the interviewee to start developing a level of trust, and to ensure that the interviewee felt comfortable, since this would encourage the interviewee to divulge past personal experiences more willingly (Weiss, 2004, Welman & Kruger, 1999). The research project was explained as the study of the catalysts influencing the value systems of leaders and the leader's orientation to organisational culture and the creating shared value framework. Furthermore, the interviewer explained that the interview was about the journey the leader had taken to becoming the leader they were today. Furthermore, the interview schedule, which contained questions relating to the leader's journey as well as the leader's thoughts on certain topics, was explained to the interviewee.

Some of the leaders interviewed were more open to answering questions and some leaders were more reserved in their answering and tried to keep them as work related as possible. In many instances, interviewees opened up more after the interview was completed and gave additional information and insights, but this has not formed part of the empirical data.

The interviews were recorded with permission from the interviewees, and then transcribed. A thematic analysis approach was used, transcripts were analysed for recurring themes and unifying concepts (Braun & Clarke, 2006). For the frequency of the value words selected, frequency analysis was used (Hsieh, & Shannon, 2005). Recordings were listened to, and transcripts read, repeatedly to gain more thorough understanding and insight (Braun & Clarke, 2006, Creswell, et al., 2007).

4.9 Analysis approach

A thematic framework analysis approach was used to analyse empirical material for identifying themes and frequency analysis was used to identify the value words selected frequencies. Thematic analysis is a method that can be used in a qualitative research study to identify and analyse themes or patterns in the empirical data (Braun & Clarke, 2006).

The recordings and transcripts of each interview were used, and thematic analysis —

with the assistance of ATLAS.ti — was used to identify new themes and insights. Each interview took one to two hours to analyse and then the phases of thematic analysis by Braun & Clarke (2006) was used. The first phase was for the researcher to become familiar with the data, and data was thus transcribed and repeatedly read (Braun & Clarke, 2006; Saunders & Lewis, 2012). Each interview was voice recorded and then transcribed. Once transcribed empirical material was available, the interviewer familiarised herself with the transcribed material by listening to the voice recordings and reading the transcripts repeatedly (Braun & Clarke, 2006).

The second phase was to generate initial codes by systematic coding patterns and insights from the transcripts. Themes were established during this phase by identifying important constructs and repetition (Braun & Clarke, 2006). The third phase was to search for themes by collating the codes into themes. The codes were reviewed many times before the themes were developed (Braun & Clarke, 2006). Common themes were identified through frequency and patterns, after which coding was used to assist this process (Braun & Clarke, 2006). Themes already began emerging during the interview process, as many reoccurring answers were provided by the interviewees. The fourth phase was to review the themes and check for relations, and to generate a thematic chart of the analysis. ATLAS.ti was used to assist in generating the thematic chart.

The fifth phase was to define and name themes according to the overall narrative, and by doing so, to generate the names of the themes. Themes identified were named in accordance with the narrative (Braun & Clarke, 2006). The sixth phase was the production of the report, in which extracts of the interviews were selected and related back to the analysis. During this phase, the themes were analysed according to the research questions (Braun & Clarke, 2006; Saunders & Lewis, 2012).

Furthermore, the identified past, current and espoused values, frequency analysis was used which assisted in the allocation of the leaders to a meme in the spiral dynamic model (Hsieh, & Shannon, 2005; Prinsloo, 2012a; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005). Narratives were used to identify the themes that identified catalysts, which assisted in the development of the leader's value system and the espoused value system the leader desires, as well as the leader's orientation to organisational culture and the creating shared value framework. ATLAS.ti was used as a tool to analyse the empirical data collected and assisted in quantifying frequencies and trends. Data validity was substantiated, as the empirical data collected did measure what it was intended to measure (Saunders & Lewis 2012, Welman & Kruger, 1999, Creswell

& Miller, 2000).

4.10 Validity and Reliability

To identify and evaluate the consistency of a research study, validity and reliability are key criteria (Saunders & Lewis, 2012). In qualitative research validity is credibility and plausibility and can be enhanced through continuous verification of the findings, in the interviews this was verified as the leaders live stories was told (Krefting, 1991). The literature review in chapter 2 assisted helped to facilitate a common understanding by the interviewer to focus the interview schedule during the interviews.

Qualitative research is subjective and as such can be subject to biases (Saunders & Lewis, 2012). The testing factor might threaten the validity as the interviewees may have wanted to impress the interviewer with their responses and tales (Saunders & Lewis, 2012, Creswell & Miller, 2000). When the interviews were conducted, interview bias, interpreter bias and response were limited as far as possible by the interviewer, so as not to threaten the reliability of the research project (Saunders & Lewis, 2012).

To limit this unreliability, interview questions were standardised and ensured that a semi-structured schedule was maintained throughout the interviews. During the process of interviewing the leaders, the interviewer was aware of the above-mentioned potential threats to validity and reliability, and this assisted in alleviating some of the influences these threats could have had (Saunders & Lewis, 2012, Creswell & Miller, 2000). Interviewees were given ample time to think about the narrative they provided in response to the questions.

4.11 Ethical Consideration

Ethical clearance was obtained from the university's Ethical Committee to ensure the research was conducted in an ethical manner. Each respondent signed an informed consent form before commencing and recording the interviews (Appendix 3). All respondent's information is kept confidential, therefor the respondent's names are omitted from this report.

4.12 Limitations

Limitations related to this study are identified below:

- Qualitative research is subjective and as such at risk of biases, as previously mentioned (Saunders & Lewis, 2012). Though research bias was possible, every attempt was made not to lead questions, or relate to the experience to the interviewer past, but listen to what the interviewee was actually saying.
- The population of senior leaders did not include all senior leaders in South Africa, and the obtained information might be different in other populations chosen. Therefore, this work needs to be replicated for different countries if it is to be used beyond the borders of South Africa, or within different senior leaders' profiles.
- The interviewer was not trained in interviewing techniques, and this may have had an impact on the results obtained.
- Geographically, not all provinces of South Africa were represented. Due to convenience, only senior leaders in the province of Gauteng were interviewed.
- The sample selected was also a limitation as only senior leaders were interviewed for this study.
- Since only senior leaders were included in the study, the values the leaders could select during the interview did not include the bottom two memes. This was decided as senior leaders are more advanced in their level of thinking.

5. Chapter: Results

5.1 Introduction

In this chapter, the results of the research are presented according to the research questions. The results were derived from the analysis of the in-depth, semi structured interviews. Interview questions were developed to be aligned with the research questions from Chapter 3.

5.2 Interview Sample

A total of 19 interviews were conducted, of which four respondents were female and 15 were male. Purposive sampling was used as the researcher's judgement assisted in sampling senior leaders in different industries, and snowball sampling was used as some of the leaders interviewed identified other relevant senior leaders as potentially suitable interviewees. Senior leaders in various industries were interviewed. This included CEO's, managing directors, executives, directors and senior management. Table 4 below provides information on their age, gender, industry and job designation.

Table 4: Information on Interviewees

Interview	Age	Gender	Industry	Job title
Interview 1	37	Male	IT	Executive Director and CIO
Interview 2	30	Male	IT	Senior Digital Product Manager
Interview 3	60	Female	Real Estate	Chief Executive Officer
Interview 4	31	Male	Logistics	National Sales Manager
Interview 5	34	Male	Logistics	Managing Director
Interview 6	52	Female	IT	Sales Operational Manager
Interview 7	37	Female	Operations	Regional Operational Manager
Interview 8	38	Male	Finance	Chief Financial Officer
Interview 9	36	Male	Engineering	Director of Power
Interview 10	34	Male	Construction	Project Manager
Interview 11	35	Male	Logistics	Branch Manager
Interview 12	35	Male	Logistics	Regional Technical Manager
Interview 13	34	Male	Agriculture	Technical Formulation Manager
Interview 14	57	Female	Finance	Accounts Payable Manager
Interview 15	37	Male	Finance	African Chief Accountant

Interview 16	40	Male	Engineering	Group Engineer
Interview 17	44	Male	Manufacturing	General Manager
Interview 18	37	Male	Manufacturing	Extrusion Manager
Interview 19	50	Male	IT	Managing Director

5.3 Results of Research Question 1:

Research Question 1: Exploring a leader's past, current and espoused value systems.

The aim of this research question is to explore a leader's past, current and espoused values systems. Using the frequency analysis, these past, current and espoused values could be allocated to the spiral dynamic model, and the shift from one meme to the next could be identified, which assisted in the identification of catalysts.

5.3.1 Value System Development

There were three questions in the interview schedule that pertained to exploring leaders' value system development, including the current, past and espoused values of the leader. Each interviewee was asked to choose three to five values for current, past and espoused values, though many provided up to seven values in a section. Interviewees were given a list of 21 value words from which to select.

Respondents were asked to focus on the start of their careers when selecting the past values. The most frequently selected value words are displayed in the tables below. Table 5 represents the past values most selected by the respondents, which were courage, responsibility and achievement.

Table 5: Past values most frequently selected by leaders

Past values	First Selected Value	Second Selected Value	Third Selected Value	Combined fourth to seventh selected values
Courage	2	3	6	2
Strength	4	2	1	
Responsibility	2	3	6	3
Achievement	7	3	1	2
Integrity	2	0	1	1

Table 6 represents the current values selected by the respondents, in addition to the frequencies. These are the values the leader regards as most important at present. Responsibility and equality were the value words with the highest frequency for current values.

Table 6: Current values most frequently selected by leaders

Current values	First Selected Value	Second Selected Value	Third Selected Value	Combined fourth to seventh selected values
Responsibility	1	9	4	2
Discipline	1	1	2	
Equality	4	2	3	2
Integrity	11	3		

Table 7 represents the espoused values selected by the respondents, in addition to the frequencies. These are the values a leader would strive towards in the future. Equality and responsibility were the value words with the highest frequency for espoused values. In this section it is important to note that the values selected were not as narrow as the past and current values, but values such as wisdom, flexibility and tolerance were more prevalent.

Table 7: Espoused values most frequently selected by leaders

Espoused values	First Selected Value	Second Selected Value	Third Selected Value	Combined fourth to seventh selected values
Responsibility	2	2	2	3
Innovation	1	1	4	2
Equality	2	3	1	5
Integrity	4	3	1	
Tolerance	2	1	2	1
Wisdom	4	2		

5.4 Results of Research Question 2:

Research Question 2: Exploring catalysts in the development of a leader’s value system.

The aim of this research question is to explore the catalysts that influence the development of a leader’s values system. Furthermore, this research questions aims to establish if there are any new insights about these catalysts, specifically in senior leaders.

5.4.1 Catalysts Influencing the Development of a Leader’s Value Systems

There are was one main question in the interview schedule addressing this research question. It focused on the journey the leader had taken in becoming the leader they are today. Interviewees did not initially elaborate on specific events; probe questions were used to elicit these details. This question assisted in identifying catalysts that developed their leadership styles and value systems.

In answering this question, leaders talked about their upbringing, parental roles, their studies, job experiences, difficult times in their lives, and other events they felt moulded them as a person. Most of the respondents were forthcoming, but a few did not want to go into the detail about difficult times in their lives.

Respondent 14: “That is quite a personal question.”

The catalysts that were identified can be seen in Table 8, below. A leader’s upbringing, the role models during their journey and life trials experienced during their leadership development, had the highest frequencies. Education and the opportunities the leader had during this process were identified as also having played an important role. Toxic bosses, falling under life trials, suppressed the leaders during the time they were influenced by that boss, but they learned and progressed as a result of the experience.

Table 8: Catalysts identified in the development of a leader’s value system

Catalyst	Frequency
Life Trials	35
Role Models	28
Upbringing	27
Opportunity	23
Work Environment	13
Managing Subordinates	6
Travel	5
Sport	4

Life trials, role models and a leader’s upbringing, were the three main catalysts identified in this research project. The catalysts that can be used to develop leaders are life trials, role models, opportunity, work environment and managing subordinates.

5.4.1.1 Life Trials

A prevalent catalyst when leaders discussed their journey to becoming the leader they were today, was life trials. Different types of life trials were discussed during the interview process, including toxic bosses, losing a loved one, a tragic event and a difficult upbringing.

Toxic bosses were most frequently identified under the life trial theme. The majority of respondents discussed how the toxic boss treated them poorly, therefor suppressing them during their tenure under this specific boss. Respondents also explained how this further developed them as leaders as they grew from the experience and learned how not to lead and treat people.

Respondent 12: "I feel that when you are being suppressed there is a whole lot of things, you don't want to go to work, you don't want to be in that situation, you get frustrated."

Respondent 15: "And I think maybe when I left the company you realise that indirectly, although I hated him at the time, there are some skills that I learnt, and one was to be thorough and two was basically to do things to the best of your ability before and also taking ownership."

Death of a family member was also identified as a catalyst to the leader's style and in transcending to a different meme in the spiral dynamic model, influences one's worldview. Both these respondents became resilient through these tragic experiences.

Respondent 18: "I lost my parents fairly young and that taught me there's nobody that's going to look after you; you have to stand up and just carry on, you cannot go and sulk in a corner and say 'I'm defeated'."

Respondent 1: "My mother passed away from a heart attack in her sleep. My grandfather passed away four months later after my mom and it was my older brother and myself that put my younger brother through the rest of the school, he was in standard 7. Put him through schooling and then gave him a job, employed him at the company I was working at. 21 years later, his father never saw him because his boss and he never knew it, so that was a big milestone."

One of the respondents experienced a tragic event during his final year at school. He lost his leg in a farming accident and his was a catalyst that changed his worldview. This is another respondent who indicated that his worldview changed and he developed resilience through this life trial.

Respondent 19: "At the end of matric, I lost my leg and that had a big impact; still it's got a big impact on my life, a lot more positive than negative. The positive side is I think I never had things too easily but at the same time when I then achieved something, the reward for me was a lot bigger. What I mean by that is, like many people climb Kilimanjaro, so I went and climbed Kilimanjaro and the reward for me was a lot more than maybe able people doing it without using crutches. So, I learnt a lot how to overcome and to be more resilient, to fight for things that you want to achieve in life."

Upbringing was discussed mostly in terms of the family values that were instilled from a young age and developed the leaders' base value systems. A respondent explained that he did not have a good relationship with his parents, but had teachers as role models.

Respondent 17: "If I can say things that stood out for me in my life was the situation with my mother and my father was not good, we were forgotten at the bus station, we had to walk home and all that stuff. So, I just made a decision if I get married, get children, I don't want to be that father or parent to my children, I want to give them what I never had and that's my – it's what I work for, it's for my family to not to be in that position."

Respondent 17: "The one teacher there - I did cross-country so he boosted me a lot and myself and the headmaster played cricket together, father and son cricket."

There were multiple respondents who discussed life trials such as changing schools and experiencing different cultures that influenced their world views.

Respondent 4: "It was also significantly tougher because I grew up learning and being educated in Afrikaans and all of a sudden, I went from top performing student in Afrikaans to a struggling student when I was in an American school. It wasn't, let's take Math for example, it wasn't that I didn't know what to do, it was the wording was so significantly different that I had no idea what was going on. So once again I think that Afrikaans culture of working hard and putting in the effort got me up to that point where I was once again a high performing student."

Many respondents shared their life trials as difficult times they went through and how the experience changed the way they viewed the world. Life trials is a strong catalyst in a leader's value system development.

5.4.1.2 Role Models

The importance and influence of a role model was discussed multiple times by the respondents. Various people in the respondents' lives were role models — grandfathers, parents, their leaders in companies, and sometimes people they looked up to who worked hard and achieved success. These role models played a significant role in leaders' value systems development.

Respondent 5: "I think secondly it has been how hardworking my dad has been and I've always seen him as a role model. And I think the fact that most of the time he wasn't there simply because he was just trying, he was working so hard just to get to a point where he's successful in business, has influenced me a lot."

Respondent 10: "I was fortunate to always, through all the stages in my life I had somebody. I was always looking up to my father and my grandfather. They're the first people that I actually looked up to and they were a great example and they still are, and that's where I learnt the integrity thing, how important that is. And they taught me that integrity, which is a big term, but according to my father and my grandfather you have it in what you say and what you do."

Respondent 13: "As a child it was easy, role model was my dad, he was also very hard-working, very successful engineer, a lot of my principles today is still based on what he told me when I was young. That fell over to my school career, hard-working, academics, social, all that stuff, sport."

Respondent 5: "He's always been saying nothing can defeat me so I must still keep pushing harder."

Through these examples, there is a clear indication that father figures played a role many respondents' development, especially through setting an example by working hard and having good values.

A neighbour had a profound influence on one respondent, where this neighbour's value system drove his decisions in business and how the road to success took longer, but he stayed on the straight and narrow. This is an example how an individual with a strong value system which is lived daily, can assist in the development of another's value system.

Respondent 12: "The one person was my neighbour who started, well I saw him start his business from having absolutely nothing to, well today he is one of the biggest companies in his industry, in the industry that he is. That was one guy and I saw the way he did it versus the way other people do it. Other people looked at where is that, it wasn't morally correct if I could put it that way, and he did everything, it took him longer, it took him, the work was a lot more than the people that did it the wrong way yet he still succeeded with all of those restrictions."

A few respondents mentioned that teachers at school were role models and assisted in their development.

Respondent 15: “And in terms of mentors I can only think of one maybe in high school because I decided to pick an additional subject in school and I used to go for extra lessons, and one of the guys that used to take me for the extra lessons just used to give me advice on basically career advice and what options were there for me, and sort of motivate me.”

Bosses was discussed as inspiring the respondents and is still inspires them today. Additionally, leaders who were role models to their subordinates were also mentioned in many interviews.

Respondent 6: “I think I have been so fortunate in that I’ve really had incredible leaders, I’ve worked for fantastic leaders.” He went on to explain how “they also tried to grow people and they did fantastic things for their community and in South Africa.”

Respondent 1: “There was a financial director, John Lord, that instilled a lot of values regarding life and business to me over the past 14 years.”

Respondent 2: “I want to get a mentor to assist me in my journey, somebody that is much more senior than what I am, just under Chief level in our organisation. And it’s a lady, it’s a she, it’s one of my previous bosses which just really inspired me, and I meet up with her every second week and we go for a session, and then we discuss things and whatever I need that I’m struggling with, that I’m struggling to manage, if it’s people, if it’s process, she really guides me around that.”

There was a clear indication that a role model was a catalyst in a leader’s value system development. An array of different figures fulfilled this role, although fathers emerged as particularly prevalent role models in respondents’ lives.

Respondent 1: “Those role models were instrumental in my upbringing and my development as a leader.” The respondent further explained the important lessons he learned from his role model, saying, “And you know, I always said that the one thing from a leadership perspective, it’s not about you, it’s about others.

And you know you live your life once, and my grandfather always instilled it and spoke to me and said when you live your life you need to live it by leaving the legacy with people when you pass away that people still talk about you. So, your character, if you got a bad character, it dies with you at the grave and if you have a good character, it will live forever.”

5.4.1.3 Upbringing

A leader’s upbringing definitely played an influential role in their lives. Nearly all leaders discussed the family values that were instilled from a young age, whether from both parents, a single parent or grandparents. These values assisted in developing how leaders treats other people.

Respondent 1: “I grew up in a very family-oriented home where it was my mother and my grandparents that moved in with my mom to grow, to bring us boys up and based on that the values that were instilled from a young age, meaning integrity, truth, meaning accountability for your actions.”

Respondent 2: “We literally had family values and our main value was respect for each other and for yourself, and we used to have a monthly and a quarterly meeting, a family meeting that my folks called and we’d sit around the table and we’d discuss our family values and we’d discuss items like how much pocket money we should be getting and we could motivate around how much you’re entitled to, and what the increase should be from last year and why.”

Respondent 16: “It mattered how people treated each other, so there was a lot of caring going on. So that influenced me a bit in terms of my outlook. A lot of people being fair, justice, those kinds of things, so they were quite prevalent then.”

Respondent 16: “So when I grew up, I had a single parent, my mother, so she did but in terms of, I would say if I look at some of the values that I’ve got, I think maybe integrity definitely, and courage, she was very courageous.”

Hard work – was instilled in them by their parents and their culture – was a prevalent value discussed by respondents. Especially the value of working hard was instilled from a young age.

Respondent 8: “So I think growing up we were always told to work hard and respect individuals and show the respect, the integrity, and it wasn’t more of you can work hard but even though they have other values like respecting other people regarding their integrity then it won’t take you anywhere, you need a combination of different aspects as a leader to make it in the leadership roles.”

Respondent 4: “From an Afrikaans perspective, that conservative culture is a culture of working hard, earning what you keep, putting in the effort.”

Respondent 10: “I grew up on a farm and my parents are still on the farm, and most of my family are farmers, so I learnt to work hard from a young age. On the farm my father never gave us pocket money but he always gave us tasks to do on the farm because there’s numerous tasks to do, and we got paid according to what we did. So, although we didn’t get pocket money, we earned money and we ended up having more money than all the other children at school who just got it. So, I learnt to work hard from a young age and I enjoy work actually.”

Upbringing was prevalent as a catalyst in a leader’s value system development. Most leaders had their families’ and communities’ values instilled in them from a young age. Many of the values chosen by the leaders were family values they still regarded as important.

5.4.1.4 Additional Catalysts

Other catalysts that were identified were opportunity, work environment, managing subordinates, travel, and sport. These catalysts were not as prevalent across all interviews, but each respondent who discussed these catalysts clearly stated that they played a role in their leadership development.

There were three parts identified with the catalyst of opportunity: education; further upskilling within a business; and opportunities to progress within a business. Respondents identified their academic journey, whether secondary education, tertiary education or training by businesses was part of their leadership development.

Respondent 7: “They sent me for internal training programs, I also myself was on the Bidvest Academy, I did a banking course in Milpark Business School and today find myself as regional manager.”

Respondent 15: “Also, the added advantage was from the academic side, if you pass your board exams, there’s not too many people that do it, so you naturally become a leader from that perspective.”

Growth — and having the opportunity to grow within a business — assists in the development of a leader.

Respondent 1: “From that aspect grew from grassroots level in the company, from a technical manager into a product development executive and then into the chief technology officer, was appointed to the board in 2010 and then I was on that for five years and then the Chief Information Officer role and also being an executive director.”

Respondent 1: “I did all my studies in IT, I developed and then I started working on the help desk. The biggest thing that formed my value system is how to deal with people.”

This showed that opportunities in a leader’s life are catalysts to developing their value system and their worldview, not just through new learning, but the leaders realised that not all have had the same opportunities.

Sport and travel were mentioned a few times as a catalyst in a leader’s development. A respondent explained how sport assisted his development of teamwork.

Respondent 10: “I was a professional rugby player for a while and there I learnt to operate as a team, because I played rugby so it’s obviously a team sport.”

Respondent 15: “If I go astray, just rein me back. If I go from a leadership point of view from being young, I think for me what stands out the most is probably from a sporting background where I used to enjoy sport and I used to like winning.”

Many respondents shared stories about their travel experiences.

Respondent 4: “When I was about 15, we moved to Saudi Arabia for two years and that was, I think, one of the most defining moments in my life. The main thing

was a massive culture shock coming from the closed-off Afrikaans community to all of a sudden living in a Muslim country, living in between Americans and all races and all languages, living between Pakistanis, Indians, Africans, completely shifted my mindset. It's there I realised how skewed the Afrikaans community I was in, was. Realising also that the impact of that Afrikaans community had on the surroundings around me. So that was quite significant and that's why equality is such an important piece to me...the second defining moment was we lived there for about two years, so when I was about 17, we came back, back to the Afrikaans community and back to the same school as well, which was very tough because all my friend's kind of remained rooted in that Afrikaans culture and now I'd changed significantly. So, I didn't quite fit in when I got back, which was tough, but I didn't revert back to the Afrikaans way of thinking or that community's way of thinking."

Respondent 6: "I've been fortunate enough to travel the world extensively and I've worked in multiple countries, and lived in multiple countries. I think doing that, one learns operating in different cultures and being part of different cultures and seeing what works and what doesn't from third world environments to first world environments. It's really been a fascinating journey for me. I've been very fortunate and very lucky."

Traveling and sport have assisted leaders to develop their value systems by developing their leadership through team work, diversity and leading. Traveling and sport have thus been catalysts in leaders' development.

5.5 Results of Research Question 3:

Research Question 3: Exploring leadership styles and legacies leaders want to leave behind.

This research question's aim is to explore the leader's current leadership style and legacy the leaders want to leave behind. This will provide insight to the types of leaders the respondents are, and explore the leader's orientation to a healthy organisational culture and the creating shared value framework.

5.5.1 Leadership Styles

The two leadership styles that occurred most frequently during the interviews were Authentic leadership and Transformational leadership, with a reference every now and then to the Transactional leadership style. The traits most commonly used to describe their leadership styles were communication, transparency, collaboration, fairness, team orientation, and leading by example. The Autocratic leadership style was mentioned a few times as a leadership style that is not effective anymore and must be moved away from.

There were a few different leadership styles that emerged, from authentic, transformational, servant and transactional leadership style. One respondent added how autocratic leadership style is not effective in today's world.

Respondent 19: "I would say I'm an authentic leader. Whenever I try to make up something or to try and script something, it doesn't connect with, so I've just found in my own journey whenever I'm authentic, so whatever I think and feel, that I can frame it and share it that it connects better with people and then I can take people on a journey."

Respondent 1: "From a theory perspective I mean we are very much between a transformational leader and a servant leader."

Respondent 2: "I try to lead by example and I do think I do have a lot of transactional leadership qualities because I like to drive the numbers and I like to know where we are and the deliverables."

Respondent 1: "Gone are the days of great leadership can count that autocratic rule downwards in the organisation. The reason why is the employees and the staff complement is younger getting into the workforce and I put very different values, very different ways of operating and what I've seen over the last few years in business, is that when you have to work with them, there has to be that sense of collaboration from a leadership perspective, but working with the actual staff and not actually just sending orders down to the store."

In the transformational and authentic leadership styles, two themes are clear. Most respondents were unsure of their leadership style and rather described it by identifying

the qualities they use to lead. Transparency, integrity and communication were mentioned a few times by respondents. Collaboration and the term 'leading by example' was a phrase often used to explain the leader's leadership style.

Respondent 2: "So transparency is the integrity section around what you communicate to the team. So, if I communicate to my team that this is where we are, we are in a difficult place or it's communicating the good and the bad and being very transparent and clear where you are and setting the direction."

Respondent 2: "Having a good structure, making sure that everybody is aware of what they're supposed to do, so the clarity, the transparency, as part of the culture. Like the culture could be to drive the transparency of everybody knowing what you're supposed to do, making sure that the teams are aligned, which many times if there isn't that stringent culture of getting everything aligned, it just falls apart."

Respondent 6: "Communication, for me, is key. Communication, transparency, those are very important things as a leader. And listening, and if you can't listen, if you're just talking over people all the time and telling them what they should be doing and how they should be doing it and never encouraging people to bring their output to the table, it's the company that loses because of it."

Respondent 9: "So now it's more on the collaborative level, keeping the environment right and more enabling people to do what they believe they're good at, and we believe they are good at, and fostering them along the paths that they need to go."

Respondent 6: "I classify myself as an enabler. I like to bring people and encourage people to be the best version of themselves and I do that by leading by example."

Respondent 3: "I'm very much a leader that leads by example. I never expect somebody to do something that I haven't done before, and to be a leader with the people, you lead with them, you can't lead from behind you've got to be in front and show an example, 'lead by example'. So, I've always gone out to have a best interest for them and leading by example, I think that's one of the biggest things for me is if you speak about, if you can talk it you need to walk it kind of

thing.”

Respondent 1: “And you know I always said that the one thing from a leadership perspective, it's not about you, it's about others.”

5.5.2 A Leader's Legacy

Most leaders discussed the legacy they would want to leave behind, as being one which in some way, improved people's lives, being inspirational to employees and to build value for all.

Respondent 16: “I hope I inspire guys to want to achieve more, people to understand that it's possible to aim quite high and still get there.”

Respondent 1: “My legacy as a leader is, number one, I love looking after people, when they fail and you can help them and be remembered in life.” This respondent elaborated, “If you are going to an organisation, make sure that all the decisions that you make needs to develop that organisation and make it better and stronger for the people that reside at the organisation. It's not about extracting value for yourself. It's about deploying and building the value for everybody in the organisation.”

Some leaders wanted to be able to identify talent in their respective organisations, and assist in development these individuals. Leaders also wanted to transfer knowledge to uplift others, leaders also discussed advocating education to all.

Respondent 3: “The legacy of seeing potential in people and giving them a chance”

Respondent 4: “I think the big thing is I don't hide information from anyone, I share as much of my knowledge as much as possible and try to uplift others through that.”

Respondent 5: “It is about advocating for education and how people should continuously learn, and they should always see the world as this ever-changing environment, and if they don't change faster than that rate of change of the world, then they are not going to be as successful as they want to be.”

Leaders wanted to leave a legacy of improving lives through being role models to others. There was a clear theme around enriching and improving lives as being a leader's legacy aspiration.

Respondent 13: "Basically to be a role model to the people below me, like my role model was to me."

Respondent 6: "I always want people to think about I made their lives better or I helped them grow in some way."

Respondent 18: "One where my people would say they've learnt a lot, where they can say I've enriched their lives, not just as taking them up in life in salary, but in mental capacity, problem solving and education as well."

5.6 Results of Research Question 4:

Research Question 4: Exploring the orientation of a leader to organisational culture.

This research question's aim is to explore the senior leader's orientation to organisational culture. By having identified the leader's current value system and meme the leaders are allocated to will assist in understanding the orientation the leader has to organisational culture.

Three main thought patterns emerged during the interviews: respondents thought organisational culture was important and beneficial; they concurred that a healthy organisational culture was driven by the companies' and leaders' values; and there should be a strategy by which this culture was implemented.

5.6.1 Values at the Core of a Healthy Organisational Culture

Respondents continuously discussed values as being at the core of the organisational culture created. These values were the business values that were driven down from the leaders of the organisation. This respondent wanted to build a family-oriented culture in the organisation as it would improve working conditions and stimulate performance.

Respondent 1: “To give an example in business, we were in business for 14 years, growing an entrepreneurial mindset culture of values where your belief, you belong to the organisation as a family member basically, your performance levels increase substantially. Knowing there is a sense of care in the organisation for the actual people itself, not just for the bottom line, was a great success factor for us.”

Personal relationship building and team building with employees was discussed as assisting in developing a healthy organisational culture.

Respondent 3: “It’s not just their job description but to make a difference in their actual lives so that if I see somebody has got an issue with their husband, an issue with their kids, I always make time to take them separately and discuss this with them and ask if there’s any guidance they need or anything I can help them with. Because to me to be a good worker or employee, you need to understand your people and you need to uplift your people even on that level, not just on the business level.”

Respondent 2: “So I think that’s very key in our values, that I am trying to drive in our team.”

Respondent 2: “I think culture brings a sense of different value structures like trust and reliability, it brings together the team and it can make or break a team.”

Respondent 2: “It’s not something that you have or you don’t have, it’s something that you get from making sure that you drive your team properly, having the right culture and values in place and it’s driven from an engaged employee.”

5.6.2 The Benefits of a Healthy Organisational Culture

During the interviews, respondents discussed how beneficial a healthy organisational culture can be. A healthy organisation could assist in improving performance, reducing high staff turnover and pulling employees together to realise the organisation’s visions and goals.

Organisational culture was identified as important and could be used as a tool to ensure employees realise the business’s visions and goals. Another respondent explained that

it is not just about getting employees to realise the organisation's visions and goals, but to also get employees to pull together to reach these goals. This contributes to the idea that a healthy culture stimulates employees to realise the organisation's vision and goals.

Respondent 19: "So organisational culture I think is incredibly important and can really make or break an organisation."

Respondent 13: "I think if you do it right, I can almost break through walls and make everybody focus, have the same vision, goal, where we're heading."

Respondent 4: "Getting things done is one thing but getting a group to pull together in the same direction – that's where the culture for me is quite important. To get everyone to work in the same direction with the same methodologies and same approaches so that you can get more out of them."

Respondent 8: "I always believe that performance or delivery on company strategic objectives and all that is embedded in the organisation culture. So, if your culture doesn't talk to a strategy, doesn't talk to where you're going, I always believe people or different departments, they go in different directions. But if you've got a culture talking to the strategy to what the business believes in and what you're trying to do, where are you trying to go, I think it's quite important, definitely."

A healthy organisational culture was discussed as driving the outcomes of the business, but also as important for the work ethic within the workplace. A healthy organisational culture therefore drives the achievements of the organisation and this, as stated by the respondent, ties into a healthy organisational culture stimulating high performance and improving staff retention.

Respondent 6: "To me it's the most important part of any business. So, I believe that the organisational culture drives the work ethic within the workplace, I believe that it drives your outcomes and achieving, and making sure that you achieve your outcomes, I think is vitally important."

Respondent 10: "And I'm a strong believer in a happy culture is a performing culture."

Respondent 1: “Organisational culture, you know given from experience, is that you have to build a culture that is conducive for the employees to work in. Number one for them to want to come to work and not just treat it as a job, you know 8-5, and in building that culture, their performance levels rise. That, from a company perspective, is exceptionally important to get that culture right from the get go.”

Respondent 11: “Trusting them, it’s all about you need to have your employees working here for longer than a year, you don’t need a high turnover on staff. So that’s very important for me. I think its most important part is the culture. Your company starts with your staff, not with your customers.”

Respondent 5: “It is very important, extremely important in a way that I think more than anything what makes people get excited about their work is a good organisational culture.”

There are multiple benefits for an organisation from having a healthy organisational culture. In this research project, the main benefits identified were as follows: lower staff turnover; higher performance from existing employees; and stimulating employees to not only see the organisation’s vision and goals, but to pull together and realise them.

5.6.3 A Strategy around obtaining a Healthy Organisational Culture

There should be a strategy around creating and stimulating a healthy organisational culture in an organisation. Most respondents agreed, but felt it was difficult to build or influence the culture of the organisation.

Respondent 1: “Culture is a very difficult thing to build and from that aspect you know, with organisational changes, is difficult to actually break or try and amend the culture to a new way of working.”

One respondent believed that his strategy of micromanagement helped employees reach targets, where another respondent contradicted this approach.

Respondent 10: “I think I do because the big thing that I also learnt is we’ve got a set of tasks that needs to be done through say a month and then I break it down to per week and per day” and further explained, “So if I just, every day, tell people what to do today, then at the end of the day we might reach the goal or we might

get the deliverables that we want.”

Respondent 11: “You need happy people working for your company and giving them motivation, empowerment and not micro-managing them, I feel you can be more productive.”

One respondent felt that healthy organisational culture required strategy, and that it helped performance and improved staff turnover.

Respondent 9: “So organisational culture is very important to us and again that comes from having had poor experiences in the past. Due to the extent of those experiences, we then started taking measures to fix that. Because the culture was a big issue for us and it was a big thing that resulted in poor performances, it resulted in people leaving, so the attrition rates were high.”

All respondents discussed that a strategy is needed to create a healthy organisational culture and that it would be beneficial for the organisation.

5.7 Results of Research Question 5:

Research Question 5: Exploring the orientation of a leader to the creating shared value framework.

This research question’s aim is to explore the senior leader’s orientation to the creating shared value framework. The yellow meme of the spiral dynamic model is the value system where leaders are oriented to the creating shared value framework. The current value system and meme allocation of the leaders will assist in understanding the orientation the leader has to the creating shared value framework.

5.7.1 Societal Needs

There was a clear view from leaders that business has an obligation to society and that business was not addressing these needs.

Respondent 1: “You have to give back to society. You have to uplift the community in the industry and that ecosystem that you are working in.”

Respondent 2: “The societal needs I definitely think that, especially in our society in South Africa there’s a big need for job creation and getting the society uplifted and I don’t think businesses are doing enough in that space.”

Respondent 1: “There has to be a sense of shared profit to shared responsibility across the ecosystem but for business and that they need to look after themselves as well as the community at large that they operate in...so to elaborate a bit further, is that in the ecosystem of a business you have to look after and build your suppliers, for instance, because and you cut them to the bone with pricing, because if you cut them to the bone with pricing, they are going to go out of business and then you just move on to another supplier and do the same rigmarole with them that put them out of business etcetera.”

Therefor indicating that societal needs do not always just involve the surrounding communities, but that business needs to consider all stakeholders. Respondents discussed the potential benefit for businesses by addressing societal needs.

Respondent 5: “So if we address societal problems then profits and shareholders would definitely be at a very good stand. So, we focus on what the society needs in the communities and we try to serve them as excellent as possible and the returns will be good, that’s my view.”

The general consensus from leaders was there is a real need to consider societies in South Africa, and that businesses had a responsibility to assist in addressing this need.

5.7.2 Business vs. Society

Businesses are more concerned with profits and their own needs than they are with societal needs. Leaders agreed driving profits is short-sighted and not sustainable for the business.

Respondent 5: “More than often you find that if you focus more on profits then you don’t meet societal needs.”

Respondent 2: “The business needs of big business is more to make money and expand and be competitive and be able to get a return on investment for the shareholders.”

Respondent 1: “The strategy says that they're going to hit these milestones. However, if they're not looking after society it is a short-term strategy, the sustainability is not there.”

Respondent 1: “From a shareholding perspective you're driven to make profits for the organisation.”

Leaders explained the importance of not working in isolation but working together. Respondents felt there needs to be alignment in the needs of business and the needs of society. Respondents agreed this is not an easy task, but it is possible.

Respondent 6: “Your company cannot exist in isolation without the country; whatever happens in the community directly impacts your business. So, if you're going to try and operate in a silo where you do not care about what's happening around you, you cannot succeed as a business – definitely in this day and age and the way business is going. You have to work in co-ordination with your communities and your customers in those communities by making sure that you're delivering the best solution for them.”

Respondent 7: “In order to uplift this country and to grow our GDP, there's a lot of things that institutions need to work together with as opposed to just working in isolation.”

Respondent 8: “As business people, to try and bring those needs to be aligned but it's not an easy way to align those society needs and business needs. We try as businesses to bring the society needs into consideration and at the same time as a business we've got to survive, and how you balance the two is a challenge.”

Respondent 5: “I know it can be done at the same time but it is difficult if you don't have a clear vision of the company.”

South Africa was discussed as being in a bad state and that businesses needs to address the society needs to improve the country state.

Respondent 16: “I think they also have a role in the social side. If you look at South Africa you will understand that socially we are in a bad state, poverty levels

are quite high, unemployment 27%, women and youth being unemployed, I think the bigger chance sits there. So, if business needs to have a role that they play in making sure that the condition improves or doesn't worsen."

Respondent 2: "I definitely believe that there is a space for businesses creating value through society where both should be able to benefit."

Respondents also discussed the potential benefits for business if they were to address societal needs.

Respondent 1: "I think there should be a connection between business needs and society needs but basically, the more you take care of society the more customers you should have...if you do something for society then you are ensuring that you have a larger pool of people that could possibly generate more income for your business, so, yes, there should be that connect between society and business."

Respondent 9: "I think business does have a responsibility to look after societal needs...inputs into the business would be people from society coming in and then also if you have a stronger society, you have a bigger market."

Respondents acknowledged that businesses are mainly profit driven, but have a responsibility to address societal needs. Addressing these needs is not an easy task, but it can be beneficial to the business if they are addressed effectively.

5.7.3 TBL, CSR, CSI and CSV

Triple bottom line (TBL) was not prevalent in this research. Only one respondent suggested TBL as a model to use for business to address societal needs. Respondents used corporate social investment and corporate social responsibility frequently to explain how businesses are addressing societal needs. CSI is more a 'tick box' exercise used for tax benefits.

Respondent 1: "From that aspect that actually they share everything across the board and that of the triple bottom line that people, planet and profit. It's very important to have that in an organisation. If one of those is ailing you do not have

a sustainable organisation.”

Respondent 4: “I think that it’s a tick box exercise for many large companies; it’s to get tax write-offs to get good publicity, that kind of thing.”

Respondent 7: “I think it is more for compliance for your SETA benefits, your tax benefits etcetera.”

Respondent 16: “They play for compliance, this corporate social responsibility, they just pump money and leave it.”

These leaders agreed that these initiatives are more for compliance and tax benefits, and there was consensus that it was just a financial contribution which involved no real engagement with communities. As a result, such initiatives are lacking and not creating sustainability for the business.

Respondent 6: “Unfortunately I think corporate social responsibility has become so entrenched in the South African environment, amongst corporates. It’s such an easy way to do things, they don’t have to really get involved, easy just to throw money at things as opposed to actually enabling communities around them.”

Respondent 1: “I don’t think a lot of the businesses understand the longevity of the business and the sustainability that needs to be put in place because a majority of them are still thinking about profit, profit only, just make a profit because a lot of the bonuses are attached to their profits.”

Respondent 19: “I think corporate social investment hand-outs, anything that’s for free is not sustainable.”

Respondent 2: “I definitely don’t think it’s a sustainable model and I think the minds of the big corporates who say, okay, we are giving back to society but you can’t just give, it’s not sustainable for the society.”

Leaders felt that these initiatives, as previously stated, were lacking in engaging the needs of the communities, and also agreed that they did not provide sustainability for businesses.

Respondents used CSI and CSR to explain how businesses address societal needs rather than other initiatives, such as the creating shared value. There was an overwhelming agreement that CSI and CSR are largely compliance driven and do not engage communities or address sustainability of business or society. Respondents agreed that the creating shared value initiatives is a more sustainable model.

Respondent 5: “To be honest with you, I don’t believe so much in corporate social responsibility in a sense of giving donations, I believe in creating shared value. So, if I meet some of your societal needs therefore, you’ll also come back and buy into my products and therefore we are also helping the government to alleviate some of the pressures in terms of service delivery.”

Respondent 1: “You know that in creating shared value, everybody theoretically, from a theory say everybody should win to a certain extent, it is not a game of, you know being in business for a year. You want to be in business for many years. So, you have to create that environment where everybody is developing themselves to be better that are sharing in the spoils of the success of that company.”

Leaders explained that the creating shared value started with all immediate stakeholders, such as customers, employees and suppliers. The leaders felt this would assist in sustainability of the business.

Respondent 1: “From my side, you know shared value, it is key, I think across all the stakeholders in the business, from the business side I am talking about now is that not only does the shareholders need the value but their employees need the value and the suppliers need the value and also the employees families, the greater stakeholders, the whole ecosystem, there has to be that shared value perspective that the business needs to look for.”

Respondent 10: “I’m a group person so I want to create value for everybody, for myself, for my clients, for my employees, for my suppliers. So shared value is important.”

Respondent 12: “I do think that there is a place for it, as I said it’s kind of making sure that your customers and your employees and everyone is going to be in the

same place 10 years from now. I think it will ensure a long life to you all, to your business and to your community. So, the shared value system is an important part of business.”

Respondents agreed that creating shared value is important, but no real actions are taken by leaders to implement such frameworks, but that the creating shared value framework would become more important in the future.

Respondent 8: “I believe it’s a great thing, it’s a great initiative and we all need to get to that but I think there’s a lot of talk around it but there’s no action.”

Respondent 6: “I think coming from South African if you don’t have a mindset about making the country better or doing the best for your country and your environment and the communities around you then you just shouldn’t be here.”

Respondent 13: “It’s not that clear-cut anymore in the way people are doing business now. Shared value will definitely become more important in the future.”

The respondent understood creating shared value to be creating value for all stakeholders of their business, and not so much as a business initiative to address social needs while generating profits for the organisation. One leader had a better understanding of the creating shared value framework,

Respondent 19: “And I think the opportunity when you look at it from a mindset of shared value is to address the social needs while you address the business need. So, if you can set up your business and your business focus and your business model in a way that specific societal needs are addressed while you are making money then I think we will be in a completely different world compared to where we are today.”

5.8 Conclusion of Findings

The results from the interview schedule are presented in this chapter. During the in-depth interviews and through the analysis of the empirical data, the constructs that emerged were supported by the literature in Chapter 2. New insights and findings were also gained during the interviews, which contributed to the understanding of these constructs. The findings from the in-depth interviews and analysis of empirical data will be discussed in detail in Chapter 6, and the proposed framework will be depicted.

6. Chapter: Discussion of Results

6.1 Introduction

This chapter proceeds with a detailed discussion on the research findings, in context of the study and in light of the literature presented in Chapter 2. The insights gained through the analysis of the semi-structured interviews are provided in this chapter and contrasted to the constructs presented in the literature review with the aim of answer the research questions identified in Chapter 3. The research findings contribute to an improved understanding of the catalysts that influence a leader's value system development and a leader's orientation to the creating shared value framework. In this section the relevant of the results and the literature review is explored.

6.2 Discussion of Results for Research Question 1:

Research Question 1: Exploring a leader's past, current and espoused value systems.

The aim of Research Question 1 was to explore a leader's past, current and espoused value systems by using the spiral dynamic model to allocate the value systems to memes in the model. By identifying the memes, the transcendence of a value system from one meme to the next, can be identified.

6.2.1 Leaders' Value Systems

Values will vary in importance for different leaders, and leader's value system is a combination of the values regarded as important to that leader. The beliefs and behaviours of leaders are influenced by their value systems. This, in turn, will influence the decisions made by leaders in business (Cieciuch & Schwartz, 2012; Schwartz, 1999; Harris, 2005; Brown & Treviño, 2006). Ethical and unethical decisions are thus based on leaders' value systems, and therefore, their values matter (Cowan & Todorovic, 2000; van Zyl, 2014; Setó-Pamies & Papaioikonomou, 2016; Brown & Treviño, 2006).

In a changing world, a leader's value system adapts, and spiral dynamics is constructed around a leader's value system and value shifts (Beck & Cowan, 2014; Prinsloo, 2012a; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005). Spiral dynamics is a correlation between the developing state and growing cognitive ability, and the requirement to invoke more critical thinking (Beck & Cowan, 2014; Prinsloo, 2012a;

Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005). Spiral dynamics consists of eight value systems or memes. Since a value system is how a leader conceptualises reality, it influences a leader’s beliefs and behaviours (Beck & Cowan, 2014; Van Marrewijk & Werre, 2002; Schwartz, 1999; Harris, 2005).

The eight memes in the spiral dynamic model are, from the bottom up: beige; purple; red; blue; orange; green; yellow; and turquoise. Each meme has a prevalent state of being, again from the bottom up: survival; security; energy and power; order; success; community; synergy; and holistic life system (Beck & Cowan, 2014; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005). A shift in value systems – when a leader feels discomfort due to changes or threats – is continuous throughout a leader’s life (Beck & Cowan, 2014; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005).

In Table 9, the value words provided in the interview schedule are allocated to the respective meme in the spiral dynamics model.

Table 9: The values in each meme of the spiral dynamics model

Meme (Value System)	Values
Red	Courage Strength Hedonism Loyalty
Blue	Discipline Truth Responsibility
Orange	Reward Innovation Achievement
Green	Equality Honesty Harmony
Yellow	Integrity Flexibility Tolerance

Turquoise	Interdependence Forgiveness Wisdom
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As a leader experiences discomfort or is drawn to a new way of thinking, he or she will gradually transcend from one meme to the next, changing the worldview of that leader (Prinsloo, 2012a; Cacioppe & Edwards, 2005). When moving up the helix to the next meme, the previous meme's skills will remain with the leader (Prinsloo, 2012b; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005). A value system is a type of thinking and thus affects the worldview of a leader. As a leader transcends memes, the complexity of thinking of the leader develops (Van Marrewijk & Werre, 2002). Therefore, it is important to understand a leader's value system as it provides insights into decision making and how the leader runs a business (Van Marrewijk & Werre, 2002; Cowan & Todorovic, 2000).

The past, current and espoused values were grouped to map against the spiral dynamic model. Courage, responsibility and achievement were the most frequently chosen past values. The red, blue and orange memes were prevalent in the leaders' past values. The meme that had the highest frequency was the red meme, which contained values such as courage, strength and loyalty. In leaders' current values, values such as responsibility, equality and integrity had the highest frequency. The blue, green and yellow memes were most prevalent for current values. The blue meme had the highest frequency, with values such as discipline, trust and responsibility chosen. For leaders' espoused values, the blue, green and yellow memes were most prevalent. Values such as wisdom and tolerance were chosen as espoused values. The yellow meme had the highest frequency, with values such as integrity, flexibility and tolerance chosen. For current and espoused values, leaders started choosing values grouped in the turquoise meme.

Table 10 displays the values grouped into the memes mostly commonly selected by senior leaders for past, current and espoused values. Values are grouped into memes and colour coded according to the memes.

Table 10: The frequency of Memes selected by leadership for past, current and espoused values

Past Values	Frequency	Current Values	Frequency	Espoused Values	Frequency
Red Meme Courage Strength Loyalty	24	Blue Meme Discipline Truth Responsibility	23	Yellow Meme Integrity Flexibility Tolerance	18
Blue Meme Discipline Truth Responsibility	19	Yellow Meme Integrity Flexibility Tolerance	19	Blue Meme Discipline Truth Responsibility	15
Orange Meme Innovation Achievement	15	Green Meme Equality Fairness	11	Green Meme Equality Fairness	11

In Figure 4, the spiral dynamic model is presented with the past, current and espoused values selected by the interviewees in the most prevalent memes. There is a clear movement from the lower, red meme, to the blue meme, to the yellow meme. The yellow and green memes are aligned with a value system orientated to the creating shared value framework. In the red meme, the third meme, individuals put their own needs first and want to be part of a tribe; they are more individualistic (Beck & Cowan, 2014; Cowan & Todorovic, 2000; Cacioppe & Edwards, 2005; Harris, 2005). Achievement and courage were the values with the highest frequencies for past values.

In the blue meme, leaders are more group orientated; they are adhering to ensure order and stability (Beck & Cowan, 2014; Cowan & Todorovic, 2000; Cacioppe & Edwards, 2005; Harris, 2005). This was the most prevalent meme for the leaders' current values, and predominantly aligned with the period in their lives when they were in senior positions, but still climbing the corporate ladder. The leaders that were in more senior positions – such as the CEO and the Managing Director – were allocated to the yellow meme for their current values. Responsibility and integrity were the values with the highest frequency for current values.

Yellow is the seventh meme, and in this meme, leaders want to express themselves, but not at the expense of others; they take consideration of the people around them (Beck & Cowan, 2014; Van Marrewijk & Werre 2003; Cowan & Todorovic, 2000). Leaders start putting the needs of the organisation, people and planets before their own, and this is

more orientated to creating shared value (Harris, 2005; Cowan & Todorovic, 2000). Integrity, equality and tolerance were the most prevalently selected espoused values.

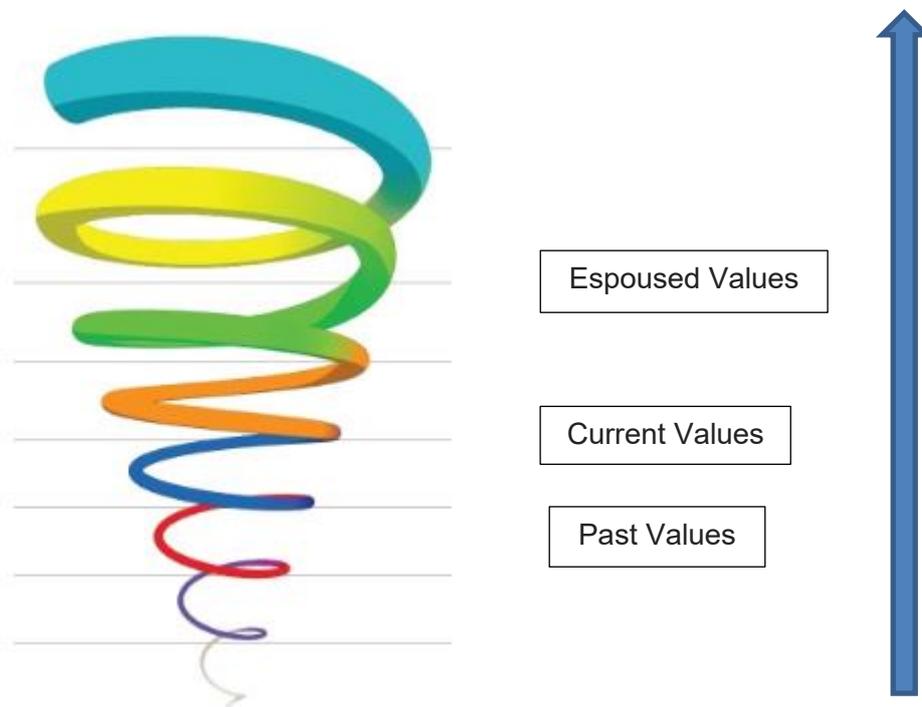


Figure 4: The memes for past, current and espoused values allocated to the spiral dynamic model

There was a clear movement through the memes as the leaders developed and progressed in their careers. The values selected by leaders started with achievement and courage, developed to integrity and responsibility, and ultimately to equality and tolerance, which were the espoused values leaders wanted to further develop. Most leaders' espoused values were in the yellow meme, but one leader's current value system was in this meme. This senior leader had value systems that was orientated to the creating shared value, as he offered examples of where he has already implemented such a framework.

6.2.2 Summary of discussion for Research Question 1:

This research question was to explore the shifts in a leader's value system. By measuring the past, current and espoused values of leaders, values systems could be identified for past, current and espoused values. There is a clear movement in the leaders' value systems: for past values, the most prevalent meme is the red meme; for current values,

the blue meme is most prevalent; and the espoused value systems are predominantly in the yellow meme in the spiral dynamic model. As a leader develops, his or her value system adapts, causing the shift from one meme to the next (Beck & Cowan, 2014; Prinsloo, 2012a; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005). This influences a leader's cognitive ability and critical thinking (Beck & Cowan, 2014; Prinsloo, 2012a; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005). The results of this research question support Beck and Graves' work on spiral dynamics, as the leaders transcended from one meme to the next as leaders developed. The identification of value system shifts will assist in identifying catalysts that created the discomfort and stimulated a value system shift, which will address Research Question 2.

6.3 Discussion of Results for Research Question 2:

Research Question 2: Exploring catalysts in the development of a leader's value system.

The aim of Research Question 2 was to explore the catalysts that influence the development of a leader's values system – catalysts that create discomfort and cause a leader to transcend to a new value system. Furthermore, this research question aimed to establish if there were any new insights about these catalysts, specifically in senior leaders. In this section, life trials, role models and upbringing had the highest frequencies and will be discussed. Other catalysts include opportunity, work experience, managing subordinates, travel and sport.

6.3.1 Life trials

A leader faces many different life trials, and these trials can vary in terms of how challenging they are (Shamir et al., 2005). Life trials can include losing a loved one, a toxic boss at work, or challenges growing up (Shamir et al., 2005; Gardner et al., 2005). These challenges the leader experienced, learned from and overcame (Shamir et al., 2005; Gardner et al., 2005; Turner & Mavin, 2008). Life trials develop a leader's confidence and self-belief (Shamir et al., 2005; Turner & Mavin, 2008).

During the interview process, respondents shared stories and trials they experienced through their journeys to becoming the leaders they are today. Many of these challenges were tragic events such as losing a family member. One respondent shared his story of

losing a leg, while another told about the hardship with his parents and how his parents did not take care of him. Many leaders shared trials they had with toxic bosses, moving to another country, or being taught in another language at school. All leaders described these times in their lives as challenges. Though the challenges suppressed them at the time, they learned from and overcame them, and ultimately grew as leaders with a changed worldview as a result. The level of resilient in a leader was developed through life trials.

A life trial is a strong catalyst in developing a leader. Respondents expressed how their worldviews changed during these trials. The findings confirm that life trials include losing a loved one, toxic bosses and challenges growing up. The findings extended the list of life trials to include events such as losing a leg and how moving to another country. The findings supported that leaders develop during life trials and the leader's worldviews change. A new insight was gained as the leaders expressed that they were suppressed during the life trials and only developed once they had overcome the challenges.

6.3.2 Role Models

Role models are catalysts that develop a leader's value system. Role models can include family members, mentors and teachers (Shamir et al., 2005; Gardner et al., 2005). Role models can teach leaders how to be ethical leaders and how to overcome obstacles. They can have a strong effect on the development of a leader's value system.

It was found that role models for the leaders interviewed in this research included family members, neighbours, leaders at work, and teachers. These role models were catalysts to the development of their value systems. One significant example is the leader who related the story of his neighbour who worked hard to succeed, and who found that by being an ethical leader, it him longer than many of his peers to attain success.

The findings support that a role model can be a family member, neighbour, leader at work, or a teacher. The findings support that the role model is a catalyst to the development of a leader's value system, especially to an ethical way of leading. The findings extended that leaders were actively searching for role models in their lives, as well as being role models to their subordinates.

6.3.3 Upbringing

Upbringing is an important catalyst at the start of a leader's value system development; it is the basis of a leader's value system (Dushi, 2012; Shamir et al., 2005; Gardner et al., 2005; Turner & Mavin, 2008). The culture of the leader's parents during childhood plays a role in the leader's value system development (Shamir et al., 2005). This includes the behaviours the parent deems acceptable and unacceptable during the leader's childhood and will develop a leader's view on ethical and unethical behaviour (Dushi, 2012; Gardner, et al., 2005).

During the interview process, family values were mentioned multiple times. Leaders explained how this was the basis of their value system. One leader explained how hard work during his childhood helped develop him; another explained how his family had meetings regularly about their family values. Values such as integrity, truth, accountability, fairness and justice were referred to. Leaders also expressed how their communities and their cultures played a role in their value systems development.

The findings support that parents are catalysts in the initial development of a leader's value system and that the culture in which the leader grew up played a role. The findings additionally support that parents indeed develop leaders' views on ethical and unethical behaviour.

6.3.4 Additional catalysts

Opportunity, learning through experience, work experiences and travel are catalysts in a leader's value system development (Shamir et al., 2005; Gardner et al., 2005; Turner & Mavin, 2008). In the findings of this research, opportunity, work environment, managing subordinates, travel and sport were the catalysts leaders referred to in their value system development. Opportunities were discussed in terms of chances the leaders realised would not have been possible had they not had the right boss, or if the boss/leadership did not invest in them.

A few leaders discussed how working their way up through the ranks in the business was an opportunity, as this eventually made them better leaders in terms of their understanding of all the processes as well as the difficulties their subordinates faced. Therefore, the working environments the leaders experienced during their careers, especially the organisational culture of the business, enabled or inhibited the leaders and

developed their value systems. Management of subordinates developed the value of responsibility in leaders and taught them to treat and manage their employees in a way that they wanted to be managed. Travel changed many leaders' worldviews on the strengths and weaknesses in their own culture and thoughts. Sport offered many leaders initial leadership roles that assisted in developing their value system.

The findings support that opportunities, learning through experience, work experiences and travel are catalysts in a leader's development of their value system. The findings further expand on managing subordinates as a catalyst that assists in developing a leader's value system.

6.3.5 Summary of discussion for Research Question 2:

The aim of the research question was to explore catalysts in the development of a leader's value system. As research Question 1 identified that the leaders did transcend through the spiral dynamic model, the interview schedule question focused on events the leaders experienced that influenced their value systems and worldviews. Leaders discussed life trials, role models, their upbringing, opportunities, work environment and travel as catalysts. The catalysts identified support the literature of Shamir et al (2005), Gardner et al. (2005), and Turner and Mavin (2008). Furthermore, the findings supported that the catalysts will enable the development of a leader's value system (Gardner et al., 2005).

6.4 Discussion of Results for Research Question 3:

Research Question 3: Exploring leadership styles and legacies leaders want to leave behind.

Research Question 3 aimed to explore the leader's leadership style and the legacy a leader wants to leave behind. Insights will be gained regarding the leadership style of the respondents. In the interview questions, the respondents were questioned regarding the type of leaders they are and what legacy they would want to leave behind. The findings will assist in the understanding of the leader's orientation to a healthy organisational culture and the creating shared value framework.

6.4.1 Leadership Styles

Covey (2013) stated that leaders are in a position of authority and should be used to enrich people's lives, motivate and instill a sense of value in employees. Covey (1989) stated that leaders should focus on improving the standard of living and quality of life for all stakeholders. Transformational leaders are visionaries who want to change the status quo (Van Seters & Field, 1990) and authentic leaders are focused on self-development, are aware of their value systems and are capable of judging ethical issues (Brown & Treviño, 2006).

The leader-member exchange (LMX) theory highlights the quality of the exchange between leaders and employees and how this could have positive results for a business (Graen & Uhl-Bien, 1995; Lloyd, Boer, & Voelpel, 2017). Through developing more mature leadership-follower relationships, LMX fosters effective leadership and generates other benefits (Graen & Uhl-Bien, 1995; Lloyd, Boer, & Voelpel, 2017). LMX is linked to higher performance by employees, higher levels of job satisfaction and greater employee commitment (Lloyd, Boer, & Voelpel, 2017; Gutermann, Lehmann-Willenbrock, Boer, Born & Voelpel, 2017). Therefore, effective communication is an important trait for leaders.

A good leader must have an ethical value system to navigate through ethical and unethical decisions (Ciulla, 1999; Cowan & Todorovic, 2000; van Zyl, 2014; Setó-Pamies & Papaoikonomou, 2016; Brown & Treviño, 2006). Values commonly found in ethical leaders include honesty, integrity, trustworthiness, fairness and leading by example (van Zyl, 2014; Brown & Treviño, 2006). Moreover, ethical leaders are role model for employees; employees look to their leaders for guidance, and ethical leaders can be the antecedents to ethical behavior (Brown & Treviño, 2006; House et al., 2004). Ethical leaders look after their employees as well as care about the broader society (Brown & Treviño, 2006). Values direct a leader's behavior and ultimately influence the values of a business, and are thus of vital significance (van Zyl, 2014; Schwartz & Carroll, 2008; Harris, 2005).

In the findings of this research, communication, transparency, collaboration, fairness, team orientation, and leading by example, were values respondents used to explain their leadership styles. Leading by example was the term most commonly; leaders explained that they were more focused on their employees and communities. Furthermore, in the findings leaders described themselves as authentic and

transformational leaders. When leaders discussed the type of legacy they would want to leave behind, improving people's lives, inspiring people and building value for all are some of the themes that emerged. Themes that additionally emerged was leaders wanted to identify talent and assist in the development of employees' talents, advocating education and being role models. There was a clear indication that the enrichment or improvement of the lives of others was what most leaders wanted as a legacy.

In South Africa, unethical behaviour is of great concern, and this has negative effects on the economy and the country's citizens (van Zyl, 2014; Abedian, 2017). Ethical leadership in South Africa needs to be developed.

6.4.2 Summary of discussion for Research Question 3:

The aim of the research question was to explore leaders' leadership styles and the legacies they would want to leave behind. The interview schedule questioned the leaders about both these factors. The findings show that respondents hold the values of ethical leadership such as communication, transparency, collaboration, fairness, team orientation, and leading by example (van Zyl, 2014; Brown & Treviño, 2006). The findings additionally revealed that leaders recognised the importance of building relationships with employees and how this improved the performance of their employees, which supports the LMX theory. As Dempsey (2015), and Brown and Treviño (2006) stated, unethical behavior will filter from the leaders through the organisation, and this is thus an important topic to research as businesses can assist in developing ethical leaders.

6.5 Discussion of Results for Research Question 4:

Research Question 4: Exploring the orientation of a leader to organisational culture.

The aim of Research Question 4 was to explore the extent to which leaders viewed the importance of organisational culture and whether or not they actively worked towards a healthy organisational culture. A leader's value system according to the spiral dynamic model, would indicate that leader's view about organisational culture. In the interviews, respondents were questioned about the importance of organisational culture and probing questions were used during discussion on the benefits and the strategies around organisational culture.

6.5.1 Values at the core of a Healthy Organisational Culture

Organisational culture is an important topic for businesses (Cummings & Worley, 2014). The organisational culture, has the power to influence employees' ethical and unethical behaviour (Cummings & Worley, 2014; Dempsey, 2015; van Zyl, 2014; Stojanovic-Aleksic & Boskovic, 2017). A leader's values system will filter through the business (Dempsey, 2015; Brown & Treviño, 2006). Employee behaviour, interaction between employees, and the vision of the business are all influenced by the organisational culture (Cummings & Worley, 2014). Therefore, a leader's value system has an important role to play in organisational culture (Gao, 2017; Brown & Treviño, 2006; Gao, 2017; House et al., 2004).

In the spiral dynamic model, the blue meme encompasses leaders who are group orientated and are promoting order and stability for the leader's inner circle. In the yellow meme, the leaders put the needs of the organisation, people and planet before their own (Beck & Cowan, 2014; Van Marrewijk & Werre 2003; Cowan & Todorovic, 2000).

In the findings of this research, a theme that emerged is that leaders of the business drive the values of the business, highlighting the importance of the leaders' value systems. Furthermore, a theme that emerged is that organisational culture drives the ethics of the business.

6.5.2 The Benefits of a Healthy Organisational Culture

Better performance, improved staff retention and increased job satisfaction are potential benefits of a healthy organisational culture and can create a competitive advantage for the business (Anitha, 2016; Barney, 1986). The benefits of healthy organisational culture are thus so vital that the process needs to be well managed (Barney, 1986; Cummings & Worley, 2014). The leader-member exchange (LMX) theory indicates the importance of quality exchange between leaders and followers. This exchange can be beneficial to the business and can increase job satisfaction levels, performance and employee commitment (Graen & Uhl-Bien, 1995; Lloyd, Boer, & Voelpel, 2017; Gutermann, Lehmann-Willenbrock, Boer, Born, & Voelpel, 2017).

In discussions around the benefits of healthy organizational culture, respondents also commented on how this could unite employees to realise the organisation's goals. The personal relationships that are built between employees and leaders were mentioned as

important tools in developing healthy organisational culture. The main benefits of healthy organisational culture were identified as improved job satisfaction, better staff retention and higher employee performance.

6.5.3 Strategy around obtaining a Healthy Organisational Culture

Although organisational culture is deeply embedded thus difficult to change, strategy aligned to the business's strategy can offer a means to manage organisational culture (Cummings & Worley, 2014). Cummings and Worley (2014), who state that the strategy around organisational culture can affect the success of the business, suggest the following steps in organisational culture change: the creation of a clear strategic vision; commitment from top management, modelling of the culture change at top management level, an organisational structure to support the culture change and the hiring of employees who fit that organisational culture; and the removal if employees that do not fit the organisational culture.

In the findings, a theme that emerged is leaders felt that organisational culture is difficult to change. Furthermore, a theme that emerged is that leaders agreed that the organisational culture of a business could be beneficial or detrimental to the organisation's success.

6.5.4 Summary of discussion for Research Question 4:

The aim of Research Question 4 was to explore how leaders viewed the importance of organisational culture and whether or not they actively worked towards a healthy organisational culture. According to the findings, the theme that a healthy organisational culture is important and is imbued by the leaders, supported the literature (Cummings & Worley, 2014). The benefits of a healthy organisational culture were clearly expressed, and again supported the literature (Anitha, 2016; Barney, 1986). The LMX theory was supported, as the relationships leaders built with their staff and how they were beneficial to the business, were discussed (Graen & Uhl-Bien, 1995; Lloyd, Boer, & Voelpel, 2017; Gutermann, Lehmann-Willenbrock, Boer, Born, & Voelpel, 2017). Around the strategy of implementing organisational culture, respondents believed strategy to be important, which substantiated the literature (Cummings & Worley, 2014), but when probe questions were used to interrogate their companies' strategies, no real insights were provided. The leaders were allocated to the blue meme in the spiral, which supports their leaning towards group orientation for their inner circle.

6.6 Discussion of Results for Research Question 5:

Research Question 5: Exploring the orientation of a leader to the creating shared value framework.

The aim of research question 5 is to explore the senior leader's orientation to the creating shared value framework. According to the spiral dynamic model, leaders who are in the yellow meme display values that are oriented to the creating shared value framework. A leader's current value system will assist in understanding the orientation the leader has to the creating shared value framework. In the interview schedule, leaders were questioned regarding their views on creating shared value and what had led to the outlook they held.

6.6.1 Businesses Responsibility

As businesses are increasingly economically driven, there is motivation for businesses to be more socially and environmentally focused (Wiengarten, Lo, & Lam 2017; Joyner & Payne, 2002). Values, such as integrity, responsibility and ethics are becoming more relevant in the business world (Joyner & Payne, 2002; Setó-Pamies & Papaoikonomou, 2016). The focus has moved to a social, environmental, ethical and transparent way of conducting business (Van Marrewijk, 2003; Norman & MacDonald, 2004).

From the data collected in the study, leaders had a clear view that there was a real need in society which business had the responsibility of addressing, but that businesses were predominantly profit focused. Respondents elaborated by stating that in order to address this need, all stakeholders in the business – suppliers, customers, surrounding communities, shareholders – would need to be involved from the outset. Respondents asserted that opportunities existed for businesses that addressed these needs.

6.6.2 Sustainability Models

Corporate sustainability addresses long-term as well as short-term goals relating to economic, social and environmental performance (Setó-Pamies & Papaoikonomou, 2016; Norman & MacDonald, 2004; Glac, 2015). Sustainability initiatives are opportunities for the business to grow, innovate and advance profits (Rezaee, 2017). There is pressure from government as well as stakeholders to implement sustainability initiatives, managers have also recognised the importance and need for these strategies

as well, as it is ethically right (Epstein & Buhovac, 2010; van Zyl, 2014; Brown & Treviño, 2006).

The triple bottom line framework will assist businesses in their obligation to all stakeholders, including employees, customers, suppliers and society (Norman & MacDonald, 2004). Corporate social responsibility focusses on four aspects: business ethics; environmental responsibility; social responsibility; and stakeholder responsibility (Lockett et. al., 2006). CSR is focused on not destroying the natural resources of the environment as well as not harming the community (Setó-Pamies & Papaoikonomou, 2016).

Creating shared value is enhancing the competitiveness of a business while progressing the economic and social situations in the communities in which it operates (Porter & Kramer, 2011). Creating shared value will increase the profits of a business, have a social upliftment effect and improve the sustainability of the business (Porter & Kramer, 2011). Most businesses are focusing on the middle- and upper-class market, but focusing on the bottom of the pyramid can present advantages to a business (Prahalad & Hammond, 2002; Garriga & Melé, 2004). The synergistic yellow meme is the value system in which leaders consider economic, social and environment with a profit-driven focus (Van Marrewijk, 2003; Van Marrewijk & Werre, 2003). Business ethics strengthens the robustness of the creating shared value strategies (de los Reyes et al., 2017).

In the findings a theme emerged that leaders believe that there thus had to be alignment between businesses' needs and societal needs. Furthermore, a theme emerged that businesses solely focused on profits were short sighted and not sustainable in the long term. Furthermore, a theme emerged that it is difficult but not impossible to align a business's needs, and there is an opportunity for profits through addressing social needs.

In the findings a theme emerged that leaders felt CSI and CSR is motivated by legislation and tax benefits and there is no engagement with communities and therefore did not create sustainability for the business. Furthermore, a theme emerged that CSV is a more sustainable model than the CSI and CSR models. Furthermore, a theme emerged that CSV is an important initiative not commonly implemented by businesses to address social needs.

6.6.3 Summary of discussion for Research Question 5:

Research Questions 5 aimed to explore a leader's orientation to the creating shared value framework. In the findings, a theme that emerged was businesses had a responsibility to address societal needs supported literature (Wiengarten et al., 2017; Joyner & Payne, 2002). According to the findings, the theme businesses are focused on profits are short sighted and not sustainable, supports the research conducted by Setó-Pamies and Papaoikonomou (2016), Norman and MacDonald (2004), and Glac (2015). Furthermore, the theme that CSI and CSR is due to legislation and tax benefits and not engaging society supported the literature. (Epstein & Buhovac's, 2010; van Zyl's, 2014; Brown & Treviño's, 2006). The findings also supported research conducted by Porter and Kramer (2011) and Prahalad & Hammond (2002) in which there is an opportunity for business to address social needs. Porter and Kramer (2011) suggested that CSV initiatives would improve the sustainability of a business, and the findings of this research supported that view. The yellow meme is the value system where leaders put the needs of the organisation, people and planet before their own. Most leaders were currently in the blue meme, but their espoused values were in the yellow meme. The findings support that leaders are not yet in the yellow meme, but are expressing the desire to start putting people and planet before their own needs.

7. Chapter: Conclusion and Recommendations

7.1 Introduction

The aim of the research was to gain a deeper understanding of the catalysts influencing a leaders' value system development and the leader's orientation to the creating shared value framework. As such, the research question focuses on the identification of catalysts that stimulate leaders to move towards a value system more orientated to the creating shared value framework.

In South Africa, unethical behaviour has become a norm in business (van Zyl, 2014; Friedman, 2017). A leader's value system determines the ethical decisions and behaviours of that leader (Goa, 2017; van Zyl, 2014; Schwartz & Carroll, 2008; Harris, 2005). Most businesses do not see potential in helping underprivileged people or opportunity in doing business in developing markets (Porter & Kramer, 1999 (Prahalad & Hammond, 2002; Garriga & Melé, 2004). Businesses are more focused on short-term goal achievement than longer-term success and sustainability (Porter & Kramer, 2011; Setó-Pamies & Papaoikonomou, 2016; Norman & MacDonald, 2004; Glac, 2015). By exploring the catalysts which influence a leader's value system shift, an understanding was gained on how to develop a leader's value system to be more orientated to the creating shared value framework.

This chapter presents the conclusion of this research paper through a summary of the research findings, the proposed model, implications for managers, research limitations and future research suggestions.

7.2 Research Findings

7.2.1 The Value Systems of a Leader and the Catalysts influencing a Leader's Value System

A leader's value system determines the leader's ethical decisions and behaviours; ethical leaders care about the community and are more socially responsible. The values selected by leaders during the interviews support ethical behaviour, but the leaders are still focused on the people that are important to them and not the society as much. Through the spiral dynamic model, the values leaders chose for past, current and espoused values supported Dr Beck and Dr Graves' assertion that leaders transcend

from one meme to the next as they develop, thus influencing their cognitive ability (Beck & Cowan, 2014; Prinsloo, 2012a; Van Marrewijk & Werre, 2002; Cacioppe & Edwards, 2005; Harris, 2005). The values of achievement, strength and courage are common during the early stages of people's careers. During their development, these change to equality, integrity and responsibility. This indicates that leaders are more focused on their own careers initially, but then become more group orientated and caring towards their employees. The espoused values of innovation, tolerance and wisdom, indicated that leaders are developing their capacity for the CSV framework and are starting to care about underprivileged communities, but no action has been taken to address these needs yet.

As such, the findings of the research supported that life trials, role models, upbringing, opportunities, work environment and travel are catalysts influencing a leader's value system development (Shamir et al., 2005; Gardner et al., 2005; Turner & Mavin, 2008). A new insight gained is that some catalysts – such as life trials, which includes a toxic boss, an injury, tragedy or challenge – suppressed a leader's value system at first, then allowed the leader to learn from the experience, which led to the shift of the leader's value system to a new meme.

7.2.2 Actions are guided by a Leader's Value System

A leader's value system determines that leader's behaviour. The leader's values will filter through a business, which means that unethical leaders are detrimental to a business (Dempsey, 2015; Brown & Treviño, 2006). The findings suggested that participants were ethical leaders. Their value systems were allocated to the blue meme in the spiral dynamic model, suggesting that these leaders were more group orientated, but only towards those in their inner circles. This is beneficial for creating a healthy organisational culture as the leader's value system will filter through the business. Leaders realised the benefits of a healthy organisational culture supporting the literature (Graen & Uhl-Bien, 1995; Lloyd, Boer, & Voelpel, 2017; Gutermann, Lehmann-Willenbrock, Boer, Born, & Voelpel, 2017). The new insight is that leaders admitted that there was no real strategy for the implementation thereof, as leaders felt the organisational culture is difficult to change.

The espoused values of the leaders were allocated to the yellow meme. In this meme, leaders have a greater capacity and inclination to the creating shared value framework. When discussing the creating shared value framework, leaders expressed that business

had a social responsibility to underprivileged communities. A new insight is that most leaders experienced CSI as a once-off financial contribution and not a sustainable model for the business or for society. These initiatives did not instil purpose in the leaders, nor did it act as a catalyst in a leader's development, especially since leaders viewed it as a legislative requirement or for tax purposes. Another new insight was that leaders did not understand the creating shared value framework, nor did leaders explore the creating shared value framework, as leaders thought CSV is a difficult framework to implement.

The creating shared value framework was explained by leaders as sharing value, only a few leaders understood that this framework is focus on addressing social needs through a win-win lens. Businesses need to obtain profits through addressing the social needs to make the initiative sustainable. Leaders recognise social needs, but no real actions are taken to address them. Leaders did not discuss the environmental focus businesses should have, in South Africa social needs are so high, as such leaders are not focused on the environment.

This supports leaders' current values being allocated to the blue meme, and their espoused values to the yellow meme. This research indicates catalysts that stimulate leaders to transcend to a value system that is more orientated to the creating shared value framework.

7.3 Proposed Model

In Chapter 2, a diagram was developed as concluding from the literature review. The findings and discussion presented in preceding chapters assisted in developing the Catalytic Impact model, as seen in Figure 5. In the literature review in Chapter 2, values were discussed in relation to leaders and organisational culture, and catalysts were discussed in relation to the development of leader's value system. In the literature, there was limited literature for business to use that linked a leader's value system to both the leader's orientation to organisational culture and to the creating shared value framework, with catalysts influencing a leader's value system towards these frameworks in one model. Organisations must design strategies to obtain a healthy organisational culture, the identified catalysts can be used to obtain this.

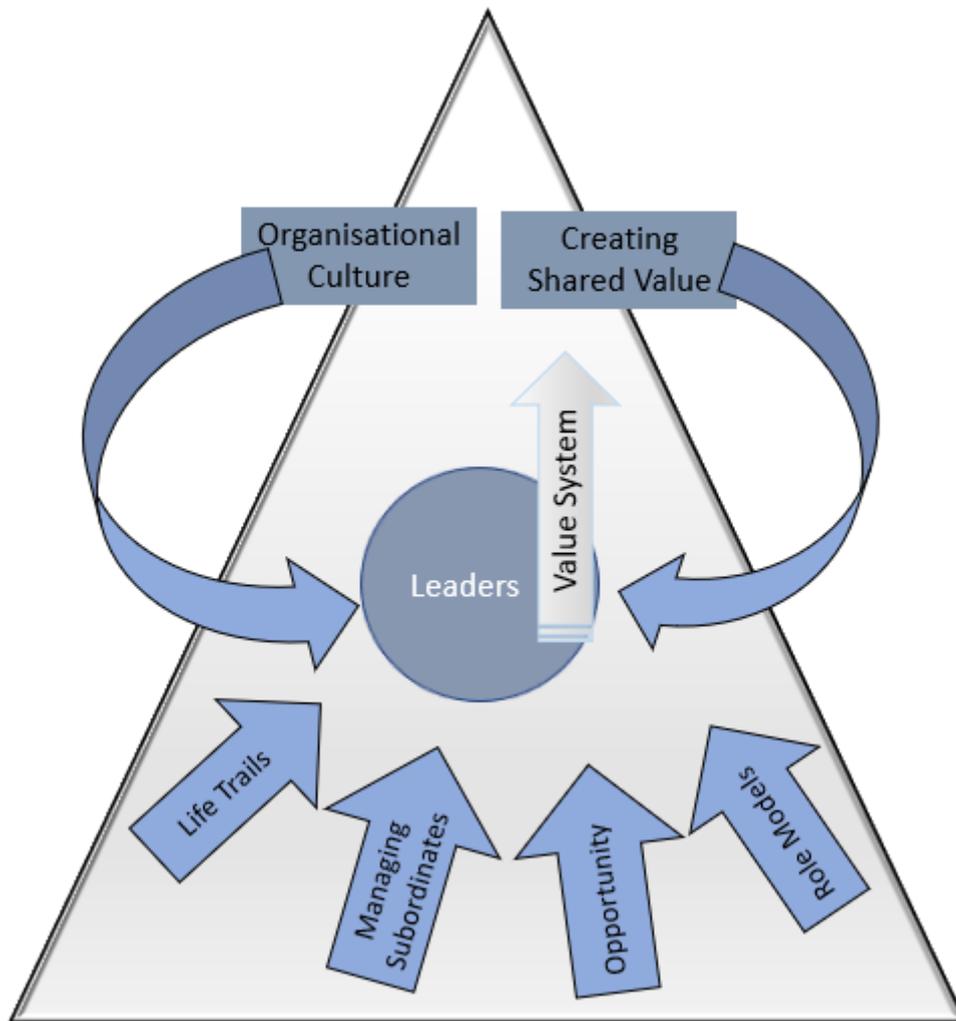


Figure 5: The Catalytic Impact Model

The above model indicates how catalysts can assist in developing a leader's value system, therefore a leader's views and actions around organisational culture and the creating shared value framework. The catalysts assist in the development of a leader's value system. Catalysts identified include work challenges, career opportunities, role models in the work environment, managing subordinates. These catalysts can be used by business leaders to influence a leader's value system. As a leader's value system develops the leader's orientation to a healthy organisational culture and the leader's orientation to implementing the creating shared value framework will develop. Therefore assisting the business in obtaining a healthy organisational cultures benefits and competitive advantage potential as well as developing a more sustainable business by implementing creating shared value frameworks.

As the organisational culture of the business develops into a healthy organisational

culture this will act as a catalyst as well, there for further developing the leaders and all staffs value systems. With the implementation of creating shared value frameworks, this will also act as a catalyst, developing leaders value system as well as stimulating purpose in all employees. Therefor smaller steps such as the catalysts like work challenges, career opportunities, role models and managing subordinates can be used as tools to develop leaders that are orientated to a healthy organisational culture as well as orientated to implementing creating shared value frameworks. A healthy organisational culture and creating shared value frameworks are catalysts that will be beneficial to the business as well as act as catalysts to all employees of the business.

7.4 Recommendations for Leaders

The research has highlighted catalysts to be used to develop the organisational leaders' value systems. This can be beneficial to the business for multiple reasons:

- An organisation aspires to be sustainable in business; a healthy organisational culture can improve the sustainability of a business as it reduces staff turnover, stimulates staff performance, pulls staff together towards realising the organisation's goals and visions and ultimately the competitive advantage of the business. Developing sustainability models for the business is another way of improving the its sustainability;
- Inspiring leaders to develop sustainability models, such as the creating shared value framework, has the potential to explore an untapped market in the industry. This is beneficial to the business as it creates a competitive advantage, assists communities and gains profits for the business. By assisting communities, the organisation's customer base expands and loyalty from stakeholders is increased;
- It can assist in developing leaders' value systems to be more inclusive towards all stakeholders, which assists in the sustainability of the business;
- A leader's values filter through the business, which will assist in developing more ethical behavior from all employees within the business. Role models was one of the catalysts that was prevalent in this research, and thus a recommendation would be to start inviting leaders to identify subordinates to whom they can either be role models or mentors; and
- Developing leaders who have the potential to implement the creating shared value framework, advances their critical thinking and cognitive development.

Leaders will thus acquire the capacity to develop innovative ideas for implementing creating shared value initiatives. This will assist the business in developing the country's economy, and improve the profit potential of the business.

7.5 Research Limitations

Qualitative research is subjective, as previously mentioned, which renders this research potentially biased (Saunders & Lewis, 2012). Furthermore, the research limitations include:

- Generalisation of the findings to other contexts is limited as the study was exploratory in nature;
- The interviewer was not trained in interviewing techniques, which could possibly have affected the results of this study;
- The sample size was small, only including senior leaders of the Gauteng province in South Africa, which is a geographical bias;
- Transparency may be another limitation whereby not all the interviewees want to expose their life's journey to the interviewer.
- The age group of participants in this study was limited. Fourteen were between the ages of 30 and 44 years, and only 4 were over the age of 50. This is a limitation as older leaders would probably have developed more;
- Not all industries were represented in this research. The mining industry, being focused on environmental aspects, could have provided more insights to this study; and
- Only four females were interviewed compared to 15 male leaders. This was due the fact that male leadership is more prevalent, but the views and development of females could have provided more insights for this study.

7.6 Future Research

Based on the insights derived from this research study, the following recommendations for future research would add value to the literature:

- The catalytic impact model can be validated by conducting a quantitative analysis on a larger sample of senior leaders, therefore analysing a larger sample size for more insightful data collection;

- A comparative study on the effectiveness of the catalytic impact model on organisations from different countries, where leadership style and culture are different;
- A comparative study on the catalytic impact model of smaller to bigger organisations;
- As people like working with similarly-minded people, an exploration into whether the catalytic impact model could be used to bridge this gap; and
- An analysis of organisations using behaviour to showcase their organisational value compared to businesses only listing their values in writing.

7.7 Conclusion

The literature revealed that there is a link between a leader's value system and ethical behaviour. This influences the leader's view on organisational culture and creating shared value frameworks. Through an exploratory, semi-structured, in-depth, qualitative study of 19 leaders on their value systems development, meaningful insights were derived and analysed to add insights to the literature. The findings that emerged showed that leaders, despite having a positive view on the organisational culture and creating shared value frameworks, did not even attempt to implement either of these. Leaders thought that implementation would be difficult and thus did not even make attempts to do so. The research set out to explore catalysts which assist in the development of a leader's value system and the leader's propensity to the creating shared value framework. The study contributes to the literature through the catalytic impact model which was developed from the findings of this research.

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Appendix 1: Semi-Structured Interview Questions

Section A: Values

1. What values are most important to you? (Choose 3)
2. How and why has your value system changed over the years?

Section B: Leadership

1. What type of leader would you classify yourself as?
2. Is organisational culture important?
3. What is your opinion about business needs and societal needs?
4. What was your journey to becoming the leader you are today? (this includes your first day of work up to today)
5. What legacy as a leader do you think you will leave behind?
6. What type of leader were you ten years ago compared to today and what cause the change? (what was your values ten years ago)
7. What values do you want to have in ten years from now? (your espoused values)

Section C: Shared Value

1. What do you understand regarding the concept of creating shared value?
2. What is your disposition regarding creating shared value and what led to this outlook?

Values to choose from as supplementary for Section A Question 1:

Strength, Justice, Achievement, Equality, Forgiveness, Wisdom, Integrity, Responsibility, Flexibility, Innovation, Hedonism, Truth, Harmony, Loyalty, Courage, Discipline, Tolerance, Interdependence, Fairness, Accountability, Bravery

Appendix 2: Consent Letter

Dear Colleague,

I am conducting research on catalysts of value systems of leaders and their conducive towards create shared value. The interview will last about an hour and will assist in exploring catalysts of value systems. Your participation is voluntary and you can withdraw at any time without penalty. All data will be reported anonymously, with identifiers used in place of your and your company's name(s). If you have any concerns, please contact my supervisor or me.

Researchers: Charlene Bailey

Email: 23168910@mygibs.co.za

Cell: 072 611 4959

Supervisor: Dr. Caren Scheepers

Email: scheepersc@gibs.co.za

Cell: 082 922 7072

Name of participant _____

Signature _____

Date _____

Name of researcher _____

Signature _____

Date _____

Appendix 3: Ethical Clearance Form

**Gordon
Institute
of Business
Science**
University
of Pretoria

25 July 2018

Bailey Charlene

Dear Charlene

Please be advised that your application for Ethical Clearance has been approved.

You are therefore allowed to continue collecting your data.

Please note that approval is granted based on the methodology and research instruments provided in the application. If there is any deviation change or addition to the research method or tools, a supplementary application for approval must be obtained.

We wish you everything of the best for the rest of the project.

Kind Regards

GIBS MBA Research Ethical Clearance Committee