Exploring the Role and Significance of Values-Based Leadership: A Comprehensive Systematic Review in Higher Education Leadership

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__Abstract__
__Purpose:__ The aim of this review is to create a conceptual basis for promoting value-based leadership in public universities; the aim of the review is also to identify the research gap with regard to implications for value-based leadership practice and future research. This review addresses the following questions: Why is value-based leadership now in the university context; what is value-based leadership; what is the rebirth of value integration in leadership; and what is the genesis of value-based leadership as an emerging theory.

__Methodology/Approach:__ This is a systematic review of academic publications, articles, empirical studies and current books on value-based leadership using four databases, namely, Research Gate, Science Direct, Google Scholar and Scopus. In addition, the previous three databases, Academia, were used in rare cases. The review process involves three processes: searching for relevant literature on the phenomenon of interest, reviewing and consulting the literature, and continuing to create a report pool. A two-step screening approach was utilized. The approach was descriptive in nature, and the events were presented methodologically in a narrative manner and followed a qualitative approach. We ensure that the selected articles fit the selected context and contain empirical research (i.e., primary or secondary). Additionally, the study's organization and/or structure are sought.

__Findings:__ The core values of organizations aid in adapting to and responding to the complexity of the modern environment. In addition, organizations instill core values in leadership to achieve overall organizational excellence, and more organizations that prioritize values are more resilient. However, more research is needed on the role of values in institutionalization processes since values are central to the value-based leadership model. Surprisingly, the source of values, their universality, and the possibility of value conflicts are not fully explored.

__Originality/Value:__ This paper provides a brief overview of the limited literature on the conceptualization/perception of value-based leadership and its implications for higher education.

Keywords: Core Values, Leadership and Value-Based Leadership.

Introduction

The aim of this review is to create a conceptual basis for promoting value-based leadership in public universities. This study also aimed to determine the research gap with regard to implications for VBL practice and future research. This review addresses the following questions: Why VBL Now in the Higher Education Context, Defined Values-Based Leadership, The Rebirth of Value Integration in Leadership, and The Genesis of Values-Based Leadership as Emerging Theory. Values are an essential element of leadership and a yet forgotten asset in the leadership literature and practices. The current leadership crisis we see worldwide, particularly leadership failures, particularly at world-leading

organizations such as Enron, has served to reveal leadership deficits even through existing approaches. Hence, this led the leadership theorists to bring a new leadership paradigm into their thinking, and their renewed attention directed them toward values and value-oriented leadership, which is definitely value-based leadership. Therefore, the following sections of the review address the emerging leadership paradigm that is filling the horizon.

Objectives
- VBL development is an integral component of leadership dynamics for cultivating ethical decision-making and principled conduct among leaders.
- The growing importance of value-based leadership in an ever-changing global landscape is addressed by exploring its relevance and impact on organizational effectiveness and societal well-being.
- Value-based leadership practices within public universities should be promoted to nurture a culture of integrity, inclusivity, and excellence among faculty, administrators, and students.
- Research gaps in the field of value-based leadership were identified through a systematic review of the literature to identify areas for further exploration and scholarly inquiry.

The Genesis of VBL as Emerging Theory
The concept of values, which originated in sociology, permeates the institutional theory of organization and leadership Askeland et al. (2020). The value and leading through values as central to organizations and organized societies have a long history in the sociology of organizations as well as in understanding the guiding principles of institutions, organizations, and individuals (Schwartz, 1992; Cummings & Worley, 2001). After all, values are considered the underlying factors that underpin the leadership style of a leader of an organization; also, as Askeland et al. (2020) state, values work in organizations to shape the purpose of organizations and the direction of efforts and composes criteria for the valuation of organizational practices. However, the essence of value as a crucial trait of leaders and as a leadership element was neglected and not considered a core trait of leadership in the past (Graber & Kilpatrick, 2008). In a similar manner, models of organizational leadership do not always articulate the set of values underpinning practice or the complicated relationships among values (Block, 1993; Kanungo & Mendonca, 1996).

Some leadership theorists questioned why values are less likely to be observed in leaders' traits and in organizational practices in the past, and in this regard, they came up with some reasons behind it. We can categorize the reasons into three major themes (i.e., contradictions between profits and values and between the interests of owners and workers; competence to put values into practice; and conflict in value). The following will address the three themes in more detail.

Accordingly, the first reason is the difficulty in reconciling the contradictions between profits and values and between the interests of owners and workers. Values occur within intersubjective spaces. It is within this intersubjective web that values are conditioned by power, interests, and conflict. In addition, "Members of a group might differ with respect to their values and interests,

and might use their differential power to get their way" [1-3]. Consequently, as clearly articulated by (Block, 1993; Brumback, 1991; Covey, 1989; Kanungo & Mendonca, 1996), when personal interests outweigh the pursuit of collective values, of what is good for the community at large, value-based practice is derailed [4].

The second reason that weighs much might be competence, especially competence to put value into practice. Leaders often compare their actual selves with their "ideal" selves (what they would like to be) and their "ought" selves (what they think they should be) [5]. To be more illustrative of competence reference, leaders' awareness of values and their psychological ability to treat value conflicts willingly in the best possible and consistent way to realize them. However, as Olli-Pekka (2012) notes, one problem in VBL competence is that leaders have difficulties seeing the context of the problem, how to control the problem, or finding their own way to handle it, or, as Marshall Goldsmith says, not only for value-based leadership but also for all leadership practices: "Our greatest challenge as leaders is not understanding the practice of leadership; it is practising our own understanding of leadership" [6, 7].

The third theme shall be Conflict in Values, though it seems somehow the same as the first theme; it should be distinctly emphasized and placed as the third reason behind drained organizations' value-based practices and value-oriented leadership. The question of value has become important and apparent in many studies, particularly in the field of leadership. This is because leadership is considered a very important factor in driving the organization toward excellence. However, this factor will also be experiencing a crisis if there is an element of a management personal interest (Ibid). McCrory (2010) elaborated that unclear organizational values or values that are inconsistent with employee and stakeholder values cause confusion and magnify conflict (P.162). Even when individuals and organizations have well-defined sets of values, actions may betray those values (ibid). In a similar manner, leaders may very well espouse a set of preferred or idealized values yet practice an entirely different set. As noted by Graber & Kilpatrick (2008), disconnection causes confusion not only in defining organization values but also in practicing those values throughout the organization. Inconsistent definitions and representations of values by those in the organization may cause conflict within the organization and leave employees in a dilemma in regard to decision-making (ibid).

Hence, because of the three major reasons mentioned above for scholastic-based evidence, the issue of values and value-oriented leadership has been forgotten even in the works of various leadership literatures; for instance, Lock, 1993; DiTomaso & Hooijberg, 1996; Kanungo & Mendonca, 1996 noted that models of organizational leadership do not always articulate the set of values underpinning practice and the complicated relation among values as central to understanding social processes in organizations and leadership [8].

Hence, leadership theorists focus on other leadership aspects with no value aspect; however, values such as Fernandez (2002) state that they "are important to understanding leadership because they explain the focus and direction of people's actions" (p. 25) and that they are (i.e., core values) the inner driver for the

well-being of organizations if they want to propel in the rapidly changing and competitive world. Additionally, Fernandez & Hogan (2002) argue that leaders whose values are aligned with those of the organization are most effective in leading employees toward shared goals. More importantly, values are important factors in the successful management of large organizations (e.g., Mintzberg et al., 2005; Hofstede, 2005) and in creating a competitive edge (Blanchard & O'Connor, 1997).

The Rebirth of Value Integration in Leadership
Since the emergence of the new millennium, the focus has begun to change, and leadership theorists have renewed their attention toward values and value-based practices and have begun to acknowledge value-oriented leadership. In fact, values have gained attention in many studies, particularly in the field of leadership. As a result, as Moylan and Walker (2012) state since 1999, a significant number of scholarly publications and topical books on leadership have identified values as key topics. Many of the topical books on leadership published in the last five years identify values as critical discussion elements (ibid).

Basically, four major pushing factors are vigorously stated in the leadership literature that lead leadership authors to renew their attention toward values and value-based practices in organizations and to the emergence of value-based leadership as a prominent leadership theory in the new millennium.

Many substantial works on value-based leadership indicate that the prime factor is that bottom-level scandals, which demonstrate a severe lack of ethical conduct in businesses, have also been demonstrated by CEOs and other top leaders of the organization through their direct actions as well as through the creation of a climate that sanctioned ethically questionable practices (Grojean et al., 2004, p. 224; Muogbo Uju., 2013; Reilly and Ehlinger, 2007). Similarly, as Marry Copland (2014) stated, "The emergence of the 21st century was plagued with extensive, evasive and disheartening leadership failures. Moral and ethical deficiencies were prevalent in many charismatic, dynamic and seemingly transformational leaders that had risen to prominence in both the public and private sectors" (ibid). Furthermore, Hendrikz and Engelbrecht (2019) provide an example that reflects the level of leadership failure: "The Enron catastrophe of 2001 might be regarded as one of the most complicated examples of unethical and dishonest corporate activities of the last two decades."

Despite the lessons that leaders could have learned from this debacle, history keeps repeating itself as daily reports of unethical behavior, greed and the abuse of power by public and private organizational leaders continue to make headline news. In fact, corporate values and ethics issues occur not only for large organizations but also for professional, productive, and service-oriented organizations such as universities (Moogbo Uju., 2013). For example, there is a lack of ethical assessment in universities. College graduates who are unfamiliar with ethics or unaware of professional ethics can cause unforeseen harm to society. The results of the study reported in Carpenter et al. (2006) and many other similar studies on various groups of college students suggest that "past participation in unethical behavior is associated with future unethical behavior. 'can be a strong predictor of participation'. Consequently, in response, many organizations

are encouraged to seek leaders who can sustain profitability and embody ethics and positive values within the organization (Reilly & Ehlinger, 2007). Hence, a plethora of value-based leadership constructs emerged or resurfaced in response to tumultuous leadership failures at the onset of the 21st century Marry Copland (2014). Therefore, it is possible to say that value-based leadership theory, as an emerging leadership theory, is a resurrection after the demise of many leaders and organizations.

The second strongly stated driving factor in the leadership literature regarding why value and value-based practices are now gaining more attention and why value-based leadership is becoming more popular is that value-oriented leadership (i.e., the underlying basic element of value-based leadership) is the preferred leadership approach, particularly during times of change and crisis. Value-based leadership can serve as a guideline for decision-making in unprecedented times. Value-based organizations were more resilient during the pandemic crisis [9]. Whether we like it or not, we all live in the era of globalization, and things are accompanied by swift change. Hence, organizations need to adapt a leadership approach that suits the demands of this era and that will definitely involve value-oriented leadership.

In this regard, writings have flourished that confirm that value-oriented leadership or value-based leadership is an answer in times of change and crisis; for instance, London (1999) suggested that leaders can rely on their personal values to work through difficult or challenging situations within the organization. Similarly, Messick and Bazerman (1996) underline that "Executives today work in a moral minefield. At any moment, a seemingly innocent decision can explode and harm not only the decision maker but also everyone in the neighborhood (P. 9). Thus, to overcome troubles caused by 'only ends justify the means' philosophy, which powers results-driven cultures, values may offer a more predictable, stable, and sustainable base for leadership. As was also clearly articulated by Badri Shatalebi (2011), "Recent studies agree that the classic and traditional methods in managing the organizations aren't able to encounter changes in the Third Millennium and need new methods of leadership and organizational managing. The value-based leadership approach is one of the modern approaches proposed in response to some of the main changes in this period of time (ibid).

The third most researched argument toward value-based leadership and/or value-oriented leadership is that it boosts performance and productivity; for instance, Bennedsen, & Chevrot (2022) note that value-based leadership improves firm performance through several channels. According to this principle style, values are a solution that not only attends to people's requests (satisfying individual requests) but also considers increasing productivity at the same time [10]. Similarly, Hesket and Shelsinker (1996) state that the central point of value-based leadership is emphasizing values, which cause success and durability of an organization. Moylan (2005) also found a strong correlation between values-based leadership concepts, values, skills, and sound ethical conduct as critical performance components. Moreover, the overall consensus seems to be that values are an important factor in the successful management of large organizations (e.g., Mintzberg et al., 2005; Hofstede, 2005) and in creating a competitive edge (Blanchard & O'Connor, 1997).

Hence, value-based leadership in organizations is geared toward improving organizational performance. This is because, according to Robbins (1991), values are the beliefs and opinions that have priority from individual and organization aspects and are desirable; in addition, they are key beliefs and motivate people's behavior (Feeder1994, Rokeach 1973, 1996, 1967). George, on his behalf, concludes that "only through a sense of purpose can companies realize their potential, (and), that the best path to long-term growth in shareholder value (p. 62).

The fourth reason that might not yet be enthusiastically investigated by scholars in the field but is important is that value-based practice is suited to a broad range of situations and is particularly suitable for modern leadership approaches. In this regard, Busch and Murdock (2014) highlight the interdependence of the values embedded within each leadership type. Research studies on leadership with a strong grounding in VBL concepts have shown its applicability to a broad range of situations [11]. Similarly, Muogbo Uju. (2013), notes the value-based leadership operability in several directions in intra-organizational relations. Furthermore, values-based leadership can be applied in all workplaces because once values are clarified and mission statements are articulated, the leader is able to examine how subjective, interpersonal and political processes facilitate or inhibit the actualization of an organizational vision (Marschke, Preziosi & Harrington, 2009).

In addition, all the benefits explained by value-based leadership also have the following advantages, as per the conclusion made by Bennedsen and Chevrot (2022) in their study entitled "Value-based leadership. Working paper, University of Copenhagen":

- In normal times, value-based leadership creates a more homogeneous work environment, thus reducing conflicts and employee turnover;
- Value-based leadership is correlated with a flatter organizational structure, which is consistent with the view that organizational values reduce coordination costs and substitute for the formal monitoring of employees.

Defined Values-Based Leadership

As an emerging leadership theory, it is important to review the historical background of value-based leadership to clarify its roots; however, it should be followed by an important question, which is how it is defined and entertained as an emerging theory in the arts of leadership to be more enlightened about what value-based leadership is.

In general, value-based leadership is defined as leadership that is founded on shared core values. However, many definitions of value-based leadership have flourished since the verge of the new millennium. Regardless of the common feature that all theorists put value as a central element in the value-based leadership theory that determines all actions, behaviors, and relationships between the leader and followers within the organization, authors differ in their emphasis when they entertain the concept.

Consequently, some definitions are more focused and define the essence of value in leadership from moral and ethical principles because it seems that the root for the construction of VBL is the prevalence of moral and ethical deficiencies of many charismat-

ic and dynamic leaders of both the public and private sectors, which leads to questions and the inability of classic and traditional methods to lead organizations in the third millennium. Authors such as Reilly & Ehlinger (2007, p. 246) and Brown and Treviño (2006, pp. 595) define "values-based leadership (VBL) as leadership based on foundational moral principles or values such as integrity, empowerment, and social responsibility".

Busch and Murdock, in other instances, conceptualize value-based leadership in a wider and more elaborate way from the practicality standpoint; accordingly, they define VBL as a "goal setting, problem solving, language creation, and value development interaction, which is anchored in the organization's values and high ethical standards" (2014).

- Goal setting: The goal-setting component in this definition refers to the terminal values organizations aspire to achieve.
- The problem-solving component refers to the instrumental values used to achieve terminal goals (e.g., responsibility or helpfulness).
- Goal setting and problem solving occur simultaneously as the value-based leader tries to search for means (i.e., solutions to the problems) to achieve the goals.
- While trying to solve problems to achieve goals, value-based leaders develop a language that they and others understand, thus creating knowledge among participants in the leadership process to understand values (p.88).

Leadership theorists such as Moylan prefer to define VBL from the behavioralist standing point of view, which is what the leader does or what role the leader plays within the organization; accordingly, value-based leaders consciously choose to follow a servant style of leadership, who leads by example and trust rather than command and fear, coupled with unbridled moral courage, constant respect and desire to serve others.

Overall, as has been clear in all types of definitions, the underlying principle of value-based leadership is building a positive relationship that bases shared values; thus, the leader will increase the value for the success and durability of a given organization. Hence, shared core values are then a common language that leaders and followers use to communicate with each other as a single community, and as a community valuing their values serves as a glue that allows them to pass crisis times and be successful. In addition, as a leadership style, value-based leadership behavior has moral, authentic, and ethical dimensions in addition to the strengths of traditional leadership styles.

Why the VBL is Now in the Higher Education Context

While they are not necessarily mutually exclusive, to increase appreciation for the usefulness of values-based leadership, let us explain why value-based leadership is needed in the specific higher education context and why value-integrated leadership is needed more than ever in the higher education context. In the field of organizational management, early authors such as Chester Barnard (1938) suggested that shared values were useful in addressing the problem of managing and coordinating complex organizations such as higher education institutions. Many leaders and academics are fascinated by the shared concept of values because values are seen as the underlying attitudes and beliefs that help determine individual behavior for both personnel and leaders (Treviño & Brown, 2004, p. 75). In addition, the core

value statements a university constructs help to define what is acceptable and even cherished in terms of personal behavior and overall organizational focus (Atkinson, 1990). Johnson (1987) also put quite plainly, the value statements any university constructs will speak volumes about its organizational culture.

Even more important is the impact of value-based leadership in the context of higher education, which is explained by two crucial elements:

- The first element is the important implication of the VBL for future changes in higher education: "The opinion of experts and researchers alike indicates a positive trend in the application of the values-based leadership model in education in managing future changes.
- Second, as mentioned in Dinh, Jessica et al. (2014) and Johnson, and McKinley (2016), the university is a complex public institution that requires diversity management; as well described in Anggorowati's writings (2016) "The core of values-based leadership, both theoretically and practically, is that diversity is a blessing." It depends on the value of taste in processing differences to be a meaningful value that supports each element and thus promotes the organization's progress toward the goals, maybe even more (Ibid). To strengthen the idea that Fairholm (1991) also noted, Values Leadership's call for a "new" philosophy of leadership is defended by reference to the challenges posed by increasing workforce diversity and global competition.

In conclusion, the influence of value-based leadership in the context of higher education has significant consequences for future developments in higher education. From the perspective of professionals and scholars alike, the use of the values-based leadership model in education for managing future changes shows promise. Moreover, the university, as a complex public institution that requires diversity management value-based leadership, will answer "Values Leadership describes as a model of leadership based on a humanistic set of values and beliefs, variety is a blessing" (Fairholm, 1991). This is because values are at the basis of human-nature relationships. These latter are holistic systems that are shaped by physical, socioeconomic, and spiritual elements (Egri,1997).

As a result, because higher education institutions are not mutually exclusive, they all suffer what others suffer. Furthermore, as institutions focus on human development, humanistic value sets are their first priority because value-based leaders regard employees as human capital worthy of trust and respect Millick (2009). Hence, value-based leaders in universities enable leaders to drive visible results through invisible values because values are a hidden force that has an impact on the manner of action, decision-making, relations with others, and behavioral selection [12-15]. For this reason, higher education institutions should seek and adopt a new leadership paradigm that focuses on shared underlying values, and this leadership model will undoubtedly be value-based leadership.

Method
The methods section included searching for relevant literature on the phenomenon of interest, screening and including the literature, and the approach followed in creating a report pool.

A Search for Literature and Inclusion of Relevant Studies
Overall, the search yielded thousands of articles even in the field of value-based leadership since the model has recently flourished; however, Google has 711,000,000 publications within 0.49 seconds. Since the verge of the new millennium, a significant number of scholarly publications, empirical studies and topical books on leadership have identified values as an essential element of leadership that has been forgotten and value-based leadership as a new leadership paradigm that fills the horizon in the recent era. However, not all of these studies are fit for the purpose and/or objectives of this review; thus, we searched for research that has been published in English in the last three decades because value-based leadership, as a new dynamic, began to flourish within the last thirty years. We focused our review mostly on four databases: Research Gate, Science Direct, Google Scholar and Scopus. In addition, three previous databases in rare instances, Academia, were utilized. These databases are chosen because they are the most prestigious indexes (i.e., those with high impact factors) for capturing the research published in well-known journals in value-based leadership.

- An initial trial was run using the search terms "Value*, Value based Leadership* Value based leader*, Value integrated Leadership*, Importance of Value in Leadership*, Value integrated Leadership and Performance, Value Base Leadership Define*".
- In addition, this review used three different Boolean operators: AND, OR, and NOT. First, the review used the AND operator to find all the articles that included both BOOLLEAN and STRING. Next, the OR operator is used to find either the BOOLLEAN or STRING keyword in each of those articles. Finally, the NOT operator is used to exclude any articles that have either of those keywords.

Screening and Inclusion
To include publications in the report pool, a two-step screening approach was utilized. The first stage involved selecting publications based only on their titles. During this round of screening, 47 studies, including journal articles, dissertations, book reviews, and books, were matched. The second screening procedure was required before we went through evaluating the whole report based only on the publication title and deciding whether the report would be retrieved for further study and inclusion in the report pool.

During the second screening step, the abstracts and introductory portions of 47 publications were evaluated. Furthermore, first-level scan reading was undertaken in a few publications to check that the inclusion criteria were appropriate based on the following criteria:

- The study is within the chosen setting
- The study includes empirical research (i.e., primary or secondary; quantitative or qualitative, or mixed; is it a book or book review;) OR is this just a random report that does not adhere to any scientific guidelines?
- Is it broad or field specific, written for a very precise and targeted purpose?
- Because value has a religious conscience, we also take care not to go too far and out of the box.
- Furthermore, the study's structure and/or organization are examined to determine its results.

After evaluating the resulting list of abstracts, we selected 41 that were noteworthy enough to justify a full-text analysis. The remaining six studies were omitted from the report pool because one was largely religious in nature, another's structure was not clear enough to rely on its conclusion, and the remaining four were discovered to be chapters just ready for presentation or presented in an unknown event.

Report Pool Creation
The PRISMA 2020 checklist was utilized to maintain the standards used to produce the report pool using a three-stage sequential method (identification, screening, and inclusion).

Ethical Consideration
Each analysis must address ethical concerns. By ensuring that the analysis was supported by a clever plan, moral issues regarding plagiarism were avoided (Alvesson & Sandberg, 2011). Any information or data obtained from different sources, as well as from previous studies, was appropriately attributed utilizing correct citations (Alvesson & Sandberg, 2011). Such a thought was relevant when considering Leading through Value: Values in Use in higher education leadership through the Lens of Value-based Leadership (Charmaz, 2014). As a result, with relevant data and information obtained, it is possible to draw conclusions (Ibid).

Conclusion
This paper aims to illustrate the relevance of core values if leaders infuse these values into their leadership and to contribute to the current literature by emphasizing the necessity of value-based leadership approaches. We noticed that value-based leadership, a rapidly evolving leadership style that has begun to fill the horizon, comprises behaviors with moral, authentic, and ethical characteristics in addition to the attributes that classic leadership styles possess. Since higher education institutions are not mutually exclusive but differ in their foci (i.e., human capital development), we also sought to investigate the value of value-integrated leadership practices and discovered the same result: values in HEIs are the most important factors in dealing with unanticipated future change, remedies in managing complex diversity, enablers in making quality decisions, and actions in accordance with the core values of higher education and in creating a more homogeneous work environment in addition to boosting the performance and productivity of higher education.

After internalizing the exquisite relevance of value infusion leadership in firms with similar contexts in higher education, we arrive at the following conclusion:

- Value-based leadership is the ideal leadership style, especially given the quickly changing environment in which most organizations operate. The core values of organizations will aid in adapting to and responding to the complexity of the modern environment. As M. and E. Chevrot (2022) noted, in unprecedented times, value-based leadership may serve as a guidepost for decision-making. Organizations that prioritize values are more resilient (Ibid). In addition, core values create a cultural glue or bond within the organization. In addition, it forms a uniform or consistent behavior among people as desired by the organization, and in addition, it creates a true identity for the people in the organization [16].
- Finally, since leadership plays a fundamental role in decision-making, problem solving and resolving conflicts in the

organization and values cause a decision to be reached in the organization based on the consideration of the good of the organization. As Mokhtar et al. (2003) plainly put it, the acceptance of these core values needs to be strengthened and instilled in leadership to achieve overall organizational excellence. In fact, most researchers consider specific definitions of core values that should exist in a leader. Therefore, value as a criterion for leadership should receive attention because it mostly affects the leaders of any organization.

To summarize, as beautifully articulated by Khushnuma Bano et al. (2020), organizations today function rapidly and significantly change, increasing the value of values-based leadership since, as Mussig (2003) clearly stated, "values-driven leadership establishes the function of the relationship as putting values into practice" and that "the function of the leader may be to bring values to the relationship [17-25]." As a result, value-based and effective leaders shine a light on their followers' brighter sides, revealing what is good in them and, ultimately, giving them hope (O'Toole, 1996: 9-10). Finally, the leader's vision becomes their vision because it is founded on their needs and aspirations (idid) [26-30].

Bellon (2006) posits that values can be developed, even learned, through a comprehensive values-based leadership program in which participants learn to model behaviors and have opportunities to work through simulated situations with instructor guidance and feedback [31-36]. He suggested that this type of training is imperative for achieving sustainable change and is currently lacking in most leadership programs (ibid).

Implications for Practice and Future Research
As has been proven in a variety of research on this topic of value and value-based leadership since the verge of the new millennium, value-based leadership has been statistically proven to deliver excellent results over long periods of time (Good to Great, Collins, 2001). Similarly, to Simmerly (1987), the strongest internal tool in every organization is its values involving manner of acting, decision-making, relations with people and behavioral expectations, or in its short version, "Values are situation independent decision-making helper" ("Richard Barrett"). However, more research is needed on the role of values in institutionalization processes since values are central to the VBL model [37-41]. Surprisingly, the source of values, their universality, and the possibility of value conflicts are not explored more fully by W. Fairholm (1991). Similarly, Murdock (2014) emphasizes that value-based leadership in public professions is an important yet understudied topic. Therefore, for instance, scholars should analyze

- the link between institutional work and institutional leadership to understand how fundamental values become institutionalized through work;
- How do values influence actions and institutions?

It would also be interesting to explore how managers go beyond core values and value codes to facilitate processes that tie purpose, values and the character of the organization Harald Askeland, & et al. (2020).

Similarly, Muscat & Whitty (2009) assert, "The emergence of more values-based topics is called for in order to achieve a true

long-term global ethic for people and planet . . ." (p. 39). To this end, future research could be directed to scholars who are interested in the area of value and value-based leadership.

- How can this value-based leadership model be validated and empirically tested?
- How do the different countries feature as examples fare on one or several of the value-based leadership dimensions?
- How do different contexts (i.e., legal, political, cultural, and economic) influence the practice of value-based leadership?
- How does value-based leadership in the public sector differ (or not) from that in the nonprofit sector?
- How does gender influence (or not influence) value-based leadership practices?
- What is the dark side of value-based leadership?.

Author Contributions
All the authors listed have made substantial, direct and intellectual contributions to this work and approved it for publication.

Conflicts of Interest
The authors declare that they have no competing interests as defined by BMC or any other interests that could be perceived to influence the results and/or discussion presented in this paper.

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