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INFLUENCE OF VALUES ON ETHICAL LEADERSHIP PRACTICES IN PAKISTANI UNIVERSITIES

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ABSTRACT

An ethical leader has strong personal values as well as work values. This qualitative study explores the personal and work values of university leaders and their influence on ethical leadership. Data were collected from seven university leaders from Balochistan, Pakistan exploring their perceptions about “personal values”, “work values” and “ethical leadership”. The Self-Guided Core Values Assessment Sheet from the Center for Ethical Leadership was used to collect data for personal values. Data for work values and ethical leadership were collected using interview questions sent through email. Purposive sampling technique was used for data collection and thematic analysis was used for data analysis. The results indicate that happiness, authority and power were personal values most favored by the participants. Common themes on values practiced by university leaders as ethical leaders emerged as social-oriented values, departmental-focused values, and relational values from the interviews. The findings further indicate that personal values of leaders affect their work values, which ultimately influence ethical leadership practices. These findings have implications for policy making and implementation at the university level in Pakistan.

Keywords: *Personal values, Work values, Ethical leadership, Universities, Pakistan*

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INTRODUCTION

An ethical leader is a moral person as well as moral manager. As moral persons, ethical leaders are deemed to possess good personal values such as honesty and integrity while, as moral managers, they should create a strong ethical message to establish and maintain the values of the organization and influence workers' thoughts and behaviors (Trevino, Hartman, & Brown, 2000). Ethical leaders influence values by establishing and maintaining organizational norms and serve as role models for subordinates. Such leaders possess the ability to identify, affirm, and renew the values of workers (Grojean, Resick, Dickson, & Smith, 2004). Thus, ethical leadership is an influencing process to achieve a shared purpose by ethical means (Prince II, Tumlin, & Connaughton, 2009).

Ethical leadership has attracted increasing attention in the last few decades. But, much of the extant research in the field has focused on the role of values in ethical leadership implicitly (Brown, Treviño, & Harrison, 2005; Hansen, Alge, Brown, Jackson, & Dunford, 2012; Kalshoven, Den Hartog, & de Hoogh, 2013; Sabir, Iqbal, Rehman, Shah, & Yameen, 2012; Yidong & Xinxin, 2012). More recently, researchers have begun to study the role and importance of values, beliefs, morals and conduct explicitly in ethical leadership (Joosten, Dijke, Hiel, & Cremer, 2013; Sabir et al., 2012). Relatively little research has been done on the role of personal and work values in ethical leadership. Moreover, a majority of the studies on ethical leadership have been conducted in the Western context (e.g., Joosten et al., 2013; Yates, 2014). Therefore, we need to conduct such studies in developing countries including Pakistan (Okpara & Wynn, 2008; Sabir et al., 2012).

In order to fill the abovementioned identified gap, this article explores the influence of personal values on work values of university leaders and how these influence their ethical leadership practices.

REVIEW OF RELEVANT LITERATURE

Personal Values: Theoretical Model

Personal values are deep-seated standards that reflect actions, judgments and decision-making (Kouzes & Posner, 1995). Study of values has been a subject of interest to many researchers. A comprehensive theory of personal values, however, was pioneered by Schwartz (1992, 1994, 2006, 2009). Schwartz (1992) gave the theory of basic human values. According to him, every society has to cope with three universal requirements: needs of humans as biological organisms, needs for coordinated social interaction and needs for the smooth functioning and survival of groups. He put forward ten motivational values: power, achievement, self-direction, hedonism, benevolence, stimulation, universalism, tradition, conformity and security. Figure 1 portrays the theory of personal values (Schwartz, 1992).

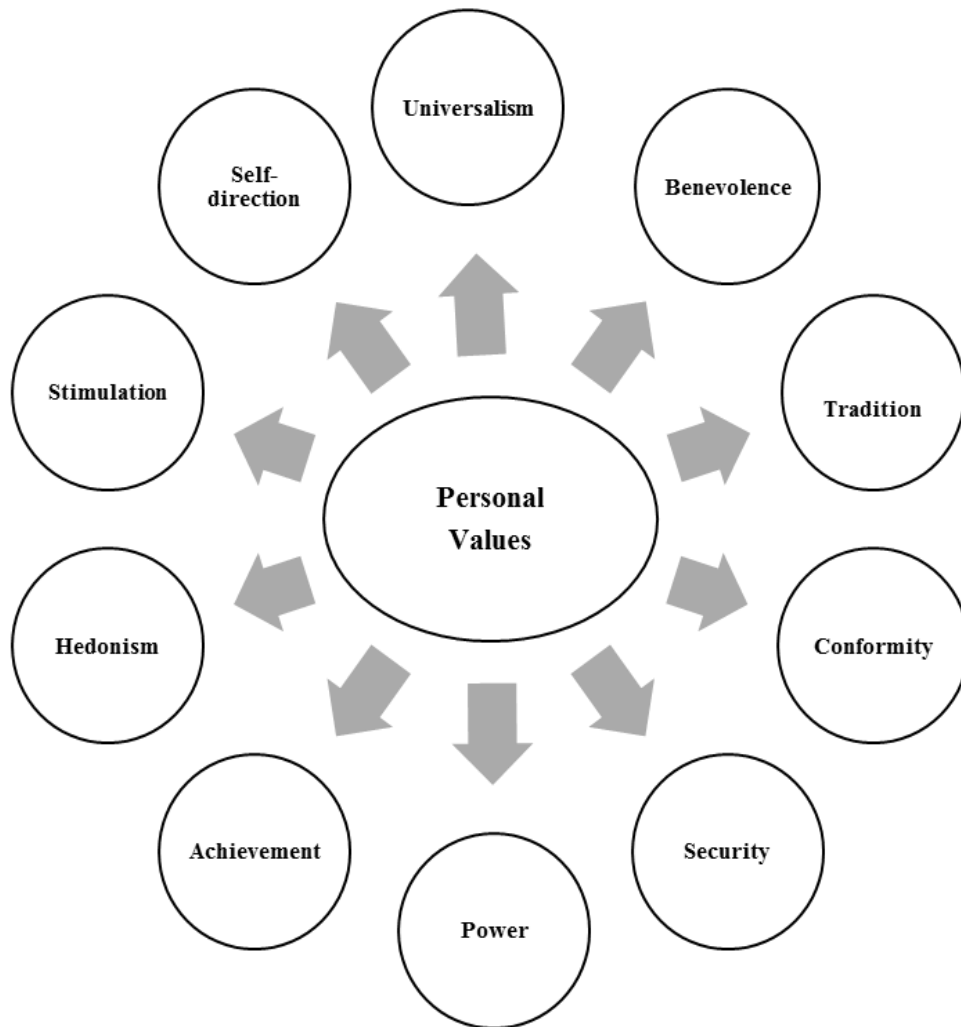


Figure 1. Theoretical Model of Human Personal Values (Schwartz, 1992).

In addition, he gave an integrated motivational structure regarding the dynamic relations of conflict and compatibility among the value types in a circular arrangement. His theoretical model of relations among motivational types of values show that power and security values are similar in temperament to each other, but power is contradictory to universalism and security is contradictory to self-direction.



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Table 1

Motivational Values and Their Description (Schwartz, 1992, 1994)

Motivational Values	Definitions	Exemplary values	Sources
Power	Social status and prestige, control or dominance over people and resources	Social power authority, wealth	Interaction Group
Achievement	Personal success through demonstrating competence according to social standards.	Successful capable ambitious	Interaction Group
Hedonism	Pleasure and sensuous gratification for oneself.	Pleasure Enjoying life	Organism
Stimulation	Excitement, novelty, and challenge in life.	Daring, varied life, exciting life	Organism
Self-direction	Independent thought and action--choosing, creating, exploring.	Creativity, curious Freedom	Organism Interaction
Universalism	Understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.	Broad-minded, social justice, equality Protecting the environment	Group Organism
Benevolence	Preservation and enhancement of the welfare of people with whom one is in frequent personal contact.	Helpful Honest Forgiving	Organism Interaction Group
Tradition	Respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide.	Humble, devout Accepting my portion in life	Group
Conformity	Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms.	Politeness, obedient Honouring parents and elders	Interaction Group
Security	Safety, harmony, and stability of society, of relationships, and of self.	National security order, clean Social	Organism Interaction Group

Table 1 describes the ten motivational values given by Schwartz (1992). The first column contains the ten motivational values. In these second column, the motivational values are defined in terms of their



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central goals. In the third column, the exemplary values are listed that represent their motivational values in practice. Finally, column four indicates the universal requirements where the organism indicates needs of humans as biological organisms; interaction stands for needs for coordinated social interaction while group represents needs for the smooth functioning and survival of groups.

Besides, Schwartz (1994) adapted the theoretical model of Schwartz (1992) in order to discriminate clearly opposing motivations from one another by organizing higher order values into two bipolar dimensions. Figure 2.2 shows Schwartz's theoretical model of relations between motivational types of values and bipolar value dimensions (Schwartz, 1994).

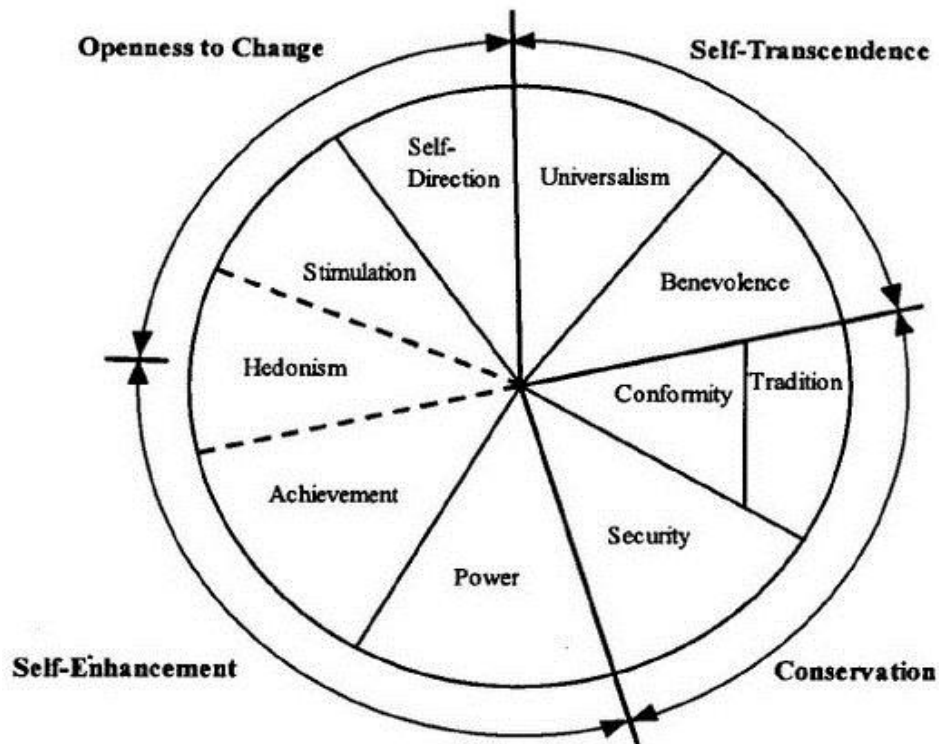


Figure 2. Relations between Motivational Types of Values (Schwartz, 1994)



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In bipolar dimensions, openness to change (self-direction and stimulation) is in contrast to conservation (conformity/ tradition and security) value types; self-enhancement (achievement and power) is in contrast to self-transcendence (universalism and benevolence) value. Tradition and conformity share the same broad motivational goal, therefore both are located in a single block while hedonism shares elements of both openness to change and self-enhancement.

Values influence behavior and attitudes. The theory of personal values provides a framework for relating the values to behavior and attitude. The majority of behavioral variables that have been related to value priorities affect work conditions such as autocratic, independent and dependent behavior and choice of occupation. While attitudinal variables such as job satisfaction, organizational commitment, trust in institutions and attitudes toward ethical dilemmas are variables that have been related to value priorities and affect work conditions (Schwartz, 2006).

Personal Values and Work Values Interaction

Personal values are often reflected in work values. Ros, Schwartz, and Surkiss (1999) employed Schwartz's theoretical model of personal values. They argue that higher-order basic human values of openness to change, conservation, self-enhancement and self-transcendence imply four types of work values: intrinsic (the pursuit of autonomy, interest, growth, and creativity in work), extrinsic (job security and income), social (contribution to society) and prestige (authority, influence, power, and achievement).

Moreover, they found that these four types of work values were parallel to the four higher-order basic human values; intrinsic work values were positively correlated with openness to change while negatively correlated to conservation; extrinsic work values were positively correlated to conservation while negatively correlated to openness to change; social work values were positively correlated to self-transcendence while negatively correlated to self-enhancement; and prestige work values were positively correlated to self-enhancement while negatively correlated to self-transcendence. This study developed a new insight into the relationship between personal values and work values and confirmed that basic human theory can help to clarify work values.

Further, personal values are related to the satisfaction of human ethical needs. The satisfaction of ethical needs helps in understanding loyalty and commitment in work situations (Dahlggaard-Park, 2012). Froese and Xiao (2012) argue that if employees' values and their organizational values are in line then there will be higher job satisfaction and organizational commitment. Further, they suggested that work values have a direct effect on job satisfaction facets such as job autonomy and performance appraisals and indirect effect on job commitment.



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Values and Ethical leadership

Ethical leadership recognizes and reconciles tensions between personal values and work values (Center for Ethical Leadership LBJ School, 2002). Brown et al. (2005) define ethical leadership as “demonstration of normatively appropriate conduct through personal actions and interpersonal relationships and the promotion of such conduct to followers through two-way communication, reinforcement, and decision making” (p. 120). In addition, they found that ethical leadership is a result of characteristics and behaviors of leaders. This leadership is demonstrated through integrity and keeping high ethical standards, treating employees kindly and fairly, and holding employees accountable for ethical conduct in the organization. Joosten et al. (2013) argue that moral identity (developed in terms of the use of fairness, kindness, compassion) plays a pivotal role in preventing unethical leadership behaviors because leaders who have high moral identity tend to be more ethical in their behavior and conduct. Ethical leaders lead on ethics: by being honest, caring, fair, and trustworthy in their decision-making process (Zhu, He, Treviño, Chao, & Wang, 2015). Kalshoven, Den Hartog, and De Hoogh (2011) proposed seven dimensions for ethical leadership namely fairness, power sharing, integrity, role clarification, ethical guidance, a people orientation, and environment orientation.

Literature shows that ethical leadership is positively related to a helping attitude and initiative to support, social exchange, innovative work behavior, job satisfaction and organizational commitment (Hansen et al., 2012; Kalshoven et al., 2013; Sabir et al., 2012; Yates, 2014; Yidong & Xinxin, 2012). Overall, the majority of studies on the issue have discussed implicitly with regard to personal and work values and linked these to ethical leadership. Relatively, little research has been done to see how the role of personal and work values influence ethical leadership.

METHOD

This study adopted the exploratory qualitative research method. According to Creswell (2012), qualitative research is best suited when the researcher wants to explore the problem to get deeper understanding of it. Exploratory qualitative research is used when researchers have an idea and seek to understand more about it. Additionally, it is used to generate ideas, provide insights, establish priorities for future research, read what others have done, and discover more about the topic (Stevens, 2006). Studies on personal values, work values and ethical leadership together are limited. Therefore, there is a decisive need for further study on this topic. Resick, Martin, Keating, and Dickson (2011) argued that qualitative methodology suits studies on ethical leadership as it allows the possibilities to find more attributes. Hence, in order to examine the personal and work values of university leaders and how these influence ethical leadership, it is considered that exploratory qualitative research can help us best to achieve our objectives.



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The Sample

Purposive sampling technique was used for data collection. In purposive sampling, researchers intentionally select participants to understand more about them (Creswell, 2012). Deans and Heads of Department working as leaders were selected as the sample of the study. The researchers selected seven university leaders as sample of the study. Five university Heads of department (HoDs) and two Deans from three public universities of Balochistan, Pakistan, namely: University of Balochistan (UoB), Sardar Bahadur Khan Women's University (SBKWU) and Lasbela University of Agriculture, Water and Marine Sciences (LUAWMS) were interviewed. Among the participants, two were male: one Ph.D. and one M. Phil with more than three years of experience as leaders. The qualifications of five female participants were: one Ph.D., one M. Phil and three Masters Degrees, with one to five years' experience as leaders. Self-Guided Core Values Assessment Sheet (SCVAS) and interview questions were emailed to participants along with consent forms.

Data Collection Process

The Self-Guided Core Values Assessment Sheet (SCVAS) from the Center for Ethical Leadership was used to identify the most prioritized personal values. The participants were asked to fill the sheet by adding two important value words missing in the Sheet in blank lines, and then they were asked to select eight value words that were important to them from the list of value words. Finally, they were asked to narrow it down to two most prioritized personal value words. This helped in examining the most prioritized personal values for selected university leaders. Table 2 shows the list of value words used in the exercise. Additionally, the influence of values on professional practices of leaders was identified through interview questions. The interview questions explored work values of leaders and the influence of personal/work values on ethical leadership. The questions asked were about the meaning and importance of values in their personal and professional lives.

Table 2
Core Values Exercise by Center for Ethical Leadership (2002)

Core Values Exercise	
Peace	Integrity
Happiness	Love
Friendship	Family
Success	Recognition
Fame	Truth
Authenticity	Wisdom
Power	Status
Influence	-----
Justice	-----



Data Analysis

Thematic analysis was used for identifying, analyzing, and reporting themes within data to interpret various aspects of the topic under study. Thematic analysis is the most appropriate method of data analysis for this type of qualitative research because of its flexibility and interpretation supported by data (Braun & Clarke, 2006). Six steps of thematic analysis were followed which were: familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing the report (Braun & Clarke, 2006).

FINDINGS AND DISCUSSION

The Self-Guided Core Values Assessment Sheet (SCVAS) is designed to ask leaders to highlight their important personal values and then narrow them down by removing some from the list in order to determine the most prioritized personal values. The SCVAS is progressive (by adding missing values) and choice-based (selecting the two most important personal values). Personal values also reflect organizational or work values (Ros et al., 1999) and influence ethical leadership practices (Prince II et al., 2009). Therefore, the participants were asked to reflect on how they express their most prioritized personal values in their departments as leaders. The university leaders provided a wealth of information about the response of interview questions and helped in identifying common themes.

Personal Values

The findings from the Self-Guided Core Values Assessment Sheet (SCVAS) illuminated university leaders' important and the most prioritized personal values. The blank lines from SCVAS filled by participants show the values that seemed important for them according to their culture and society. Discipline, leadership, trust, guidance, sincerity, loyalty, equality, fairness, control, authority, sharing, punctuality and effective time management were the value words added by research participants. For the second part, participants were asked to select eight value words out of eighteen value words (16 already present and two important value words added by them) from SCVAS. The participants selected two values much more often as their most important personal values: success and justice. Happiness, recognition and truth were the second most important personal values followed by power and family, while influence and status were not selected as values. In the last step of the exercise, participants were asked to narrow down the list to two most important value words as their most prioritized personal values. Among all values, happiness, authority, power, peace, integrity, fame, love, family, wisdom, justice and sincerity were selected as most prioritized values.

However, happiness, authority and power were personal values most favored by the participants. So, according the Schwartz's (1992) theory of values these values fall into hedonism and power(see Table 1).



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The abovementioned findings reflect that our results are in line with the Schwartz (1992) findings where he found the personal values (described in Table 1) commonly present within and across cultures. The values found in this study are among the 56 values listed by Schwartz (1992). The findings of the study are also supported by previous literature on values and leadership (Hooijberg, Lane, & Diversé, 2010; Kalshoven et al., 2011; Prilleltensky, 2000; Ryan, 2010; Yilmaz, 2010; Zhu et al., 2015). However, the blanks given in SCVAS facilitated in finding more personal values that are not mentioned in Schwartz's list. For instance, discipline, punctuality and effective time management are the values added in by participants. As mentioned by the Center for Ethical Leadership (2002), the selection of personal values is a matter of personal interpretation. Additionally, Resick et al. (2011) found differences in values in six different societies. The participants selected discipline, punctuality and effective time management as important values. These values have also been identified as important standards and values present in effective leaders by previous researchers (Resick et al., 2011; Yukl, 2010). Nonetheless, data collected from the SCVAS shows that power and authority are selected as most important personal values more than other values. Use of power can be ethical or unethical; many leaders misuse power (Resick et al., 2011). Some leaders are autocratic and use power unethically (Nazir, 2010).

Effect of Personal Values on Work Values

In response to interview questions, the participants elaborated how they used their personal values in their workplace as leaders. Their responses indicate how personal values affect work values. One leader in response to the implementation of the most prioritized personal values said:

"I as the head of my faculty, do stress on these personal values especially, and get time to time the reflection from the staff working under my supervision and always try to fill the gaps if there are any".

This statement is in line with some researchers' (e.g., Froese & Xiao, 2012; Ros et al., 1999) showing that personal values are very important and leaders during their leadership practices not only stress their personal values but also practice them in order to fulfil employee needs. Personal values are not only reflected in work values but also get organizational members more committed toward the leader and the organization and affect the organizational culture and environment (Froese & Xiao, 2012; Ros et al., 1999). Organizational members seemed to show more willingness in terms of giving their time, sacrificing their rest and incentives and showing more devotion and loyalty to their leader and the organization.

Workers have better productivity and enhanced performance if they are given opportunities to feel pride, freedom, autonomy, and respect (Hansen et al., 2012; Kalshoven et al., 2013). Another leader



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pointed out the importance of personal relationship based on respect and frankness for a better working environment:

“For a healthy environment, I have to be frank with my subordinates, and ultimately they always work with me without asking for any additional wages for the extra work that they do”.

Overall it was obvious that values such as honor, truth, reliability, respect, integrity, shared decision-making, sincerity and wisdom were used to get organizational members to work harder and better. For example, one leader claimed: *“My colleagues have to be tackled with my smart decision powers otherwise there can be drastic consequences which can affect my department and me as well”.* The findings also indicated that leaders like to practice their prioritized values in their departments. One leader said, *“I choose the values that I think are found in me or that I practice in my department”.* Additionally, leaders want to lead by example in their departments. As one leader mentioned: *“I use a positive approach in my department by advising and encouraging but most importantly I do the things first before advising my colleagues”.* Resick et al. (2011) declared that effective leaders educate their organizational members through role modelling. They serve as ethical role models for their organizational members (Zhu et al., 2015).

Values and Ethical leadership

Ethical leaders understand that leadership means serving others, and their very morals and ethics also carry the obligation to lead when circumstances require (Prince II et al., 2009). The leaders' behavior and practices in an organization reflect whether they are ethical leaders or not (Brown et al., 2005). There was a range of interesting reflections on ethical leadership practices in the interviews. Common themes on influence of values on ethical leadership emerged from the interviews with university leaders and are grouped as in the following:

- Social-oriented values
- Departmental-focused values
- Relational values

Social-oriented Values

It was evident that leaders use the values that are more social in nature. In other words, the values that have been proven to have good social outcomes and serve for the betterment of all are being used in the departments of the selected university leaders. For example, according to one leader:

“If there is peace in society along with the peace of mind and heart, it covers almost all other values. Therefore, I try to create a peaceful environment in my department to get maximum output”.



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The university leaders use peace as value in their departments. Creating a peaceful environment in the organization is one of the qualities and duties of ethical leaders, too. Yılmaz (2010), for instance, recommends that leaders should get training in ethical leadership in order to create an environment of peace, respect, freedom and politeness. Moreover, selected leaders consider their departments as social systems; therefore, they use the values that have been considered good for society. However, they discourage negative approaches that may have negative consequences. For instance, one leader argued:

“No nation can exist without discipline. It is discipline that unites man to man in society... Hence, discipline is one of the basic insignia of social life; therefore I maintain it in every kind of activity and relationship inside the department. However, as a head I never accomplish discipline with a negative approach such as punishment, admonishment, criticism, etc.”.

Another leader described the role of justice in his/her department by saying:

“One can have a look around and see that developed and civilized nations, who just surpassed others because of free and fair justice to their public. As a HoD, I maintain justice in my department”.

Leaders mentioned about the values that are collectively better for all. They mentioned at different places that they are not individualistic and maintained a good working environment in their departments. They avoid favoritism and treat all equally. According to one leader, like society organizations cannot survive without being disciplined. Most importantly, a family environment is created and maintained in the departments. For instance, one leader mentioned:

“At workplace, the family environment is required especially at the university level where the difference between you as head and your colleagues is not very wide”.

Another added: *“If colleagues are happy and we treat them as our family members their output of the work will increase”.* Another leader argued: *“You need to create a family environment where everyone is ready to help you succeed in your department”.* Thus, leaders use social working values (Ros et al., 1999) in their departments as leaders. These findings are also supported by Schwartz's (1992, 1994) needs for 'coordinated social interaction' and 'smooth functioning and survival of groups' where the values (justice, peace, equality, politeness) are basic personal values as well as basic social requirements. Besides that, the findings in this study also reflect that values play an important role in ethical



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leadership. For example, for Kalshoven et al. (2011, 2013), no favoritism, treating others equally, honesty, making fair choices, and taking responsibility constitute one dimension of ethical leadership “fairness”. These findings support our claims that personal values and work values influence ethical leadership practices.

Departmental-focused Values

Ethical leaders listen to their colleagues, their ideas and concerns and clarify roles, responsibilities, expectations, and performance goals (Kalshoven et al., 2011). However, the findings of this study show that leaders select those values or prefer to do the activities that are good for their departments. These leaders try to maintain an ethical environment in their day-to-day activities in organizations. They try to adopt values that are more organizational-outcome focused. One leader, for instance, said, *“Being a woman, I work late evenings ... because I don’t want my department being inferior to others”*. In a Pakistani society where females prefer to get jobs in schools, colleges, or universities because of shorter working hours (researcher’s own experience), this leader being female burns the candles for the betterment and future of her department. Not only this, the leaders mentioned the values that help them achieve departmental goals. One leader claimed: *“I have chosen the values that help me to achieve the goals of my department”*. Moreover, they have selected the values that can help them in day-to-day departmental activities. For example, one leader argued: *“I selected wisdom because it is important and helps to manage different organizational affairs”*. For one leader, his/her main purpose of being in the organization was to work and facilitate others through ethical-oriented values so altogether could achieve the goal of the department. S/he stated: *“Leader should consider ... subordinates as team assisting them in achieving departmental goals”*.

Apart from this, leaders mentioned the importance of obeying the university and department rules and regulations in their practices. For them, to be ethical means, observing, obeying, and monitoring rules and regulations in the department. A leader mentioned in an interview that:

“I select this value [Discipline] because it ensures the accomplishment of departmental rules and regulation...without following the rules and regulation it is not possible to maintain harmony in the department”.

In line with above leader, for another leader the key to success for any department and institution is: *“If all rules and laws are obeyed in their true letter and spirit and no favoritism is being observed, then no doubt, there is no reason for failure of the institute”*. Most significantly, the leaders try to utilize their



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time efficiently. For them, their time in their departments is mainly for administrative purposes. Therefore, they avoid time wastage and spend working hours fruitfully. They try to be punctual. One leader argued:

“For me punctuality is the most important value for any leader...we are being paid for our work that we do. Therefore, we should try to make Halal [permissible/lawful] what we earn. The best way of earning Halal is to spend your time efficiently in your departments”.

Another leader claimed: *“I don’t waste my time gossiping unnecessary things. Rather, I switch informal discussion intentionally to departmental issues”.* Thus, the findings under this theme show that leaders try to be honest, heartfelt, and sincere with their departments and love to practice the values that are most helpful in proper functioning of their departments and achieving the departmental goals. Our findings support the findings of Lazaridou (2007) who concluded that ethical leaders use consequentialist values, attempt to bring the best results, and follow rules and regulations. However, use of power and control can be an unethical behavior because it might discourage shared decision-making and autonomy. We found through interviews that few leaders use control and power in their departments as leaders, as one leader argued: *“I have to give orders and organize meetings periodically in order to show power”.*

Relational Values

Interviews revealed very interesting methods and procedures where the leaders use values to create a good organizational environment by having a positive relationship with organizational members. One leader proudly mentioned that he (the interviewee’s gender may be disguised in all excerpts) he gives a chance to everyone to speak and involves organizational members in the decision-making process. For example, one leader declared:

“Integrity is an umbrella term that includes honour, truth, reliability and respect. A leader should promote integrity in their departments and consider his/her subordinates as a team...I include my subordinates in the decision-making process”.

Involving organizational members in the decision-making process has been regarded as leaders ethical concerns to promote social justice in their organizations (Ryan, 2010). Leaders promoted team work and shared decision-making in their departments to develop a sense of belongingness, respect, equality, and justice. Furthermore, sense of collegiality and collectiveness was reflected in the interviews. One leader has given an example of how she motivates organizational members through arranging different get-together activities. She mentioned: *“Sometimes I arrange get together festive to make them realize*



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that I am also a colleague and of their level. This motivates my subordinates to work happily and interestingly”.

Similarly, another leader explained that he believes in collectiveness in terms of work and results by stating: *“I want to combine the expertise of all so that we can do greatest good for the greatest number of people”.* Not only this, these leaders also help their department mates in academic and instructional activities by solving their problems and giving them support. Most importantly, to develop a positive relation and trust in departmental members these leaders listen all, their personal and official problems but never disclose them. For example one leader said, *“If someone discussing something negative about a colleague, I never disclose it, and keep it confidential”.* Hence, leaders use relational values as ethical leaders in their departments (Ros et al., 1999).

Our research findings show that personal values are very important and leaders use their personal values in their work situation and leadership practices. The findings also reflect that personal values influence leaders’ work values that shape them as ethical leaders.

CONCLUSION

This research explored the personal and work values of university leaders and their influence on ethical leadership in Pakistan. In this study, the Self-Guided Core Values Assessment Sheet (SCVAS) and interview protocols were used to collect data from seven university leaders about their most prioritized personal values and their influence on their work values and ethical leadership. It was found that happiness, authority and power were personal values most favoured by the participants. Moreover, it was found that the leaders as ethical leaders use social-oriented values, departmental-focused values, and relational values in their departments. Hence, personal values affect work values and consequently ethical leadership practices. These findings show that personal values are very important and leaders use their important personal values in their work situation and leadership practices. These findings are in line with those of Brown et al. (2005), confirming that ethical leadership is a result of characteristics and behaviors of leaders through integrity, keeping high ethical standards, treating employees kindly and fairly, and holding employees accountable for ethical conduct in the organization. This study, therefore, indicates that, personal values and work values should be considered as important variables to decide leadership practices as ethical leadership. Most notably, this is the first study to our knowledge to investigate the role of personal and work values together on ethical leadership in the Pakistani context. The findings of this study provide important insights into the issues regarding ethical leadership and the factors that influence this in Pakistan. The findings should, however, be qualified with a view to small sample of the study. Further, the data were collected through emails that might affect its trustworthiness. Future works may be conducted on a more extensive level.



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