

# Customised core values and leadership assessment

in a crisis recovering housing association

C.A. (Cathérine) de Bruine

in partial fulfilment of the requirements for the degree of

**Master of Science**  
in Business Administration

at the University of Twente,  
to be defended publicly on Thursday August 31, 2017 at 5:15 PM.

This thesis is sponsored by RONT management consultants

Supervisor:	Prof.dr. C.P.M. Wilderom	University of Twente
Thesis committee:	Dr. T. de Schryver	University of Twente
	Dr. H.J. Doeleman	RONT

*This thesis is an anonymous version since confidential information is used*



## Preface

In front of you is my master thesis in change management which entails a customised assessment of core values and leadership principles in a crisis recovering housing association. It is the result of research conducted at a Dutch non-profit association. This study produced a final product for the MSc Business Administration in the specialisation Entrepreneurship, Innovation and Strategy, University of Twente.

I would like to use this preface to give a special thanks to people that supported and helped me during this master thesis project. First of all, and foremost to my supervisor from the University of Twente; Prof.dr. C.P.M. Wilderom. She supported me during this research with feedback and clear insights. Also, a special thanks to my second examiner; Dr. T. de Schryver, for the feedback. Furthermore, I would like to thank my supervisor at RONT management consultants; Dr. H.J. Doeleman for supporting me during this research, listening and showing me the right direction. Ir. S.W.G. Huiskes, should not be forgotten and so I thank him as well for all the help and encouragement during this research. Further, I could not have written this master thesis without the contribution and openness of the respondents. And last, but certainly not least, I would like to thank the rest of my family and friends; for their understanding and support during this research.

189 respondents, 68 pages, 18600 words, and many hours of hard work and time-consuming efforts: it was all worth it. I can now almost reach for my master degree. This, after starting to study again in 2013, and now being almost finished in 2017.

It was a very interesting study, also for the housing association and RONT management consultants. This research contributes by showing how to create a learning context and how to connect the daily life in this association more with the organisational goals, norms and values. It is undertaken to improve the housing association's morale and culture. Since employees are the driving force within this housing association, views of the existing culture are identified.

From the outset, I wanted this thesis to provide insights that could be of practical use in the housing association as well as contribute to science by combining different theories. I believe that this has worked out well.

I hope you enjoy reading!

Cathérine de Bruine, August 2017





After difficult transition times, the investigated Dutch housing association started an internal cultural program. In its first phase, core values and leadership principles had been delineated. In the second phase, a culture survey was administered. This survey examined the extent to which all members of the teams working within the association are adhering to their principle values and leadership principles. After a literature review about team core values and leadership principles this thesis reports on the results of this internal culture survey.

The purpose of this study was to investigate the relationship between employees' perceptions of the core values and leadership principles. Participants in the study included 189 employees working in 25 teams at the housing association. These employees represented different departments and varied in background.

A factor analysis was performed to determine how the survey items would load on the seven anticipated factors (3 core values and 4 leadership principles). Findings show that the core value items loaded high on *reliability*, *devotion and rewards*, and the *leadership principles* loaded highly on *flexibility*, *trust*, *safe environment* and *connection*. These findings resulted in new latent variables. A positive correlation was found between *reliability* and *devotion* and between *trust*, *safe environment* and *connection*. Additionally, a negative correlation was found between *trust* and *flexibility* and leadership styles that focus on *connection* and *flexibility*. Certain combinations of values are thus clearly not trivial and seem to require more explication and discussion among employees, particularly because they were seen as desirable qualities at work. No significant correlations between core value variables and leadership style variables are found, therefore it can be concluded that these phenomena do not influence each other within the housing association. However, the management of the housing association can use the insights and recommendations to initiate and carry out the changes deemed to be necessary resulting from the present analysis, such as creating shared goals, creating shared vision, creating shared priorities and communicating these goals clearly



# Content

<b>1. Introduction .....</b>	<b>1</b>
1.1. About the housing association.....	2
1.2. Change approach of the housing association .....	2
1.3. Identification learning objectives.....	3
<b>2. Theory and assessment .....</b>	<b>5</b>
2.1. Why are values important and necessary?.....	5
2.2. Why are leadership skills important and necessary? .....	5
2.3. Framework .....	6
2.4. Core values .....	6
2.4.1. Involvement .....	6
2.4.2. Ambitious.....	7
2.4.3. Reliability.....	7
2.5. Leadership principles .....	8
2.5.1. Change management.....	8
2.5.2. Trust.....	9
2.5.3. Being notably present .....	9
2.5.4. Connective leadership.....	10
<b>3. Research question .....</b>	<b>11</b>
<b>4. Methods .....</b>	<b>13</b>
4.1. Phase 1. Development of the questionnaire.....	13
4.2. Phase 2: Exploratory factor analysis.....	15
4.2.1. Assumptions.....	16
4.2.2. Ethical considerations .....	16
<b>5. Results.....</b>	<b>17</b>
5.1. The core values. ....	17
5.2. Leadership principles .....	19
5.3. Correlation between latent variables.....	22
5.4. Theoretical contributions.....	24
5.5. Practical implications.....	25
<b>6. Conclusions.....</b>	<b>27</b>
<b>7. Strengths and limitations.....</b>	<b>29</b>
<b>8. Implications for management .....</b>	<b>31</b>
<b>9. Bibliography .....</b>	<b>33</b>
<b>10. List of tables and figures.....</b>	<b>39</b>
A. Tables .....	41
B. Learning goal figures.....	57



# 1.Introduction

The focus of this research is a Dutch non-profit housing association which is one of the largest housing associations in the Netherlands. In the recent past the housing association has experienced difficult times. The executive board decided to start with an organisational development program in 2016 to recover the housing association. Thus, the organisation is currently undergoing a series of significant organisational changes.

The difficult times led to a decrease in employee trust and motivation levels. Since employees are the driving force within this housing association, their views of the existing culture are important. Increasing the levels of these two aspects can be crucial for the future developments of the housing association. In view of the organisational development plan, three core values and four leadership principles were identified.

The aim of this study is to create a learning context connected with the organisational goals, norms and values in order to contribute to the organisational development program. With a survey instrument, the employees' opinions were collected. The core research question addresses to what extent the identified values and the leadership principles influence each other within the housing association and how this knowledge can be applied usefully in the change process.

To define a basis of design for the team sessions, a management meeting is held where leaders identified learning objectives. Using the results from the management session, team sessions were held to collect data and to explore to what extent these core values and leadership principles are already currently adopted by the employees. Secondly, the sessions were held to strengthen the commitment of the teams related to the 'new and changing' housing association structure and to create a learning context for the employees to connect with the renewed goals of the non-profit housing association.

Before or during the team sessions, teams filled out a survey about the core values and leadership principles. Statistical models will be used to analyse the results of the survey. Specifics and results of the statistical analysis can be found further on in this thesis. Once the results of the survey are analysed, they can be used to improve the organisational development program.

### 1.1. About the housing association

The housing association of this research has long been the largest cooperation in its segment in the Netherlands, operating throughout the country but particularly in the regions of Rijnmond and Haaglanden. In September 2011, it became evident that the corporation had fallen into serious financial troubles, with the danger of going bankrupt. The problems within the housing association resulted from the use of derivatives. The derivatives portfolio of the housing association became so enormous that the risks became known for the outside world. At the end of 2011 it became clear that big mistakes were made. Nevertheless, the housing association has made a generally positive contribution for the broad public for years, which is widely recognized. The central focus nowadays is the change and recovery of the housing association after the past financial debacle. This housing association, like others, has undergone and is currently undergoing a series of significant organisational changes. This has a big impact on the employees.

Looking at the housing association internally, several departments can be distinguished. The supervisory board can be found in the top layer. Below that, the executive board and staff departments like Human Resources, Strategy, Policies and Communication and Board Support Services are placed. Four departments, headed by so-called directors, control the operating or line parts of the housing association. It is a large housing association, about seven hundred employees are working in fifty teams towards delivering good quality products and services.

### 1.2. Change approach of the housing association

In view of the above, a program started sought to understand and represent employees' understandings regarding what influences effective change processes and how these have impacted within this system. In November 2015, the executive board decided to start with an organisational development program in 2016. This was necessary to recover the housing association and make it ready for the future again. Two external firms are collaborating to guide this program: RONT Management Consultants and BeBright. All teams of employees within the organization need to take part in this organisational development program.

The first round of sessions in 2016 consisted of two main goals: identifying developmental needs per team or department and defining the contribution per team or department to realise a better housing association (realisation of goals and strengthen the new identity of the housing association) The team sessions were a great success and after this, the management board decided upon a new development program to continue the recovering. This time, leadership and core values within the housing association will be evaluated and constructed according to the goals. RONT Management Consultants and BeBright will again start team sessions to involve all the employees.

The program starts with sessions of one or two days. The sessions take place from March until November 2017. The goal of these sessions, with all the employees of the housing association, is too create a learning context for the employees to connect with the housing associational goals, values and norms. The housing associational development program will contain topics that managers will face the next years. Learning will be central, especially learning from colleagues and other teams. Besides, personal development will be significant. Evaluation of the program in 2016 gave insights of the needs and developments of managers and teams within the housing association. The culture within the company, core values and collaboration of teams are relevant. The goals stated by the board focus on change and establishing a sense of urgency to change. A leadership vision needs to support this. Leading by example, leadership by everyone within the housing association, thinking and acting upon this vision will be instrumental. Moreover, collaboration within teams is fundamental. To achieve this, four leadership principles are introduced to support personal leadership of everyone. Introducing, assessing, discussing these leadership principles within the team sessions must support adapting these leadership principles. Furthermore, the board introduced three core values which need to support collaboration within the housing association. The goal is to make the employees aware of these core values and create an environment in which they adopt them.

### 1.3. Identification learning objectives

Before the start of the employee development program, learning objectives for the teams and team leaders were collected via team leader meetings to get insights in the developmental needs of the teams. Topics that were discussed are how to work towards goals, how to improve collaboration between teams, how to increase the adoption of the core values and the four leadership principles. The results of the identification of the learning goals of the housing association can be found in Appendix B, the results show practical needs as how to monitor better and making clear of responsibilities and tasks of the teams. Sharing teams' priorities and connecting with other teams were also mentioned a lot.

When looking at the adoption of the core values, teams mentioned the development of team norms and values and mutual team goals. Considering the four leadership principles, several learning objectives were identified. The increase in *trust* should be initiated by giving and getting more feedback and the creation of an open climate where people do not hesitate to discuss topics. *Connective* leadership should be increased via a shared organisation goal and the connection with other teams and employees in the association. For *being notably present*, employees will have a shared vision to communicate and improve communication with each other. *Change* needs to be induced via the development of a vision and finding a way to handle resistance to change. With the identification of these learning goals, a program for the team sessions was developed. The actions defined were central in the team sessions and were discussed. Besides, the defined actions formed the basis for the development of the survey questions. Via the identification of the learning goals, insights for RONT, Bebright and the housing association came forward. It was the first measurement of the core values and leadership principles, the basis for this thesis.





## 2. Theory and assessment

### 2.1. Why are values important and necessary?

When looking at organisational values, the culture of the housing association need to be considered. Organisational culture, according to Hofstede (1990) consists of seven characteristics. Culture involves a large group of individuals, is a historically related phenomenon expressed by traditions and customs, culture is difficult to change due to values and traditions, it is a socially constructed phenomenon, culture is not easy to measure or classify, rituals, symbols characterise culture and it represents a common way of thinking, values and ideas (Hofstede G. B., 1990). When looking at organisational change, these aspects need to be considered. Therefore, Heracleous (2001), developed a cultural web and diagnostic tool to strategically produce lasting change within an organisation (Heracleous, 2001). In this tool, one of the steps considers values and change. Like stated by Alvesson, values from employees act as drivers for change. Behaviour of individuals is assumed to be governed by group norms, roles and values (Alvesson, 2015) p.20. Also, Lewin (1951) introduced a three-step model to target group norms and values when changing an organisation. The first step is unfreezing, which means changing the status quo. The second step is change focusses on moving the organisation to a new way of working and state and the last state, refreezing consists of a new state, stabilising and avoiding previous behaviour. The advantage of this model is that all people involved work jointly towards change, considering and changing values when necessary at the same time (Lewin, 1951). The housing association investigated also considers values and change. Looking at the model of Lewin, the housing association, nowadays focusses on the second step, moving towards a new state. The first state started in 2016, with the first development program. The three values considered in this research must lead to the third stage, establishing, stabilising and avoiding previous behaviour.

### 2.2. Why are leadership skills important and necessary?

The development and maintenance of an organisational culture is influenced by leadership, actions and interactions with leaders shape the emerging culture of an organisation (West, 2014) When considering leadership, traditionally one can think of a person or a management team leading a group of followers. Mutual leadership, which shifts the responsibility from the individual to the whole group can be a new way of working. Creating a leaderful organisation can lead to benefits and advantages for an organisation (Raelin, 2003). However, this leadership adoption need to be facilitated by culture and can meet difficulties. Individuals and teams need to work independently and interdependently, considering that everyone is responsible. Facilitating this 'concurrent' leadership style, asks for leaders that lead group members to a state of self-direction (Raelin, 2003). Raising awareness and developing the teams (change management) to create collective leadership is fundamental. Leadership practices need to enable these developments and need to support a functional structure and a work climate which supports the organisational goals. Like stated by Tichy (1997), effective leaders accomplish their goals through their followers, they teach their followers to be leaders (Tichy, 1997). Collective leadership is necessary to unlock cultural change in an organisation. This means that everyone in the housing association must take responsibility for the organisational success. Not only focusing on own jobs or work areas. This approach contrasts with traditional leadership methods and asks leaders to ensure that everyone within the organisation adopt the leadership role. Continuous focus on mutual leadership and culture is significant when implementing this way of working (West, 2014). The housing association investigated wants to work towards collective leadership. Shifting the responsibility on every person working in the housing association creates a culture in which high-quality can be delivered (West, 2014).

### 2.3. Framework

The leadership vision within the housing association will focus on three core values and four leadership principles which need to influence and strengthen each other. The values identified in previous research (De Bruine, 2016) are *being involved* and *reliability* or *trustworthiness*, the board of the housing association added the third value '*ambition*'. *Ambition* was added by the board to motivate employees and improve morale and culture.

The four chosen leadership principles represent characteristics of leadership or skills: *trust*, *change management*, *connective leadership* and *being notably present*. *Trust* in the future and the team, *change* without use of power, *connective* leadership to strength the *connection* between people and the relation to the process, and *being notably present* as a leader to be there at the right moment with the right leadership behaviour and skills. Adopting the core values should strengthen these aspects. The success of the housing association depends largely upon the employees and leaders within the housing association and their leadership skills. The focus lies on the goals and direction of the housing association for the future. Leading by example will be important. Besides, self-reflection of leaders, working together within the teams will be key to make the housing association successful again. This study aims to find if and how the proposed core values and leadership principles are related to each other, see

Figure 2-1.



Figure 2-1- Proposed theoretical model

### 2.4. Core values

Now the three core values will be highlighted based on theory found.

#### 2.4.1. Involvement

Being involved is key for housing associational performance, Konrad (2006), state that high-involvement work practices can develop positive beliefs and attitudes associated with employee engagement. This can lead to behaviours of employees that result in enhanced performance (Konrad, 2006). A job attitude like job involvement can enhance the health of an organisation since effective services largely depends on human resources (Velnampy T. , 2008). Job satisfaction is related to job involvement, both are attitudes that contribute to the performance of employees. Complete employee satisfaction will lead to employees give their best to the organisation which leads to improved performance (Velnampy, 2006). Job satisfaction is the set of favourable and unfavourable feelings and emotions with which employees view their work (Davis., 2001). Therefore, job satisfaction need to be considered when examining job involvement. Job involvement is concerned with the employee's identification with the work experience and immediate work activities (Chughtai, 2008). Exploring the construct of job involvement can be done via the assessment of the possession of needs, values or personal characteristics which influence the involvement of employees towards their jobs and their response to specific work situations characteristics (Sekaran, 1989); (Sekaran, 1981).

#### 2.4.2.Ambitious

The concept of *ambition* is a relatively understudied phenomenon (Day R. &, 2004), it is often studied from a psychological perspective, being a characteristic or trait (Bicknell, 2006). There are a lot of views and opinion regarding the construct of ambition. Ambition can be seen as the prioritisation and value of work or aspects of career mobility, power and salary aspects (Elchardus, 2008); (Larimer, 2007); (Sools, 2007). Moreover, ambition can be viewed as a product of social interaction like saying and doing, like a social construct (Martin, 2003). Ambition is also defined as the desire to carry out multiple responsibilities and the desire to work towards collective goals. Another theory defined career ambition, the motivation to develop capabilities to be engaged in a meaningful way, to earn a good salary and to be able to combine work and private life that affect career success (Kuijpers, 2006). Individual development, mastery of tasks and upward career mobility help to understand and value the construct of ambition (Benschop, 2013). Ambition of employees can drive performance, having an influence on organisational performance. Taking initiatives, actively working towards improvements of the status quo and act upon opportunities can be the result (Huang J. L., 2014). In this study, we focus on the prioritisation and value of work and the social construct.

#### 2.4.3.Reliability

When looking at organisational *reliability* or trustworthiness, Lewicki, McAllister and Bies (1998) state that perceived reliability relates to confident positive expectations people have about intentions of another person, team or organisation (Lewicki, 1996). Mayer, Davis and Schoorman (1995) identified three dimensions of reliability on an organisational level. The first one is ability. This reflects the organisational competence and characteristics that enable reliable functioning and effectively meet goals and responsibilities. The second one is benevolence, the organisational actions carried out with care and concern of well-being of stakeholders. The last dimension is integrity. Integrity consists of organisational actions consistent with moral principles and code of conduct like honesty and fairness, accepted by everyone in the organisation (Mayer R. C., 1995). People use these dimensions to evaluate relationships, targets and the organisation (Butler J. K., 1991) (Robinson S. L., 1996). Overall reliability is evaluated on different levels in an organisation. Group dynamics create an individual perspective which form the collective construct (Gillespie & Dietz, 2009). Findings of Dyer and Chu (2003), show the importance of reliability, they found evidence that reliability lowers transactions costs and may be an important source of competitive advantage in an organisation (Dyer, 2003).

## 2.5. Leadership principles

Now the four leadership principles will be highlighted based on theory found.

### 2.5.1. Change management

The world is changing faster and faster, the speed and complexity of change are increasing. It is essential that individuals and organisations adjust to these changes. Organisations need to meet the demands which are changing drastically. Strategies, structures, systems and expectations, reactions and the way of working in need to be considered (Cameron, 2015). Leaders and managers need to understand these changes to successfully cope with them. Like Paul Evans (2000) stated, leadership of change is not simple, leadership nowadays is a balancing act (Evans, 2000). It is a balance between success and failure, between long-term and short-term goals while considering global and local issues. The future success of the housing association depends on how successful leaders are at leading change. Leading transformation calls for a deeper understanding of change and a new set of leadership skills and strategies (Anderson, 2010), considering that individual change is at the heart of everything that is achieved in an organisation (Cameron, 2015). But, individuals are mostly part of a group with their own norms, and these groups belong again to a larger system of groups, which makes change very complicated.

When an organisation is changing, leadership will play an important role. Often there is a lot of fear because of the uncertainty of change and lack of control, understanding the changes and the effects on the organisation is part of the leadership role. Being honest and trustworthy is significant to decrease uncertainty (Pardey, 2016). Considering people as social beings, their roles and relationships and culture is fundamental, especially when initiating change (Pardey, 2016). Being aware of, and having attention for people throughout the whole change process is key. People need to be involved so that they can contribute. In this study, the willingness for change of the employees of the housing association investigated is measured.

### 2.5.2.Trust

According to Pardey (Pardey, 2016), trust, is one of the three factors that influence effectiveness of leadership in organisations. He defined trust as “The willingness to believe what someone says without requiring any proof, the essential element of social cohesion and essential for effective leadership (as Cited (Pardey, 2016)*p. 161*. Lines et al., define trust as a state that depicts how individuals and groups view other individuals and social units (As cited in the book of Hayes, p. 94). Perceptions of trust are central for effective organisational leadership (Pillai, 1999), Leadership behaviours help to create trust, which has a big influence on the subordinates ‘work outcomes (Dirks K. T., 2004) Additionally, Hayes (2014) stated that building trust and confidence influence building relationships when initiating change in organisation (Hayes, 2014). Lines et al. (2005) argue that trust is necessary to get access to knowledge and cooperation in an organisation. Morgan and Zeffane (2003, as cited on p.94 in Hayes), state that organisational change can either create trust or destroy a long-standing trusting relationship. *Trust* is a complex definition and concept which is difficult to define. Rousseau et al. (1998), stated that the conditions under which trust is needed are agreed on a high level of abstraction (Rousseau, 1998). For the understanding of trust, and the effect of leadership on subordinate attitudes, several concepts can be considered. Expectations are a basis of trust. Whitener (1997) stated that, employees can have trust in at least two different types of foci, one being specific individuals such as superiors, and the other being generalised representatives, such as higher level management (Whitener, 1997). Besides, two other psychological processes underlying employees ‘trust in leaders are identified, one instrumental and one relational of nature, cognitive trust and affective trust. (Tyler, 1996). Cognitive trust is focusses on the other party’s characteristics as ability, dependability, and integrity (Mayer R. C., 1995) and affective trust considers more personal bonds (McAllister, 1995). Cognitive trust has an influence on the comfort of task-related work, where affective trust enables socioemotional communication (Dirks K. T., 2002). In this study, we focus on how individuals and groups view other individuals and teams within the housing association.

### 2.5.3.Being notably present

Workplaces consist of social relationships, where groups of people work in teams on a common purpose. People are social creatures, naturally they group together, belonging to a group is felt as important. Most of the times, people like to work in a group, belonging to a group can be an important motivational driver (Pardey, 2016). Leaders can have an influence by being actively present. Being present or absent as a leader can have an effect on the performance of the followers but is a difficult concept to study for researchers (Fairhurst, 2009). Physical appearance, presenting an image of oneself creates a challenge for leaders and followers (Ford, 2016). Bodily presence and body language have an influence on appearance, even as charisma (Fisher, 2014); (Ropo A. &., 2001); (Ropo A. &., 2008); (Sinclair, 2005).

The concept of ‘*presence*’ as a fundamental leadership skill was introduced by Senge (Senge, 2005). Senge stated that being present is key for leaders that face uncertainty. Deep listening and being open for other perceptions can give new insights and allows leaders to operate from a deeper sense of purpose (Cameron, 2015) Cameron and Green stated define *presence* as being alert and aware to what is happening. The biggest challenge for leaders in this is truly listening and understanding (Cameron, 2015). This study focusses not only on the presence of the leaders, but, since the goal of the housing association is to stimulate leadership among all employees, the perceived presence of all actors within the housing association is investigated.

#### 2.5.4. Connective leadership

Lipman-Blumen, describes connective leadership as a way of connecting individuals, not only to their own tasks but also to those of the group and community that depend on the accomplishment of the mutual goals (Lipman-Blumen, 1998). Gilligan (1982) stated that leadership can connect individuals to others and others 'goals using a spectrum of behavioural strategies (Gilligan, 1982). Gardner (1990) described connective leadership as a way to go beyond traditional constituencies, using mutual goals, rather than mutual enemies to create group cohesion and community membership (Gardner, 1990).

According to Jean Lipman-Blumen (2002) as cited in (Cameron, 2015) p. 143), leaders need to make connections rather than only build on the vision stated. The global environment asks for another form of leadership, and new ways of thinking and working. Lipman-Blumen states that connective leaders support collaboration instead of only developing and communicating one clear vision. Building commitment across boundaries and having a sense of common purpose are key for connective leaders.

Six important strengths for connective leaders can be identified to support connective leadership; Ethical political savvy, Authenticity and accountability, A politics of commonalities, thinking long term, acting short term, Leadership through expectation and a quest for meaning (Lipman-Blumen, 1998). Addressing these strengths or educate leaders can be of great importance to create a more connective leadership style and in this way, strengthen the *connection* between people within an organisation.

### 3. Research question

The main research question is:

*To what extent do the new core values and the four leadership principles influence each other within a non-profit housing association that has experienced difficult times?*

*And how can this knowledge be applied usefully in the change process of this housing association?*

In view of the above, this research sought to understand and examine the relationship between three core values and the four leadership principles, investigated via a survey assessing employees' opinions regarding these themes. The research methodology used to answer the research question includes a literature search and review as well as a questionnaire and team sessions to discuss the core values and leadership principles. The exploratory factor analysis method is used to uncover the underlying structure of the set of variables. This is done to identify the what extent the core values and leadership principles influence each other.

Insofar they do *not* correlate, this thesis argues that the top leaders of this organisation must rethink the ways in which they behave as role models during their daily work life. Specifically, if they want to inspire employees to adopt the 7 core values and leadership principles, the leaders must work harder, or smarter, to ensure that this happens.

Recommendations are offered at the end of this report that could be of help to those leaders in their efforts to promote the seven core values.





## 4. Methods

This study for developing and evaluating the questionnaire for the housing association was conducted in two phases with seven steps. Phase 1 concentrated on the development of the questionnaire, and Phase 2 focused on the evaluation of the results. The methods used are based on the study of Kuis (2015), for testing a questionnaire (Kuis, 2015).

### 4.1. Phase 1. Development of the questionnaire

The questionnaire was developed to measure to what extent the core values and leadership principles are present and experienced within the housing association. Four steps were followed: generating a pool of items, determining face validity, pilot testing and determining content validity.

First of all, generating a pool of items. The items for the theory-based assessment were generated by the author, a second person holding a master degree in engineering having experience with research, and a PhD student. For each concept, items based on theory were constructed. The items had a didactic value in for the team sessions and were not validated yet by empirical research. Seventy-four questionnaire items were constructed, divided into two tests, one assessing the core values, one the leadership principles. All items were specifically linked to one of the three core values or one of the four leadership principles, resulting in questionnaire items per principle, developed and based on the description of these principles by the theories used.

Some of the items were positively formulated and some were reversed, to control for and/or identify acquiescence. To discourage any form of social desirability, all items were formulated in an extreme way. The items were formulated in Dutch. Items were rated on a seven-point Likert scale (from '1' = strongly disagree to '7' = strongly agree).

Secondly, the determination of face validity. Two consultants evaluated the face validity, usefulness and clarity of the first version of the instrument. One of the consultants holds a master degrees, the other consultant has a doctoral degree (Leadership, planning and control). Both having experience in individual or group training, coaching, research, project development or management and change management. Both consultants know the organization very well and developed and led the program previous year. They were asked to fill out the questionnaire and comment on the content, missing aspects, usefulness and clarity. They did report missing aspects and commented on the items until the content was representative for measuring the seven concepts investigated. Face validity was found to be good. Filling out the questionnaire took two times fifteen minutes. Some of the items were found to be unclear and were rephrased. Inter-rater variability was managed based on consensus.

Thirdly, a pilot test was carried out. The second version of the questionnaire was pilot tested in a team session (N = 6). Participants filled the questionnaire and were asked whether they understood all items afterwards. The questionnaire was found not to be suitable for the team sessions since the questions were not enough related to the core values and leadership principles.

Fourthly, content validity had to be determined. The content validity was addressed with the assistance of the engineer and consultants and the pilot group. The panel was partly the same as the panel of experts used to establish face validity. They commented on the relevance and fit of the items for the concepts. It was concluded that the questions did not fit the program and did not measure the seven aspects investigated. Fifteen items remained in the third version of the instrument.

After the results of phase 1, it was decided to start the phase all over again with new items. So, again a pool of items was generated. The new items for the theory-based assessment were generated by the author and the consultant holding a doctoral degree. For each concept, items based on theory were constructed. The items had a didactic value in for the team sessions and were not validated yet by empirical research. Sixty-four questionnaire items were constructed, divided into two tests, one assessing the core values, one the leadership principles. All items were specifically linked to one of the three core values or one of the four leadership principles, resulting in questionnaire items per principle, developed and based on the description of these principles by the theories used.

It was decided to formulate the items positively, avoiding reversed items because of the cultural difficulties within the housing association. To discourage any form of social desirability, all items were formulated in an extreme way. The items were formulated in Dutch. Items were rated on a seven- point Likert scale (from '1' = strongly disagree to '7' = strongly agree).

After the generation of the second pool of items, face validity of this pool was determined. The two consultants evaluated the face validity of the first version also evaluated the usefulness and clarity of the second version of the questionnaire. They again were asked to fill out the questionnaire and comment on the content, missing aspects, usefulness and clarity. They did report missing aspects and commented on the items until the content was representative for measuring the seven concepts investigated. Face validity was found to be good. Filling out the questionnaire took two times ten minutes. Some of the items were found to be unclear and were rephrased. Inter-rater variability was managed based on consensus.

Again, a pilot test was carried out. The second version of the second questionnaire was pilot tested in again a team session (N = 6). Participants filled the questionnaire and were asked whether they understood all items afterwards. The questionnaire was found to be suitable for the team sessions since the questions were related to the core values and leadership principles.

After the pilot test, the content validity was assessed. The content validity was addressed with the assistance of the engineer and consultants and the pilot group. The panel was partly the same as the panel of experts used to establish face validity. They commented on the relevance and fit of the items for the concepts. It was concluded that the questions did fit the program and did measure the seven aspects investigated.

#### 4.2. Phase 2: Exploratory factor analysis

With the sixty-four items of the questionnaire, as established through Phase 1, an evaluation of the presence of the core values and leadership principals was performed. About 25% of the employees of the housing association filled in the survey. An exploratory factor analysis and correlation analysis were executed to identify the relationships among the latent variables. Scores did not have to be reversed from negatively worded items to positively before entering these in the model since all items were positively stated.

When looking at the participants and procedure, a cross-sectional design was chosen. The sample population consists of employees of several departments and teams within the housing association participating in the team sessions hold. A convenience sampling procedure was used. Employees of the housing association who were going to take part in the team sessions were asked to fill a survey before the start of the team sessions or during the team sessions. The inclusion criteria consisted of being an employee of the organisation. The consultants provided the digital surveys to the managers or leaders of the teams, which provided the questionnaires to their followers. They were instructed via an introduction in the beginning of the survey to fill in the questionnaire having the whole organisation in mind, not to look only at their own team or direct colleagues. Due to the digital form of the survey, most of the subjects could fill in the survey at their workplace. They were given as much time as required to complete the surveys. The average completion time was five minutes per survey. After completion, results were automatically reported and sent to the researcher.

SPSS was used to execute the factor analysis. The questionnaire was filled out by 189 participants, measuring the score of the housing association on the core values and leadership principles. In terms of minimum sample size in factor analysis, a minimum subject-to-variable ratio of at least 3:1 is used, a small sample but reliable (Arrindell, 1985). After removing the missing values, a sample size of  $N = 142$  was the sample size to undertake the factor analysis. A Kaiser–Meyer–Olkin (KMO) of sampling Adequacy statistic that specifies the proportion of variance in the variables that might be caused by underlying factors was used to check sampling adequacy. As can be seen in Table 4-1, the high KMO score of 0.900 indicates that the data used is appropriate for a factor analysis. Furthermore, a significant Bartlett sphericity test was executed to ascertain that the variables are uncorrelated in the population, which is also displayed in Table 4-1.

*Table 4-1 - KMO and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.900
Bartlett's Test of Sphericity	Approx. Chi-Square
	df
	Sig.
	3686.335
	861
	.000

The model was fit using principal component analysis, a variable reduction procedure. With a Oblimin rotation method the correlations of the component scores were checked. A cut-off point of 0.50 for factor loadings was chosen since the sample size was relatively small (Hair JF, 1998). To assess *reliability*, the significance of the correlations between the latent variables were checked using a Pearson correlation test.

For the core values, three latent variables were assumed, namely *involvement*, *reliability* and *ambition*. For the leadership principles, four *latent* variables were assumed, namely *connective leadership*, *change management*, *being notably present* and *trust*. The core values were measured in 22 items, whereas the leadership principles were measured in 42 items. The exploratory factor analysis was performed to identify which latent variables (factors) could be observed from the data. The factor loadings for each item were saved and later used in a correlation analysis to examine the relationship between these latent variables.

#### 4.2.1.Assumptions

Forty-two participants failed to fill out a large part of the questionnaire, and were therefore excluded from further analyses<sup>1</sup>. The resulting sample size of 142 (after excluding missing data) is acceptable for running factor analyses on the core values and leadership principles items. There were no multivariate outliers detected in the data, based in the Mahalanobis distance scores<sup>2</sup>. Pearson correlation analysis showed that most items for core values and for leadership principles were significantly correlated.

#### 4.2.2.Ethical considerations.

189 employees in 25 teams completed the questionnaire on a voluntary basis. However, they were encouraged by their 25 team leaders to fill in the questionnaire. All participants were informed that their answers would be used for research purposes and to monitor the learning process. It was emphasised that all questionnaires would be processed anonymously. Their identity would not be revealed to the housing association at any stage, and the research team would maintain the confidentiality concerning the information.

---

<sup>1</sup> Participants were excluded from further analysis if they answered less than 2 items on each of the assumed latent variables

<sup>2</sup> Outliers are typically identified when the Mahalanobis distance is greater than the Chi-square value with the degrees of freedom equal to the number of variables and  $\alpha = .001$ .

## 5. Results

In this chapter the results of the core values and leadership principles analysis will be discussed.

### 5.1. The core values

The core values (22 items) were entered in an exploratory factor analysis, with the commonly used Principal Components method. As the components were expected to be correlated, Oblimin rotation was used, which is the typical oblique rotation method used for relatively small sample sizes. Remaining missing values were excluded pairwise.

Four components were identified, based on the criterion of an eigenvalue greater than 1. Together, these components explained 64% of the variance. The four components were highly correlated, with nearly all intercorrelations exceeding the commonly used criterion of  $r > 0.32$ .

Further examination of the factor loadings for each component showed that component number 3 only had one item with a high loading (i.e., factor loading greater than 0.5 or smaller than -0.5). This can be seen in Table A-1.

The procedure was therefore repeated with a fixed number of 3 components. The variance explained by the 3 components was 60%. Each component now had at least 2 items with high loadings and each item had a high loading on only one component. Moreover, the items with high loadings on a particular component seemed to refer to the same content. Therefore, the solution with 3 components was preferred. The factors loadings on the 3 components can be seen in Table A-2.

Core value items that did not have a strong loading on any of the 3 components (i.e. factor loadings between -0.5 and 0.5) were identified and removed. Four items were removed, leaving 18 core value items. Repetition of the analysis with these remaining items showed that each item now had one high factor loading on one of the components. This can be seen in Table 5-1.

Items with high factor loadings on component 1 all referred to *reliability* or *trustworthiness* of employees. This conforms to the expected latent variable of *reliability*. Nine of the 11 items expected to be related to *reliability* have a high loading on component 1. Items loading high on component 2 are mostly related to employees' *ambition* and dedication to their work. This conforms to the expected latent variable of *ambition*. All 4 items thought to be related to *ambition* have a high loading on component 2, as well as 2 items originally thought to belong to the latent variable of *involvement* and one thought to be related to *reliability*. The third component has high-loading items that refer to the amount of *reward* employees experience at work. The items were originally thought to be related to the latent variable of *involvement*. However, comparing the contents of the high-loading items of components 2 and 3 showed that component 3 mostly measures the amount of *reward* employees experience while working at the housing association.

Table 5-1 - Factor Loadings for 18 Core Value Items of 3 Principal Components

Core value items	Comp. 1*	Comp. 2	Comp. 3
Most people working at the housing association work energetically	.**	.699	.
Most people working at the housing association put a lot of energy into their work	.	.672	.
Good performance at the housing association gives energy	.	.	.503
I am often so focused on my work that I forget time	.	.	.791
Most of the housing association employees are reliable when it comes to keeping appointments	.757	.	.
Other teams working at the housing association handle questions in a consistent and predictable manner	.769	.	.
Other teams working at the housing association carefully handle requests for help	.710	.	.
Other teams working at the housing association are open and honest when giving feedback	.780	.	.
You can rely on other teams working at the housing association	.850	.	.
Most housing association employees are driven cooperate as best as possible	.678	.	.
Most housing association employees are knowledgeable and qualified	.	.555	.
Within the housing association, you can always count on meeting appointments	.837	.	.
Most of the housing association employees are open and up- front to others	.744	.	.
Most of the housing association employees keep their word	.708	.	.
Most of the housing association employees have a very strong desire to become a successful	.	.838	.
Most of the housing association employees always try to do at least a little better than what is expected of them	.	.813	.
Most of the housing association employees will never give up in difficult situations	.	.727	.
Most of the housing association employees experience and act upon their inner strengths	.	.664	.

\* Component is abbreviated to Comp.

\*\* Factor loadings between -0.5 and 0.5 are suppressed

Taken together, the three latent variables identified within the core values items can be best described as:

1. *Reliability*
2. *Devotion*
3. *Reward*

The factor scores on these latent variables were saved into new variables, so they could be used in further analyses.

## 5.2. Leadership principles

Similar to the core value results, an identical exploratory factor analysis was run for the items regarding leadership principles. Based on the criterion of eigenvalue  $> 1$ , 9 components were identified. These components explained 69% of the variance. However, upon further examination of the factor loadings, components 5, 6 and 8 only had two items with a reasonably high factor loading ( $> 0.5$  or  $< -0.5$ ). The factor loadings are shown in Table A-3.

The analysis was therefore repeated with a fixed number of 6 components. These components explained 62% of the variance. Again, a component was identified with only 1 item having a reasonably high factor loading (component 6). Table A-4 shows the principal components solution with 6 factors.

Thus, the analysis was repeated with a fixed number of 5 components. The variance explained was 59%. All 5 components have more than 3 items with high factor loadings. Moreover, items do not have high loadings on more than 1 component. However, the 5<sup>th</sup> component seems impossible to interpret, as the items loading high on it have highly variable contents.

Table A-5 shows the principal components solution with 5 factors.

To get a solution with components that can be interpreted better, the analysis was repeated with a fixed number of 4 components. The components explained 55% of the variance. All 4 components have at least 3 items with high factor loadings. Items do not have high loadings on more than 1 component. Moreover, the items belonging to each component seem to correspond well in terms of their content. Therefore, the solution with 4 components was preferred. Table A-6 shows the principal components solution with 4 components.

Next, items that do not have a factor loading higher than 0.5 or smaller than -0.5 on any of the components were identified and removed from the principal components analysis. Three iterations of removing items and checking factor loadings were necessary before only items with at least one high factor loading on one of the components remained. Fifteen items were removed. The 4 components now explained 60% of the variance. Table 5-2 shows the final principal component solution for 4 components with the remaining 26 items.

Table 5-2 - Factor Loadings for 26 leadership Principle items of 4 principal components

Leadership principles items	Comp. 1*	Comp. 2	Comp. 3	Comp. 4
Teams working at the housing association work well together	.**	.		.599
Teams working at the housing association usually talk positively about each other	.	.	.	.718
Teams working at the housing association are often proud of other teams	.	.	.	.710
Teams working at the housing association continuously improve their processes and services	.547	.	.	.
Most employees working at the housing association encourage each other to improve processes and services	.755	.	.	.
The housing association has a culture that easily copes with change	.777	.	.	.
Most employees working at the housing association know what to do when changes need to be implemented	.711	.	.	.
Teams working at the housing association are well prepared for new roles and responsibilities when change is necessary	.725	.	.	.
The housing association has a culture that easily copes with change	.750	.	.	.
Implementing changes is easy at the housing association	.708	.	.	.
Most employees working at the housing association also change themselves	.629	.	.	.
Most employees working at the housing association like to chat with the people around them	.	.	.678	.
The housing association encourages teamwork by methods, systems and procedures	.626	.	.	.
Most employees working at the housing association have an active role in developing and improving performance within the teams	.665	.	.	.
Other teams within the housing association are reliable	.	.826	.	.
Most employees working at the housing association treat each other honestly	.	.867	.	.
Most employees from other teams within the housing association are open and honest	.	.805	.	.
Teams within the housing association can always rely on other teams	.	.738	.	.
Other teams within the housing association are always honest	.	.790	.	.



Employees working at the housing association can trust upon each other's expertise and / or skills	.	.684		.
Mistakes can be made within the housing association	.		.760	.
Within the housing association, you know what to expect	.	.513	.	.
Most employees working at the housing association are willing to help you	.	.659	.	.
Most employees working at the housing association do what they say	.	.701	.	.
Most employees working at the housing association say everything	.	.	.617	.
Within the housing association, people dare to take initiative	.	.	.717	.

\* Component is abbreviated to Comp.

\*\* Factor loadings between -0.5 and 0.5 are suppressed

Component 1 mostly has high loadings for questions regarding the attitude towards *change* in the company, which conforms to the assumed latent variable of *flexibility*. This component has high factor loadings for 8 of the 11 items that were originally thought to be related to *flexibility*. Moreover, it has 2 high-loading items that were originally thought to belong to the latent variable of *presence*. Component 2 mostly has items with high loadings that regard *trust* between employees, and therefore seems to conform to the expected latent variable of *trust*, with a high loading for 9 of the 12 items that were originally thought to belong to this latent variable. Component 3 mostly has items with high loadings that regard feeling free to take risks and express opinions, which does not conform to any of the expected latent variables. It has high factor loadings for 3 of the 12 items that were thought to belong to the latent variable of *trust*, and one item that was thought to belong to the latent variable of *presence*. The contents of the items mostly refer to how *safe* people feel to express their opinions and to try new things that might fail. The component is therefore best described as a leadership style focused on creating a *safe environment*. The final component has high factor loadings for items regarding positive feelings towards other employees, and therefore seems to conform to the expected latent variable of *connection*. Three of the 11 items originally thought to be related to *connection* have high factor loadings on this component.

Taken together, the four latent variables identified within the leadership principle items can be best described as leadership styles focused on:

1. *Flexibility*
2. *Trust*
3. *Safe environment*
4. *Connection*

The factor scores on these latent variables were saved into new variables, to be used in further analyses.

### 5.3. Correlation between latent variables

A Pearson correlation analysis was performed to examine the relationships between the latent variables for core values and leadership principles that were identified in the principal component analysis. A significant positive correlation is found between the core values of reliability and devotion ( $N = 133$ ,  $r = 0.61$ ,  $p < .001$ ). The other core value latent variables did not correlate significantly, and therefore are independent of each other. There are significant correlations between the leadership principles focused on trust and some of the other leadership latent variables (for flexibility  $N = 132$ ,  $r = -0.46$ ,  $p < .001$ ; for safe environment  $N = 132$ ,  $r = 0.31$ ,  $p < .001$ ; for connection  $N = 132$ ,  $r = 0.39$ ,  $p < .001$ ). Another significant correlation is found between the leadership styles focusing on flexibility and connection ( $N = 132$ ,  $r = -0.35$ ,  $p < .001$ ). There are no other significant correlations between leadership principle variables, nor are there significant relationships between core value variables and leadership principle variables. The results are shown in Table 5-3.

*Table 5-3 - Pearson Correlation Results for Core Value Variables and Leadership Style Variables*

LATENT VARIABLES		Core value of reliability	Core value of devotion	Core value of reward	Leadership focused on trust	Leadership focused on flexibility	Leadership focused on safe environment	Leadership focused on connection
Core value of Reliability	r Sig. N	1 . 133	.608** .000 133	.141 .104 133	.019 .837 124	-.038 .673 124	.060 .505 124	-.007 .941 124
Core value of Devotion	R Sig. N	.608** .000 133	1 . 133	.145 .096 133	.023 .803 124	-.086 .340 124	.056 .537 124	-.042 .645 124
Core value of Reward	r Sig. N	.141 .104 133	.145 .096 133	1 . 133	.025 .784 124	.066 .470 124	-.085 .347 124	.149 .098 124
Leadership focused on Trust	r Sig. N	.019 .837 124	.023 .803 124	.025 .784 124	1 . 132	-.462** .000 132	.309** .000 132	.392** .000 132
Leadership focused on Flexibility	r Sig. N	-.038 .673 124	-.086 .340 124	.066 .470 124	-.462** .000 132	1 . 132	-.142 .105 132	-.349** .000 132
Leadership focused on Safe environment	r Sig. N	.060 .505 124	.056 .537 124	-.085 .347 124	.309** .000 132	-.142 .105 132	1 . 132	.125 .153 132
Leadership focused on Connection	r Sig. N	-.007 .941 124	-.042 .645 124	.149 .098 124	.392** .000 132	-.349** .000 132	.125 .153 132	1 . 132

\*\* Significant at  $\alpha = 0.01$

Hence, the results show that the core values and leadership principles do not influence each other within the housing association. As stated by Alvesson and West, both values and leadership are necessary when changing an organisation (Alvesson, 2015) (West, 2014), with core values acting as a driver for change and leadership to unlock cultural change in an organisation. Together they are major drivers of individual behaviour and culture within an organisation. Theoretically, it should be expected that both concepts would correlate significantly. Influencing each other. The results show that these core values and leadership principles do not influence each other. This means that *being involvea*, *ambitious* and *reliable* does not effect *change*, *trust*, *presence* and *connection* between individuals, and the other way around. Being ambitious should also drive performance of employees and thus the organisation. When looking at the leadership principles, Cameron stated that individual change is at the heart of everything that is achieved in an organisation (Cameron, 2015). Furthermore, trust is key for change (Hayes, 2014), but has also a strong influence on the work outcomes of employees (Dirks K. T., 2004). *Presence* influences the performance of followers (Fairhurst, 2009) and connective leadership supports collaboration and commitment across boundaries (Lipman-Blumen, 1998). That the three core values and four leadership principles do not influence each other means that both the core values and the leadership principles are independent. Core values do not influence leadership principles and the other way around.

However, results showed that there are some correlations between the variables of the core values as well as between the leadership principles. The variables *reliability* and *devotion* of the core values are positively correlated. This means that the higher the *reliability* within the housing association, the more *devotion* towards work. Likewise, a positive correlation between the leadership principles *trust*, a *safe environment* and *connective* leadership was found. The more *trust*, the more the feeling of a *safe environment* and *connective* leadership. Moreover, the relation between *trust* and *flexibility* showed a negative correlation. This means that the more *trust* or *connective* leadership, the less *flexibility* appeared within the organisation.

A positive correlation was found between *trust*, *safe environment* and *connection*. Employees who tend to experience leadership styles that focus on *trust* also experience leadership that focuses on *connection* between employees and the creation of a *safe environment*.

Additionally, a negative correlation was found between *trust* and *flexibility* (Change management variable) and leadership styles that focus on *connection* and *flexibility*. This means that employees who experience leadership styles focused on *trust* or *connection* tend to experience leadership that is less focused on *flexibility* of the company.

#### 5.4. Theoretical contributions

Through the integration of the literature regarding core values and leadership principles, both areas of research are extended and expanded.

Firstly, this study contributes to the core values literature by identifying a positive correlation between *reliability* and *devotion* of employees. Studying these core values together demonstrates the value of conceptualising and questioning these core values in an organisation. A lot of new research questions therefore arise. This study focused on the core values 'consistency and practicality at the individual level as well as their links with the leadership principles. It was demonstrated that, from the perspective of the separate theories, firms can be characterised and differentiated by the degree to which organisational members have a shared perception or how they view the organisational core values. This perception suggests that researchers should not only focus on identifying the core values individually, but also consider combinations of these core values. The insights gained from researching the core values and the combination thereof, can be used by the management of an organisation. For instance, like found in this study, stimulating *reliability* and create an environment where this core value can grow to stimulate *devotion*.

Secondly, the leadership principles studies are expanded by identifying a positive correlation between *trust* and *connective* leadership, and between a *safe environment* and connective leadership. Moreover, a negative correlation between trust and flexibility was found. Also, a negative correlation between leadership styles that focus on *connective* leadership and *flexibility* was found. In other words, the flexibility principle may need to become better defined or explicated and perhaps revised by the top management of the association.

This study shows that, like the core values, leadership principles need to be considered together. Literature states that leadership principles have an impact on firm success. Considering the findings of this study and the results, the importance of *trust* in the association can be highlighted. Numerous theories state that *trust* has an impact on performance within an organisation, since employee behaviour is influenced by this principle.

An important contribution of this research is that only a few studies examined the firm-level contribution of *trust* in combination with *connective* leadership, a *safe environment* and *flexibility*. This study contributes by generating insights of the consequences of *trust* within an organisation, and the effect on employees' perceptions on *connective* leadership, a *safe environment* and *flexibility*. Until now, no studies have combined these leadership principles and investigated the impact of the combination of them on firm performance. Little research has addressed the impact of these leadership styles and the relationship among them.

### 5.5. Practical implications

Also resulting from this research is that the correlations found can be used to promote organisational performance and initiate change in a better way. The knowledge can be applied usefully in the change process of the housing association. The significant relationship between the core values *reliability* and *devotion* is a powerful tool that leaders can use to increase the level of *devotion* through increasing attention for *reliability* among teams of employees and between employees. The significant relationship found between leadership focused on *trust*, and the experience of *connection* and the creation of a *safe environment* between employees can be used by leaders to influence the experience of employees, and so, to enhance organisational performance when necessary.

The significant relationship found between *trust* and perceived *flexibility* within the organisation can also be beneficial for leaders. Future success of the housing association depends on how successful the initiated change will be managed. Considering these findings can assist in choosing the right way to lead the transformation and obtain benefits by influencing employees and their efforts. Leaders within the housing association can adjust their leadership style when recommended. This will influence the work outcomes of the employees.

Leaders can use the outcome of research on core values and leadership principles within their organisation to adjust their leadership style accordingly. If certain core values or leadership principles score insufficient within an organisation, leaders can act upon this by focussing their efforts on these core values and/or leadership principles.

Finally, the findings can help to gain a competitive advantage. The employees working at the housing association are the key to success, their opinions and the insights obtained by this study are insightful; the success of the housing association depends on these employees working at the association. Other housing associations can also benefit by starting an internal cultural program to identify how core values or leadership principles are adopted or seen by employees. Such programs can reveal new insights and can be used to formulate actions and gain competitive advantage. More specific practical implications with regard to this thesis, can be found in section 8 Implications for management.



## 6. Conclusions

The originally theorised proposed model which assessed the influence of both core values and leadership principles within the housing association did not fit the examined data. No significant correlations between the core values and leadership principles were found. This study aimed to examine this relationship.

However, a positive correlation was found between *reliability* and *devotion* (first stated as the core value ‘Ambition’), employees who experience a large amount of *reliability* within the housing association tend to be highly *devoted* to their work. Besides, a positive correlation was found between *trust*, *safe environment* (first stated as ‘Presence’) and *connection*. Employees who tend to experience leadership styles that focus on *trust* also experience leadership that focuses on *connection* between employees and the creation of a *safe environment*.

Additionally, a negative correlation was found between *trust* and *flexibility* (*Change management* variable) and leadership styles that focus on *connection* and *flexibility*. This means that employees who experience leadership styles focused on *trust* or *connection* tend to experience leadership that is less focused on *flexibility* of the company. No significant correlations between core value variables and leadership style variables are found, therefore we can conclude that these concepts do not influence each other within the housing association.





## 7.Strengths and limitations

This study has several limitations. Limitations of this research in collecting and analysing the data can be found in the following points. First, the collection of data via a survey can give biased results due to wrong interpretation of the survey questions. A pilot study should have taken care of this. Additionally, when collecting within team sessions, participants could influence each other, resulting in socially desirable answers, since talking was allowed during the team sessions. Secondly, team leaders were present at the team sessions. This could cause biased answers and results from the team members, a limitation that needs to be considered. Thirdly, respondents may not have felt the encouragement to provide accurate and honest answers, or they could not have the feeling to provide answers that present themselves due to the mandatory mail address to be filled in at the beginning of the survey.

The fourth limitation can be found in the changing culture of the organisation with a lot of mistrust and fears, which could also have influenced the answers given (respondents could be not fully aware of the reasons for any given answer). Another limitation comprises the not reversed survey questions (only positively stated) were present in the surveys, so there was no possibility to check for inconsistencies. The questions were only positively stated due to the culture of the organisation. The consultants wanted to create a positive influence through the survey. The sixth limitation is that no psychometrically valid (i.e. scientifically proven) questions were used for the survey, and due to this, this customised survey can increase the risk of containing more types of errors. Moreover, the broad way of asking questions (not team focused but whole organisation focused) may have caused biased answers. Also, the survey questions' answering options could have led to unclear data because of different interpretation by respondents.

The ninth limitation can be caused by a lack of time to carry out the survey during work time. This could also result in biased or too quickly answered questions. Furthermore, besides the learning goals, no qualitative analysis is performed on the data. This can result in a lack of insights (generalisation without extra check). However, the survey consisted of closed and some open questions where respondents could give suggestions or explanations. No new insights appeared from this open type of answer options.

Also, data errors due to non-responses may exist, the number of respondents who filled in the survey items was 25% of all employees working in the housing association. Answers from those who did not respond may be different. This last limitation therefore refers to the representativeness of the sample vis-à-vis the population, which can result in distribution limitations.



## 8. Implications for management

The findings of this study can have important implications for managers working within the housing association. When moving towards a new state and another way of working, the employees, the design of jobs and relations with employees should be considered. A new leadership vision should contribute to this and some cultural changes will be necessary. The identified learning goals were a start to initiate changes and move towards more collective leadership with shared responsibility.

First, the positive correlation between *reliability* or *trustworthiness* and *devotion* (previously: *Ambition*) states that a large amount of *reliability* leads to highly devoted employees. Thus, managers need to be aware that *reliability* perceived within the housing association is fundamental. The more perceived *reliability* between employees, leaders and teams, the higher the *devotion*. Managers should attempt to foster *reliability* through improving the relations between employees, teams and leaders within the housing association. Internal communication is significant for the creation of a sense of a reliable community within the housing association (Friedl, 2011). Improving internal communication increases employee engagement, productivity, the reputation and financial returns (Sluss, 2008).

Secondly, besides *reliability*, managers should consider *trust* within the housing association. Leadership styles focused on *trust* are crucial for employees to experience and feel connected with other teams and employees and the creation of a *safe environment*. Therefore, it is important for managers to create an environment where people *trust* each other. This can be done by adopting a transformational leadership style, where followers are motivated by making them more aware of the importance and value of goals and stimulate them to act for the good of the group and whole organisation (Gillespie N. A., 2004). The identified learning goals already showed the incentive of giving more feedback and the creation of an open climate, to increase *trust* in the housing association.

Lastly, it was found that leadership styles focused on *trust* and *connection* have a negative influence on the *flexibility* (first stated as change) within the housing association. Creating an environment too much based on *trust* and a social connected team constrains *flexibility*. A better balance should be found between *trust* and the organisational *flexibility* or changes that need to be implemented. Aligning employee and organisational goals by clearly communicating and identifying goals and expectations is crucial. *Flexibility* can be increased by developing metrics, flexibility protocols and conducting risk analyses (Kossek, 2015). The learning goals identified by the leaders of the association showed actions as having a shared goal and vision, and the communication of these shared goals and vision with the subordinates. Combining these actions will help the housing association to move forward and to improve the housing association 's morale and culture.



## 9. Bibliography

- Aardema, H. (2004). *Verbindend leiderschap*. Amsterdam: Reed Business.
- Ahaus, C. &. (2010). *Balanced Scorecard & INK-managementmodel*. Deventer: Kluwer.
- Alvesson, M. &. (2015). *Changing organizational culture: Cultural change work in progress*. New York: Routledge.
- Anderson, D. &. (2010). *Beyond change management: How to achieve breakthrough results through conscious change leadership*. San Francisco: John Wiley & Sons.
- Arrindell, W. A. (1985). An empirical test of the utility of the observations-to-variables ratio in factor and components analysis. *Applied Psychological Measurement*. 165-178.
- Atwater, D. &. (1994). Transformational leadership in teams. In B. B. (ed.), *Improving Organizational Effectiveness Through Transformational Leadership* (pp. 48-83).
- Avolio. (2002). *Developing Potential Across a Full Range of Leadership*. London: Mahwah, NJ: Lawrence Erlbaum Associates.
- Avolio, B. (1999). *Full Leadership Development: Building the Vital Forces in Organization*. Thousand Oaks: Sage Publications.
- Baddeley, A. (1994). The Magic Number Seven: Still Magic After all these years? *A. Psychological Review*, 353-356.
- Barends, E. &. (2008). Op weg naar evidence-based verandermanagement. *Holland Management Review*, 120 (4), 15-21.
- Barnes, L. (1981). Managing the Paradox of Organizational Trust. *Harvard Business Review*, 59 (2), 107-116.
- Bartolome, F. (1989). Nobody trusts the boss completely – now what? *Harvard Business Review*, 67 (2), 135-142.
- Bass, B. (1985). *Leadership and performance beyond expectation*. New York: The Free Press.
- Bass, B. M. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of applied psychology*, 88(2), 207.
- Bass, B. M. (2006). *Transformational leadership (2nd ed.)*. New York: NY: Psychology Press.
- Bass, B. M. (2008). *The Bass handbook of leadership: Theory, research, & managerial applications*. New York: NY: Free Press.
- Batool, B. F. (2013). Emotional intelligence and effective leadership. *Journal of Business Studies Quarterly*, 84.
- Beck, D. E. (2014). *Spiral dynamics: Mastering values, leadership and change*. John Wiley & Sons.
- Becker, H. (1960). Notes on the concept of commitment. *American Journal of Psychology*, 66, 32-40.
- Bekman, A. (2009). Horizontaal leiderschap: onderzoek naar leiderschap in organisaties. Assen: Van Gorcum.
- Benschop, Y. v. (2013). Discourses of ambition, gender and part-time work. *Human relations*, 66, 699-723.
- Bicknell, A. a. (2006). The art of stress. *Journal of Occupational and Organizational Psychology*, 79, 377-394.
- Bohm, D. (2013). *On dialogue*. Routledge.
- Burns, J. M. (1978). *Leadership*. New York: NY: HarperCollins.
- Butler, J. (1991). Toward Understanding and Measuring Conditions of Trust: Evolution of a Conditions of Trust Inventory. *Journal of Management*, 17 (3), 643-663.
- Butler, J. K. (1991). Toward Understanding and Measuring Conditions of Trust: Evolution of a Conditions of Trust Inventory. *Journal of management*, 643-663.

- Cacioppe, R. &. (2004). Seeking the Holy Grail of organisational development. A synthesis of integral theory, spiral dynamics, corporate transformation and action inquiry. *Leadership & Organization Development Journal*, 26 1/2, 86 – 105.
- Cacioppo JT, G. W. (1999). The affect system has parallel and integrative processing components: Form follows function. . *Journal of Personality and Social Psychology*., 839–855.
- Calvo-Mora, A. L. (2005). Relationships between the EFQM Model criteria: a study in Spanish universities. . *Total Quality Management & Business Excellence*, 16, 741-770.
- Calvo-Mora, A. L. (2006). Using enablers of the EFQM Model to manage institutions of higher education. *Quality Assurance in Education: An International Perspective*, 14, 99-122.
- Cameron, E. &. (2015). *Making sense of change management*. London: Kogan Page Limited.
- Carver CS, S. M. (1990). Origins and functions of positive and negative affect: A control-process view. . *Psychological Review*, 19–35.
- Chughtai, A. A. (2008). Impact of job involvement on in-role job performance and organizational citizenship behaviour. . *Journal of Behavioral and Applied Management*, 9, 169.
- Connelly, M. S. (2000). Exploring the relationship of leadership skills and knowledge to leader performance. *The Leadership Quarterly*, 11(1), 65-86.
- Cowan, C. &. (2000). Spiral Dynamics: the layers of human values in strategy. . *Strategy and leadership*, 28.1, 4-11.
- Davidson. (1993). The neuropsychology of emotion and affective style. In H. J. Lewis M, *Handbook of emotion*. (pp. 143–154). New York: Guilford Press.
- Davies, J. (2008). Integration: is it the key to effective implementation of the EFQM Excellence model? *International Journal of Quality & Reliability Management*, 25, 383- 399.
- Davies, J. (2008). Integration: is it the key to effective implementation of the EFQM Excellence model? . *International Journal of Quality & Reliability Management*, 25, 383- 399.
- Davis., N. (2001). Organizational behavior, Human behaviour at work. *Tate McGraw-Hill publishing company Limited*, p.256.
- Day, D. V. (2014). Advances in leader and leadership development: A review of 25years of research and theory. *The Leadership Quarterly*, 25(1), 63-82.
- Day, R., & Allen, T.D., (2004). The relationship between career motivation and self-efficacy with protégé career success. . *Journal of Vocational Behavior* , 64, 72–91.
- De Bruine, C. (2016). *Making a housing association ready for the future* . Enschede: University of Twente.
- Diener E, D. C. (1996). Most people are happy. . *Psychological Science*., 7, 181–185.
- Dirks, K. T. (2002). Trust in leadership: Meta-analytic findings and implications for research and practice. . *Journal of Applied Psychology*, 87, 611–628.
- Dirks, K. T. (2004). Trust in leaders: Existing research and emerging issues. In &. K. R. M. Kramer, *Trust and distrust in organizations: Dilemmas and approaches* (pp. 21-40). New York: Russell Sage Foundation.
- Doeleman, H. (2014). *Leiderschap in planning & control*. Deventer: Vakmedianet.
- Doeleman, H. H. (2010). *A3 methodiek, naar jaarplannen met meer focus, bezieling en minder papier*. . Deventer: Kluwer.
- Doeleman, H. H. (2013). Empirical evidence on applying the EFQM Excellence Model: a literature review. *Total Quality Management & Business Excellence*, 25, 439-460.
- Doeleman, H. J. (2008). *One paper strategy: leiderschap in Planning & Control?* Deventer: Vakmedianet .
- Drives, M. (2014). *Management Drives*. Zeist.

- Dyer, J. H. (2003). The role of trustworthiness in reducing transaction costs and improving performance: Empirical evidence from the United States, Japan, and Korea. *Organization science*, 14, 57-68.
- Elchardus, M., & Smits, W., (2008). The vanishing flexible: Ambition, self-realization and flexibility in the career perspectives of young Belgian adults. . *Work, Employment and Society*, 22, 243–262.
- Evans, P. (2000). *Management 21st Century: Someday we'll all manage this way*. London: FT/Prentice Hall.
- Fairhurst, G. T. (2009). Leadership as the hybrid production of presence (s). *Leadership*, 469-490.
- Ferrin, D. a. (2002). Trust in Leadership:meta-analytic findings and implications for research and practice. *Journal of Applied Psychology*, 87(4), 611-628.
- Fisher, K. &. (2014). Embodied leadership: moving from leader competencies to leaderful practice. . *Leadership*, 11, 281-299.
- Ford, J. H. (2016). Becoming the leader: Leadership as material presence. *Organization Studies*, 1-40.
- Fredrickson, B. &. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. *Cognition & Emotion*, 19 (3), 313-332.
- Friedl, J. &. (2011). Media preferences of digital natives' internal communication: A pilot study. *Public Relations Review* 37(1), 84–86.
- Friese, S. (2014). *Qualitative data analysis with ATLAS. ti*. Sage.
- Gardner, J. W. (1990). *On Leadership*. . New York: Free Press.
- Gillespie, N. A. (2004). Transformational leadership and shared values: The building blocks of trust. 19, 588-607.
- Gillespie, N. A. (2004). Transformational leadership and shared values: The building blocks of trust. *Journal of Managerial Psychology*, 19(6), p. 588-607.
- Gillespie, N., & Dietz, G. (2009). Trust repair after an organization-level failure. *Academy of Management Review*, 34(1), 127-145.
- Gilligan, C. (1982). In a Different Voice: Psychological Theory and Women's Development. *Cambridge: Harvard University Press.*, 38.
- Graves, C. (1970). Levels of Existence: An open system theory of values. *Journal of Humanistic Psychology*, 10(2) , 131–155.
- Hair JF, T. R. (1998). *Multivariate data analysis*. London: Prentice-Hall.
- Hakes, C. (2007). *The EFQM Excellence Model*. Zaltbommel: Van Haren Publishing.
- Hamstra, M. R. (2014). Transformational and transactional leadership and followers' achievement goals. . *Journal of Business and Psychology*, 29(3), 413-425.
- Hartog, D. d. (1997). Transactional versus transformational leadership: an analysis of the MLQ. *Journal of Occupational and Organizational Psychology*, 70 (1), 19-34.
- Hattie, J. &. (2007). The Power of Feedback. *Review of Educational Research*, 77 (1), 81-112.
- Have, S. t. (2002). *Voorbeeldig veranderen: Een kwestie van organiseren*. Amsterdam: Uitgeverij Nieuwezijds.
- Have, S. t.-C. (2003). *Key Management Models*. London: Financial Times Prentice Hall.
- Hayes, J. (2014). *The theory and practice of change management*. New York: Palgrave Macmillan.
- Heracleous, L. a. (2001). 'Organizational change as discourse: communicative actions and deep structures in the context of IT implementation'. *Academy of Management Journal*, 44, 755–78.
- Hofstede, G. (1983). The Cultural Relativity of Organizational Practices and Theories. *Journal of International Business Studies*, 14(2), 75-89.



- Hofstede, G. B. (1990). 'Measuring organizational cultures: a qualitative and quantitative study across twenty cases'. *Administrative Science Quarterly*, 35, 286–316.
- Hofstede, G. H. (1991). *Cultures and organizations: Software of the mind (Vol. 2)*. London: McGraw-Hill.: London: McGraw-Hill.
- Hoyer, W. (2009, 01 01). *High Performance organisations en het vernieuwde INK model*. Retrieved 06 06, 2016, from InterAction interim: <http://www.interactioninterim.nl/uploads/HPOS.pdf>
- Hu, J. &. (2011). Antecedents of Team Potency and Team Effectiveness: an Examination of Goal and Process Clarity and Servant Leadership. *Journal of Applied Psychology*, 851-862.
- Huang, J. L. (2014). Personality and adaptive performance at work: A meta-analytic investigation. . *Journal of Applied Psychology*, 99, 162.
- Huang, X. S. (2006). The impact of participative leadership behavior on psychological empowerment and organizational commitment in Chinese state-owned enterprises: the moderating role of organizational tenure. *Asia Pacific Journal of Management*, 23 (3), 345-367.
- INK. (2009). *Handleiding Positie en Ambitie bepalen*. Zaltbommel.
- Isaacs, W. (1999). *Dialogue and the art of thinking together*. . New York: Random House.
- Ito TA, C. J. (1999). The psychophysiology of utility appraisals. In D. E. Kahneman D, *Well-being: The foundations of hedonic psychology* (pp. 470-488). New York: Russell Sage Foundation.
- Ittner, C. (2008). Does measuring intangibles for management purposes improve performance? A review of the evidence. *Accounting & Business Research Special Issue*, 38, 261-72 .
- Kaufman, R. &.-L. (2013). *Needs assessment for organizational success*. . American Society for Training and Development.
- Keijser, C. &. (2009). *Drijfveren in de praktijk*.
- Konrad, A. M. (2006). Engaging employees through high-involvement work practices. *Ivey Business Journal*, 1-6.
- Kossek, E. E. (2015). Balanced Workplace Flexibility. *California Management Review*, 5-25.
- Kraemer, H. M. (2011). *From Values to Action: The Four Principles of Values-Based Leadership* . John Wiley & Son.
- Kuijpers, M. A. (2006). Career competencies for career success. *The Career Development Quarterly*, 55, 168-178.
- Kuis, E. E. (2015). Self-report questionnaire for measuring presence: development and initial validation. *Scandinavian Journal of Caring Sciences*, 173-182.
- Larimer, H. R. (2007). Balancing ambition and gender among decision makers. *The ANNALS of the American Academy of Political and Social Science*, 614(1), 56–73.
- Latham, G. (2004). The motivational benefits of goal-setting. . *Academy of Management Executive*, 18 (9), 126-129.
- Lerner, A. (2011). McGregor's legacy: Thoughts on what he left, what transpired, and what remains to pursue. . *Journal of Management History*, 17(2), 217-237.
- Lewicki, R. &. (1996). Developing and maintaining trust in work relationships. In R. M. (Eds., *Trust in organizations: Frontiers of theory and research* (pp. 114 –139.). Thousand Oaks: CA: Sage.
- Lewin, K. (1951). *Field Theory in Social Science*. New York: Harper & Row.
- Lipman-Blumen, J. (1998). Connective leadership: What business needs to learn from academe. . *Change: The Magazine of Higher Learning*, 30(1), 49-53.
- Lusthaus, C. (2002). *Organizational assessment: A framework for improving performance*. IDRC 2002.
- Luthans, F. (2010). *Organizational behavior*. New York: McGraw-Hill Higher Education.
- Marilyn M. Helms, J. N. (2010). "Exploring SWOT analysis – where are we now? A review of academic research from the last decade". *Journal of Strategy and Management*, 3, 215 – 251.



- Mayer, R. C. (1995). An Integrative Model of Organization Trust. *Academy of Management Review*, 709-734.
- Mayer, R. C. (1995). An integrative model of organizational trust. *Academy of Management Review*, 20, 709-734.
- Mayer, R. D. (1995). An integrative model of organizational trust. *Academy of Management Review*, 20 (3), 709-734.
- McAllister, D. J. (1995). Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal*, 38, 24-59.
- McCleskey, J. A. (2014). Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly*, 117.
- Meyer, J. &. (1984). Testing the 'side-bet theory' of organizational commitment. Some methodological considerations. *Journal of Applied Psychology*, 69 (3), 372-378.
- Meyer, J. &. (1991). A three component conceptualization of organizational commitment. *Human resources Management Review*, 1 (1), 61-89.
- Meyer, J. &. (1997). Commitment in the Workplace: Theory, Research and Application. *Thousand Oaks, CA: Sage*.
- Miles, M. &. (1994). *Qualitative Data Analysis*. . Thousand Oaks: Sage Publications, Inc. .
- Miller, G. (1956). The magical number seven plus or minus two: some limits on our capacity for processing information. . *Psychological Review*, 63, 81-97.
- Muijs, D. (2010). *Doing quantitative research in education with SPSS*. Sage.
- Mumford, T. V. (2007). The leadership skills strataplex: Leadership skill requirements across organizational levels. *The Leadership Quarterly*, 18(2), 154-166.
- Mumford, T. V. (2007). The leadership skills strataplex: Leadership skill requirements across organizational levels. . *The Leadership Quarterly*, 18(2), 154-166.
- Pardey, D. (2016). *Introducing Leadership*. New York: Routledge.
- Peters, V. &. (2004). *Kwalitatieve analyse: uitgangspunten en procedures*. Bussum: Uitgeverij Coutinho.
- Pillai, R. S. (1999). Fairness perceptions and trust as mediators for transformational and transactional leadership: A two-sample study. *Journal of Management*, 25, 897-933.
- Raelin, J. A. (2003). *Creating leaderful organizations: How to bring out leadership in everyone*. Berrett-Koehler Publishers.
- Robinson, J. L.-B. (2003). Leadership behavior of male and female managers, 1984-2002. . *Journal of Education for Business*, 79(1), 28-33.
- Robinson, S. L. (1996). Trust and breach of the psychological contract. *Administrative Science Quarterly*, 574-599.
- Ropo, A. &. (2001). Leadership and bodily knowledge in expert organizations: epistemological rethinking. . *Scandinavian Journal of Management*, 17, 1-18.
- Ropo, A. &. (2008). Corporeal leaders. In D. &. Barry, *The SAGE handbook of new approaches in management and organization* (pp. 469-478). London: SAGE.
- Rousseau, D. M. (1998). Not so different after all: Across discipline view of trust. *Academy of Management Review*, 23, 393-404.
- Schoemaker, P. J. (2013). Strategic leadership: The essential skills. *Harvard business review*, 91(1), 131-134.
- Sekaran, U. (1989). Paths to the job satisfaction of banking employees. *Journal of Organizational Behaviour*, 10, 347-359.

- Sekeran, U. &. (1981). A cross cultural analysis of the influence of individual and job characteristics on job involvement. *International Review of Applied Psychology*, 30, 51-64.
- Senge, P. S. (2005). *Presence: Exploring profound change in people, organizations and society*. London: Nicholas Brealey.
- Shamir, B. Z. (1998). Correlates of charismatic leader behavior in military units: Subordinates' attitudes, unit characteristics, and superiors' appraisals of leader performance. *Academy of Management Journal*, 41, 384-409.
- Simons, R. (1995). Control in an age of empowerment. *Harvard Business Review*, 73 (2), 80-88.
- Simons, R. (1995). *Levers of control*. Boston: Harvard Business School Press.
- Sinclair, A. (2005). *Journey around Leadership' Working Paper*. Melbourne: University of Melbourne.
- Sluss, D. M. (2008). Perceived organizational support as a mediator between relational exchange and organizational identification. *Journal of Vocational Behavior*, 73(3) 457-464.
- Sools, V. E. (2007). Gendered career-making practices: On doing ambition or how managers discursively position themselves in a multinational corporation. *Journal of Occupational and Organizational Psychology*, 80, 413-435.
- Sullivan, W., Sullivan, R., & Buffton, B. (2002). Aligning individual and organisational values to support change. *Journal of Change Management* 2(3), 247-254.
- The Economic Times*. (n.d.). Retrieved from *The Economic Times*: <http://economictimes.indiatimes.com/definition/derivatives>
- Thiagaragan, T. Z. (2001). A proposed model of TQM implementation based on an empirical study of Malaysian industry. *International Journal of Quality & Reliability Management*, 18, 289-306.
- Tichy, N. M. (1997). *The leadership engine*. . New York: HarperCollins.
- Tyler, T. &. (1996). Trust in organizational authorities: The influence of motive attributions on willingness to accept decisions. In R. Kramer & T. Tyler (Eds.), *Trust in organizations: Frontiers of theory and research* (p. 331-356).
- Velnampy. (2006). Satisfaction and organizational commitment on the impact of performance. *10th annual international symposium; Growth and challenges for 21st century*, (p. 338).
- Velnampy, T. (2008). Job attitude and employees performance of public sector organizations in Jaffna district, Sri Lanka. . *GITAM journal of management*, 6, 66-73.
- Watson D, W. D. (1999). The two general activation systems of affect: Structural findings, evolutionary considerations, and psychobiological evidence. *Journal of Personality and Social Psychology*, 76(5), 820-838.
- West, M. E. (2014). *Developing collective leadership for health care*. . London: The King's Fund.
- Whitener, E. M. (1997). The impact of human resource activities on employee trust. . *Human Resource Management Review*, 7, 389-404.
- Wijsbek, J. (2009). *De dialogische organisatie*. Assen: Van Gorcum.
- Yin, R. (2008). *Casestudy research: Design & methods, (4e ed.)*. London: Sage Publications.
- Yin, R. (2011). *Applications of casestudy research (3e ed.)*. London: Sage Publications.
- Yong, A. G. (2013). A beginner's guide to factor analysis: Focusing on exploratory factor analysis. *Tutorials in quantitative methods for psychology*, 79-94.

## 10. List of tables and figures

Figure 2-1- Proposed theoretical model.....	6
Figure B-1 – Working result oriented.....	57
Figure B-2 – strengthening of cooperation within and between teams.....	57
Figure B-3 – Strengthen core values .....	58
Figure B-4 - Trust.....	58
Figure B-5 – Connective leadership.....	59
Figure B-6 – Notably present .....	59
Figure B-7 – Change management .....	60
Table 4-1 - KMO and Bartlett's Test .....	15
Table 5-1 - Factor Loadings for 18 Core Value Items of 3 Principal Components.....	18
Table 5-2 - Factor Loadings for 26 leadership Principle items of 4 principal components.....	20
Table 5-3 - Pearson Correlation Results for Core Value Variables and Leadership Style Variables .....	22
Table A-1 - Factor Loadings for 22 Core Value Items of 4 Principal Components .....	41
Table A-2 - Factor Loadings for 22 Core Value Items of 3 Principal Components .....	42
Table A-3 - Factor Loadings for 42 Leadership Principle Items of 9 Principal Components .....	44
Table A-4 - Factor Loadings for 42 Leadership Principle Items of 6 Principal Components .....	49
Table A-5 - Factor Loadings for 42 Leadership Principle Items of 5 Principal Components .....	51
Table A-6 - Factor Loadings for 42 Leadership Principle Items of 4 Principal Components .....	53



## A. Tables

Table A-1 - Factor Loadings for 22 Core Value Items of 4 Principal Components

CORE VALUE ITEMS	COMP. 1*	COMP. 2	COMP. 3	COMP. 4
Most people working at the housing association work energetically	.**	.	.	-.763
Most people working at the housing association put a lot of energy into their work.	.	.	.	-.699
Good performance at the housing association gives energy	.	.	.	-.741
Almost everyone working at the housing association fulfils his or her work with passion	.	.	.	-.643
Most of the housing association employees are enthusiastic about their contribution	.	.	.	-.686
I am often so focused on my work that I forget time	.	.	.863	.
Most of the housing association employees are generally strongly focused on their task.	.	.		-.539
Most of the housing association employees are reliable when it comes to keeping appointments	.723	.	.	.
Other teams working at the housing association handle questions in a consistent and predictable manner	.721	.	.	.
Other teams working at the housing association carefully handle requests for help	.676	.	.	.
Other teams working at the housing association are open and honest when giving feedback	.745	.	.	.
You can rely on other teams working at the housing association	.768	.	.	.
Most housing association employees are driven cooperate as best as possible	.613	.	.	.
Most housing association employees are knowledgeable and qualified	.	.	.	.

Within the housing association, you can always count on meeting appointments	.833	.	.	.
Most of the housing association employees are open and up- front to others	.720	.	.	.
Being honest and truthful is most in important within the housing association	.	.	.	.
Most of the housing association employees keep their word	.689	.	.	.
Most of the housing association employees have a very strong desire to become a successful	.	.806	.	.
	.	.778	.	.
Most of the housing association employees always try to do at least a little better than what is expected of them				
Most of the housing association employees will never give up in difficult situations	.	.759	.	.
Most of the housing association employees experience and act upon their inner strengths	.	.676	.	.

\* Component is abbreviated to Comp.

\*\* Factor loadings between -0.5 and 0.5 are suppressed

*Table A-2 - Factor Loadings for 22 Core Value Items of 3 Principal Components*

Core value items	Comp. 1*	Comp. 2	Comp. 3
Most people working at the housing association work energetically	.**	.653	.
Most people working at the housing association put a lot of energy into their work.	.	.624	.
Good performance at the housing association gives energy	.	.	.585
Almost everyone working at the housing association fulfils his or her work with passion	.	.	.
Most of the housing association employees are enthusiastic about their contribution	.	.	.

I am often so focused on my work that I forget time	.	.	.729
Most of the housing association employees are generally strongly focused on their task.	.	.	.
Most of the housing association employees are reliable when it comes to keeping appointments	.759	.	.
Other teams working at the housing association handle questions in a consistent and predictable manner	.770	.	.
Other teams working at the housing association carefully handle requests for help	.721	.	.
Other teams working at the housing association are open and honest when giving feedback	.778	.	.
You can rely on other teams working at the housing association	.853	.	.
Most housing association employees are driven cooperate as best as possible	.680	.	.
Most housing association employees are knowledgeable and qualified	.	.567	.
Within the housing association, you can always count on meeting appointments	.847	.	.
Most of the housing association employees are open and up- front to others	.737	.	.
Being honest and truthful is most in important within the housing association	.	.	.
Most of the housing association employees keep their word	.705	.	.
Most of the housing association employees have a very strong desire to become a successful	.	.845	.
Most of the housing association employees always try to do at least a little better than what is expected of them	.	.820	.
Most of the housing association employees will never give up in difficult situations	.	.754	.
Most of the housing association employees experience and act upon their inner strengths	.	.688	.

\* Component is abbreviated to Comp.

\*\* Factor loadings between -0.5 and 0.5 are suppressed

Table A-3 - Factor Loadings for 42 Leadership Principle Items of 9 Principal Components

LEADERSHIP PRINCIPLE ITEMS	COMP. 1*	COMP. 2	COMP. 3	COMP. 4	COMP. 5	COMP.6	COMP. 7	COMP. 8	COMP. 9
Between teams working at the housing association, there is a friendly atmosphere	0.774	.**	.	.	.	.	.	.	.
Teams working at the housing association can count on each other	0.584	.	.	.	.	.	.	.	.
The collaboration between teams working at the housing association is warm and friendly	0.565	.	.	.	.	.	.	.	.
Employees of teams working at the housing association treat each other with respect	0.737	.	.	.	.	.	.	.	.
Teams working at the housing association work well together	.	.	.	.	.	.	.	.	.
Most employees of the different teams working at the housing association are happy to work together	.	.	.	.	.	.	.	.	-0.536
Teams working at the housing association are willing to share resources	.	.	.	.	.	.	.	.	.
Teams working at the housing association usually talk positively about each other	.	.	.	.	.	.	.	.	-0.777
Teams working at the housing association are often proud of other teams	.	.	.	.	.	.	.	.	-0.702



Most employees working at the housing association listen well to each other	.	.	.	.	.	.	.	.	.
Teams working at the housing association often celebrate team performance	.	.	.	.	.	0.764	.	.	.
Teams working at the housing association continuously improve their processes and services	.	.	.	.	0.655	.	.	.	.
Most employees working at the housing association encourage each other to improve processes and services	.	.	.	.	0.601	.	.	.	.
Most employees working at the housing association are open to innovations	.	-0.567	.	.	.	.	.	.	.
Most employees working at the housing association are know what to do when changes need to be implemented	.	-0.564	.	.	.	.	.	.	.
Teams working at the housing association are well prepared for new roles and responsibilities when change is necessary	.	-0.735	.	.	.	.	.	.	.
The housing association is an open organisation where everyone shares information easily	.	.	.	.	.	.	.	.	.
The housing association has a culture that easily copes with change	.	-0.761	.	.	.	.	.	.	.

Implementing changes is easy at the housing association	.	-0.754	.	.	.	.	.	.	.
Most employees working at the housing association take often initiatives	.	.	.	.	.	.	.	-0.691	.
Most employees working at the housing association also change themselves	.	.	.	.	.	.	.	-0.652	.
Teams working at the housing association are focused and adhere to that	.	.	.	.	.	.	.	.	.
Most employees working at the housing association like to chat with the people around them	.	.	.	.	.	.	.	.	.
Most employees working at the housing association actively fulfil their role	.	.	.	.	.	.	.	.	.
The housing association encourages teamwork by methods, systems and procedures	.	.	.	.	.	.	-0.74	.	.
Most employees working at the housing association have an active role in developing and improving performance within the teams	.	.	.	.	.	.	-0.554	.	.
Most employees working at the housing association speak up to each other when necessary	.	.	.	.	.	.	.	.	.

Most employees working at the housing association work together to achieve success	.	.	.	.	.	.	.	.	.
Most employees working at the housing association feel part of the chosen mission, vision and goals	.	.	.	.	.	.	-0.671	.	.
Most employees working at the housing association act with empathy	.	.	.	.	.	.	.	.	.
Other teams within the housing association are reliable	.	.	.	-0.662	.	.	.	.	.
Most employees working at the housing association treat each other honestly	.	.	.	-0.837	.	.	.	.	.
Most employees from other teams within the housing association are open and honest	.	.	.	-0.84	.	.	.	.	.
Teams within the housing association can always rely on other teams	.	.	.	-0.511	.	.	.	.	.
Other teams within the housing association are always honest	.	.	.	-0.713	.	.	.	.	.
Employees working at the housing association can trust upon each other's expertise and / or skills	.	.	.	-0.537	.	.	.	.	.
Mistakes can be made within the housing association	.	.	0.778	.	.	.	.	.	.
Within the housing association, you know what to expect	.	.	.	.	.	.	.	.	.

Most employees working at the housing association are willing to help you	0.598	.	.	.	.	.	.	.	.
Most employees working at the housing association do what they say	.	.	.	.	.	.	.	.	.
Most employees working at the housing association say everything	.	.	0.755	.	.	.	.	.	.
Within the housing association, people dare to take initiative	.	.	0.717	.	.	.	.	.	.

\* Component is abbreviated to Comp.

\*\* Factor loadings between -0.5 and 0.5 are suppressed

Table A-4 - Factor Loadings for 42 Leadership Principle Items of 6 Principal Components

Leadership principle items	Comp. 1*	Comp. 2	Comp. 3	Comp. 4	Comp. 5	Comp. 6
Between teams working at the housing association, there is a friendly atmosphere	.555	.**	.	.	.	.
Teams working at the housing association can count on each other	.520	.	.	.	.	.
The collaboration between teams working at the housing association is warm and friendly	.591	.	.	.	.	.
Employees of teams working at the housing association treat each other with respect	.669	.	.	.	.	.
Teams working at the housing association work well together	.548	.	.	.	.	.
Most employees of the different teams working at the housing association are happy to work together	.606	.	.	.	.	.
Teams working at the housing association are willing to share resources	.	.	.	.	.	.
Teams working at the housing association usually talk positively about each other	.524	.	.	.	.	.
Teams working at the housing association are often proud of other teams	.	.	.	.	.	.
Most employees working at the housing association listen well to each other	.	.	.	.	.	.
Teams working at the housing association often celebrate team performance	.	.	.	.	.	.626
Teams working at the housing association continuously improve their processes and services	.	.	.	.	.723	.
Most employees working at the housing association encourage each other to improve processes and services	.	.	.	.	.786	.
Most employees working at the housing association are open to innovations	.	-.582	.	.	.	.
Most employees working at the housing association know what to do when changes need to be implemented	.	.	.	.	.	.
Teams working at the housing association are well prepared for new roles and responsibilities when change is necessary	.	-.640	.	.	.	.
The housing association is an open organisation where everyone shares information easily	.	.	.	.	.	.
The housing association has a culture that easily copes with change	.	-.814	.	.	.	.

Implementing changes is easy at the housing association	.	-.804	.	.	.	.
Most employees working at the housing association take often initiatives	.	.	.	.	.	.
Most employees working at the housing association also change themselves	.	.	.	.	.	.
Teams working at the housing association are focused and adhere to that	.	.	.	.	.603	.
Most employees working at the housing association like to chat with the people around them	.	.	.628	.	.	.
Most employees working at the housing association actively fulfil their role	.	.	.	.	.	.
The housing association encourages teamwork by methods, systems and procedures	.	.	.	.	.	.
Most employees working at the housing association have an active role in developing and improving performance within the teams	.	.	.	.	.526	.
Most employees working at the housing association speak up to each other when necessary	.	.	.	.	.	.
Most employees working at the housing association work together to achieve success	.	.	.	.	.	.
Most employees working at the housing association feel part of the chosen mission, vision and goals	.	.	.	.	.	.
Most employees working at the housing association act with empathy	.	.	.	.	.	.
Other teams within the housing association are reliable	.	.	.	-.707	.	.
Most employees working at the housing association treat each other honestly	.	.	.	-.726	.	.
Most employees from other teams within the housing association are open and honest	.	.	.	-.717	.	.
Teams within the housing association can always rely on other teams	.	.	.	-.719	.	.
Other teams within the housing association are always honest	.	.	.	-.731	.	.
Employees working at the housing association can trust upon each other's expertise and / or skills	.	.	.	-.587	.	.
Mistakes can be made within the housing association	.	.	.772	.	.	.
Within the housing association, you know what to expect	.	.	.	-.649	.	.
Most employees working at the housing association are willing to help you	.	.	.	.	.	.
Most employees working at the housing association do what they say	.	.	.	-.661	.	.

Most employees working at the housing association say everything	.	.	.629	.	.	.
Within the housing association, people dare to take initiative	.	.	.695	.	.	.

\* Component is abbreviated to Comp.

\*\* Factor loadings between -0.5 and 0.5 are suppressed

*Table A-5 - Factor Loadings for 42 Leadership Principle Items of 5 Principal Components*

Leadership principles items	Comp. 1*	Comp. 2	Comp. 3	Comp. 4	Comp. 5
Between teams working at the housing association, there is a friendly atmosphere	.529	.**	.	.	.
Teams working at the housing association can count on each other	.524	.	.	.	.
The collaboration between teams working at the housing association is warm and friendly	.628	.	.	.	.
Employees of teams working at the housing association treat each other with respect	.613	.	.	.	.
Teams working at the housing association work well together	.606	.	.	.	.
Most employees of the different teams working at the housing association are happy to work together	.671	.	.	.	.
Teams working at the housing association are willing to share resources	.	.	.	.	.
Teams working at the housing association usually talk positively about each other	.647	.	.	.	.
Teams working at the housing association are often proud of other teams	.623	.	.	.	.
Most employees working at the housing association listen well to each other	.	.	.	.	.
Teams working at the housing association often celebrate team performance	.	.	.	.	.621
Teams working at the housing association continuously improve their processes and services	.	.	.	.	.661
Most employees working at the housing association encourage each other to improve processes and services	.	.	.	.	.793
Most employees working at the housing association are open to innovations	.	-.562	.	.	.
Most employees working at the housing association know what to do when changes need to be implemented	.	.	.	.	.

Teams working at the housing association are well prepared for new roles and responsibilities when change is necessary	.	-.608	.	.	.
The housing association is an open organisation where everyone shares information easily	.	.	.	.	.
The housing association has a culture that easily copes with change	.	-.797	.	.	.
Implementing changes is easy at the housing association	.	-.787	.	.	.
Most employees working at the housing association take often initiatives	.	.	.	.	.643
Most employees working at the housing association also change themselves	.	.	.	.	.
Teams working at the housing association are focused and adhere to that	.	.	.	.	.545
Most employees working at the housing association like to chat with the people around them	.	.	.647	.	.
Most employees working at the housing association actively fulfil their role	.	.	.	.	.
The housing association encourages teamwork by methods, systems and procedures	.	.	.	.	.
Most employees working at the housing association have an active role in developing and improving performance within the teams	.	.	.	.	.621
Most employees working at the housing association speak up to each other when necessary	.	.	.	.	.541
Most employees working at the housing association work together to achieve success	.	.	.	.	.
Most employees working at the housing association feel part of the chosen mission, vision and goals	.	.	.	.	.
Most employees working at the housing association act with empathy	.	.	.	.	.
Other teams within the housing association are reliable	.	.	.	-.684	.
Most employees working at the housing association treat each other honestly	.	.	.	-.709	.
Most employees from other teams within the housing association are open and honest	.	.	.	-.694	.
Teams within the housing association can always rely on other teams	.	.	.	-.688	.
Other teams within the housing association are always honest	.	.	.	-.701	.
Employees working at the housing association can trust upon each other's expertise and / or skills	.	.	.	-.564	.
Mistakes can be made within the housing association	.	.	.779	.	.



Within the housing association, you know what to expect	.	.	.	-.617	.
Most employees working at the housing association are willing to help you	.	.	.	.	.
Most employees working at the housing association do what they say	.	.	.	-.647	.
Most employees working at the housing association say everything	.	.	.629	.	.
Within the housing association, people dare to take initiative	.	.	.700	.	.

\* Component is abbreviated to Comp.

\*\* Factor loadings between -0.5 and 0.5 are suppressed

*Table A-6 - Factor Loadings for 42 Leadership Principle Items of 4 Principal Components*

Leadership principles items	Comp. 1*	Comp. 2	Comp. 3	Comp. 4
Between teams working at the housing association, there is a friendly atmosphere	.	.	.	.
Teams working at the housing association can count on each other	.	.	.	.
The collaboration between teams working at the housing association is warm and friendly	.599	.	.	.
Employees of teams working at the housing association treat each other with respect	.574	.	.	.
Teams working at the housing association work well together	.571	.	.	.
Most employees of the different teams working at the housing association are happy to work together	.644	.	.	.
Teams working at the housing association are willing to share resources	.	.	.	.
Teams working at the housing association usually talk positively about each other	.658	.	.	.
Teams working at the housing association are often proud of other teams	.616	.	.	.
Most employees working at the housing association listen well to each other	.	.	.	.
Teams working at the housing association often celebrate team performance	.	.	.	.
Teams working at the housing association continuously improve their processes and services	.	-.524	.	.
Most employees working at the housing association encourage each other to improve processes and services	.	-.780	.	.

Most employees working at the housing association are open to innovations	.	-.739	.	.
Most employees working at the housing association know what to do when changes need to be implemented	.	-.684	.	.
Teams working at the housing association are well prepared for new roles and responsibilities when change is necessary	.	-.687	.	.
The housing association is an open organisation where everyone shares information easily	.	.	.	.
The housing association has a culture that easily copes with change	.	-.710	.	.
Implementing changes is easy at the housing association	.	-.698	.	.
Most employees working at the housing association take often initiatives	.	-.611	.	.
Most employees working at the housing association also change themselves	.	-.680	.	.
Teams working at the housing association are focused and adhere to that	.	-.559	.	.
Most employees working at the housing association like to chat with the people around them	.	.	.677	.
Most employees working at the housing association actively fulfil their role	.	.	.	.
The housing association encourages teamwork by methods, systems and procedures	.	-.615	.	.
Most employees working at the housing association have an active role in developing and improving performance within the teams	.	-.622	.	.
Most employees working at the housing association speak up to each other when necessary	.	.	.	.
Most employees working at the housing association work together to achieve success	.	.	.	.
Most employees working at the housing association feel part of the chosen mission, vision and goals	.	-.583	.	.
Most employees working at the housing association act with empathy	.	.	.	.
Other teams within the housing association are reliable	.	.	.	-.734
Most employees working at the housing association treat each other honestly	.	.	.	-.789
Most employees from other teams within the housing association are open and honest	.	.	.	-.726
Teams within the housing association can always rely on other teams	.	.	.	-.677

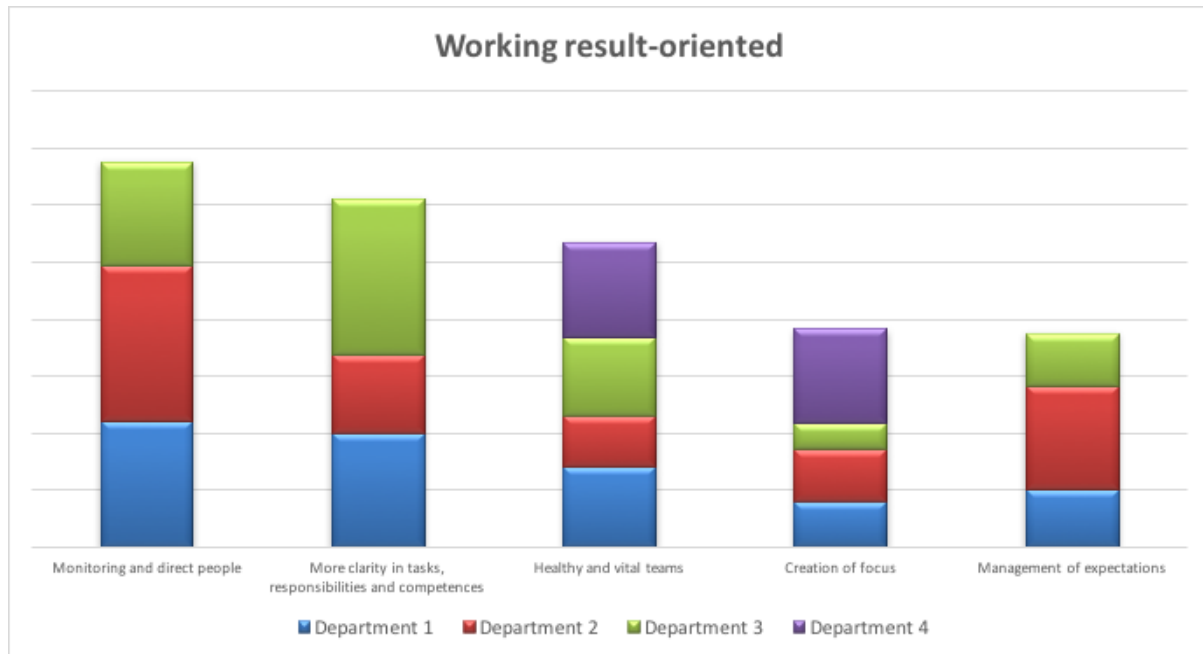
Other teams within the housing association are always honest	.	.	.	-.722
Employees working at the housing association can trust upon each other's expertise and / or skills	.	.	.	-.601
Mistakes can be made within the housing association	.	.	.773	.
Within the housing association, you know what to expect	.	.	.	-.570
Most employees working at the housing association are willing to help you	.	.	.	-.525
Most employees working at the housing association do what they say	.	.	.	-.644
Most employees working at the housing association say everything	.	.	.608	.
Within the housing association, people dare to take initiative	.	.	.692	.

\* Component is abbreviated to Comp.

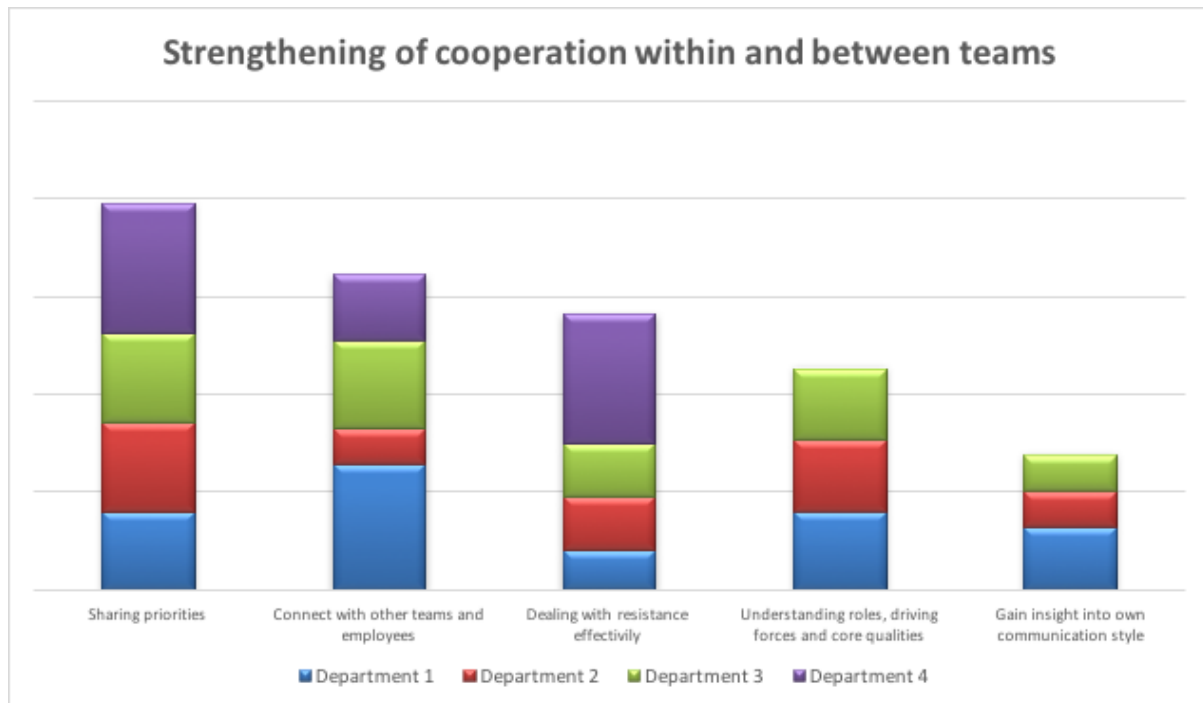
\*\* Factor loadings between -0.5 and 0.5 are suppressed



## B. Learning goal figures



*Figure B-1 – Working result oriented*



*Figure B-2 – strengthening of cooperation within and between teams*

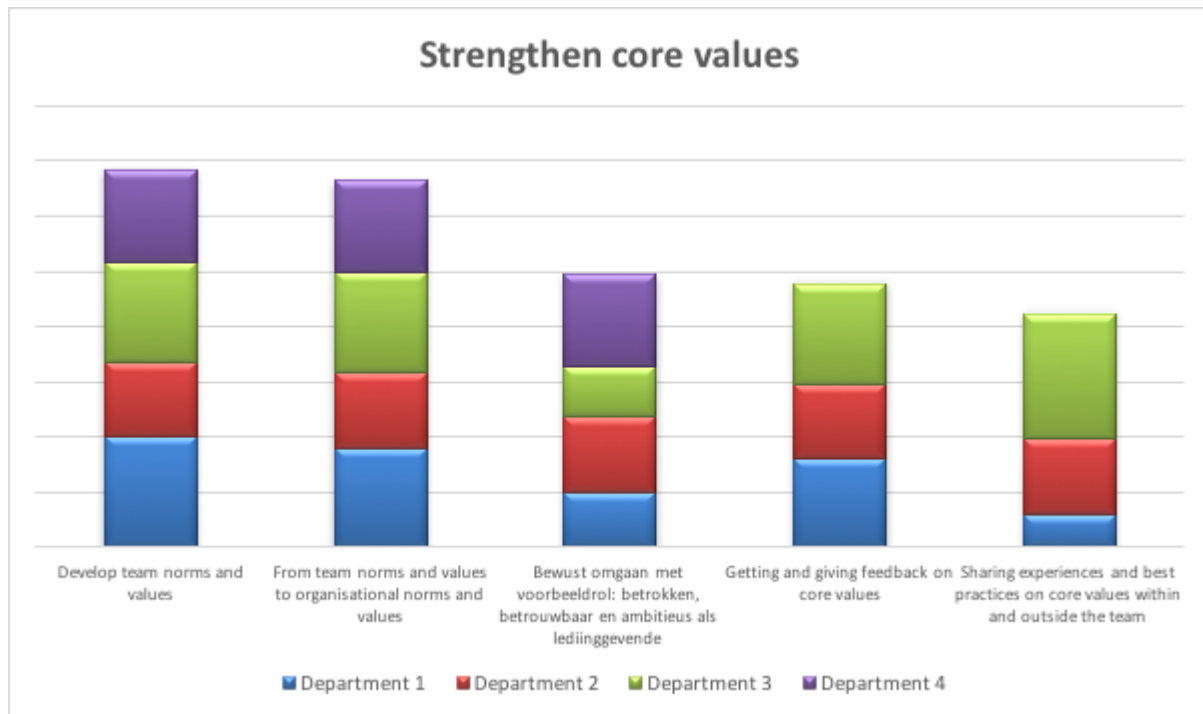


Figure B-3 – Strengthen core values

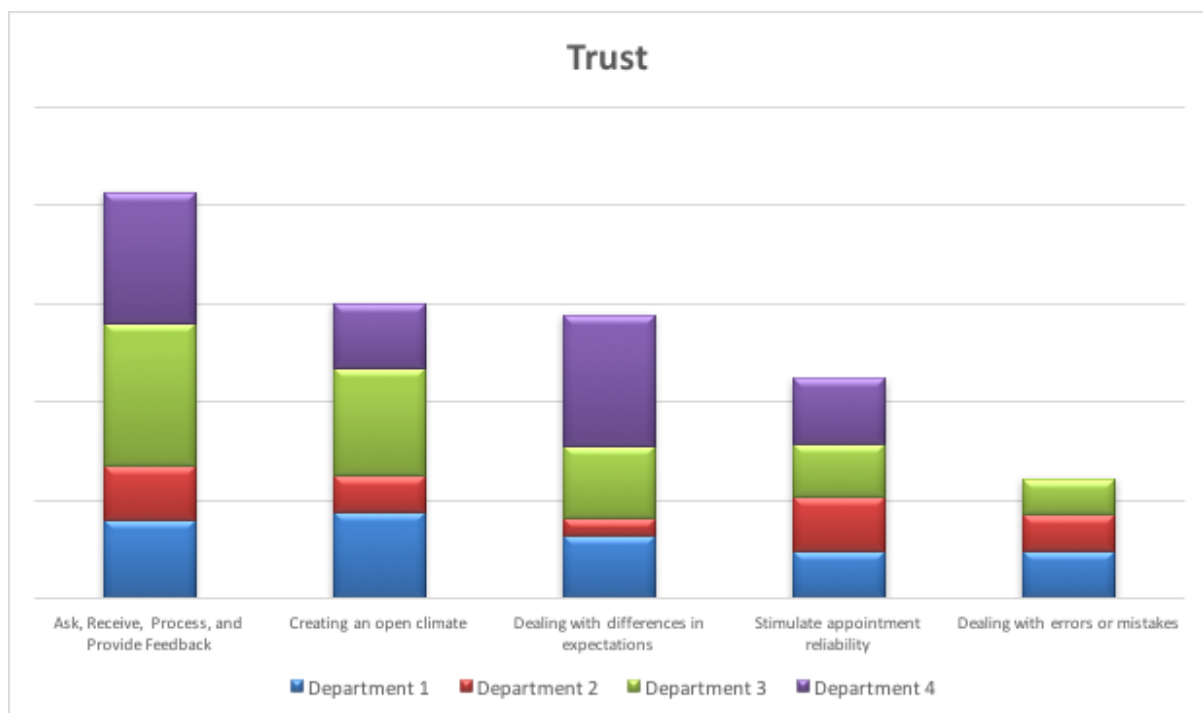


Figure B-4 - Trust

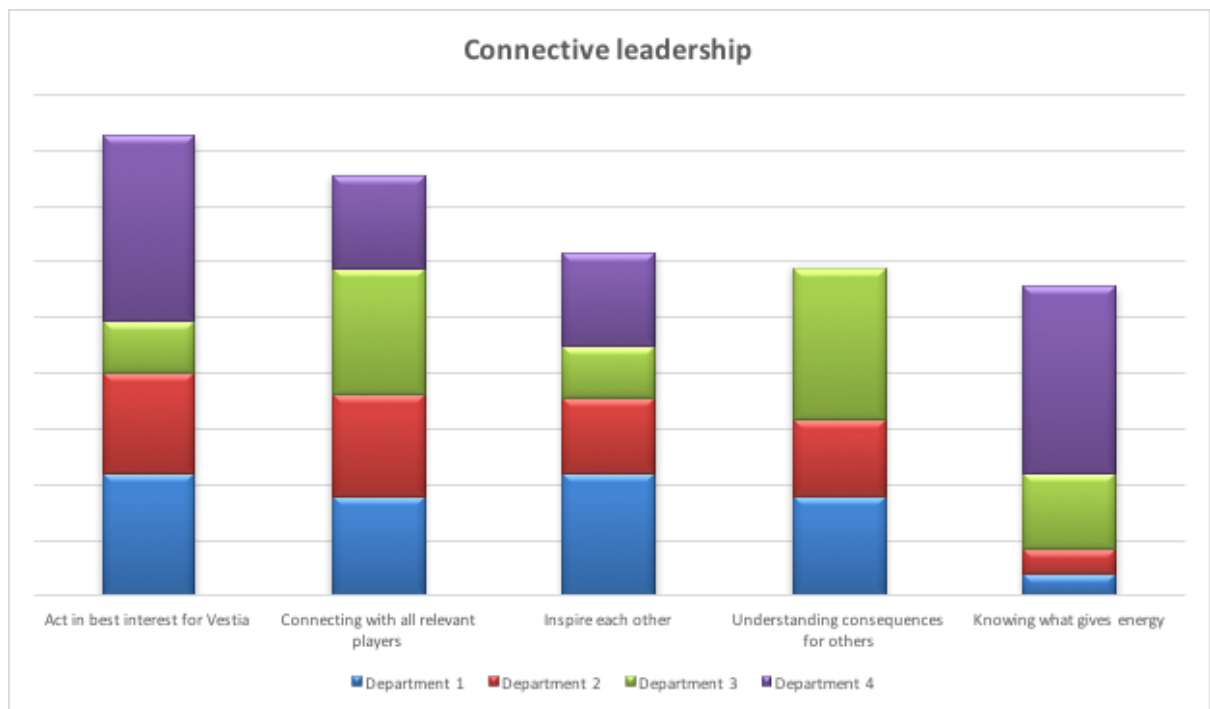


Figure B-5 – Connective leadership

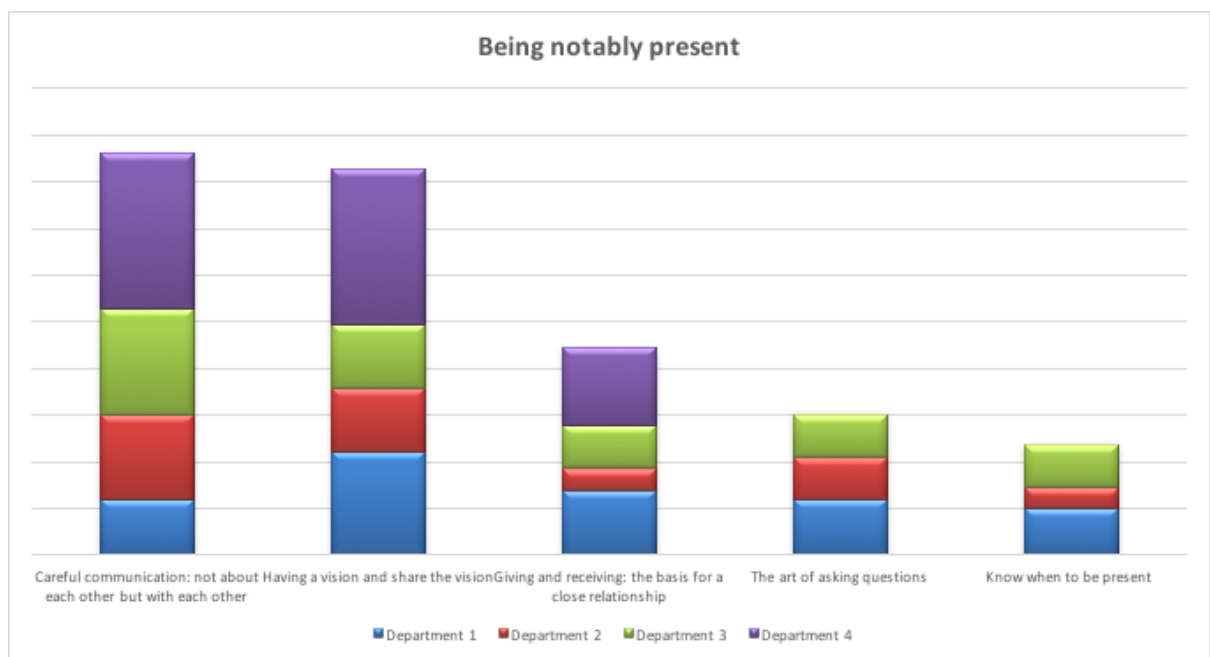
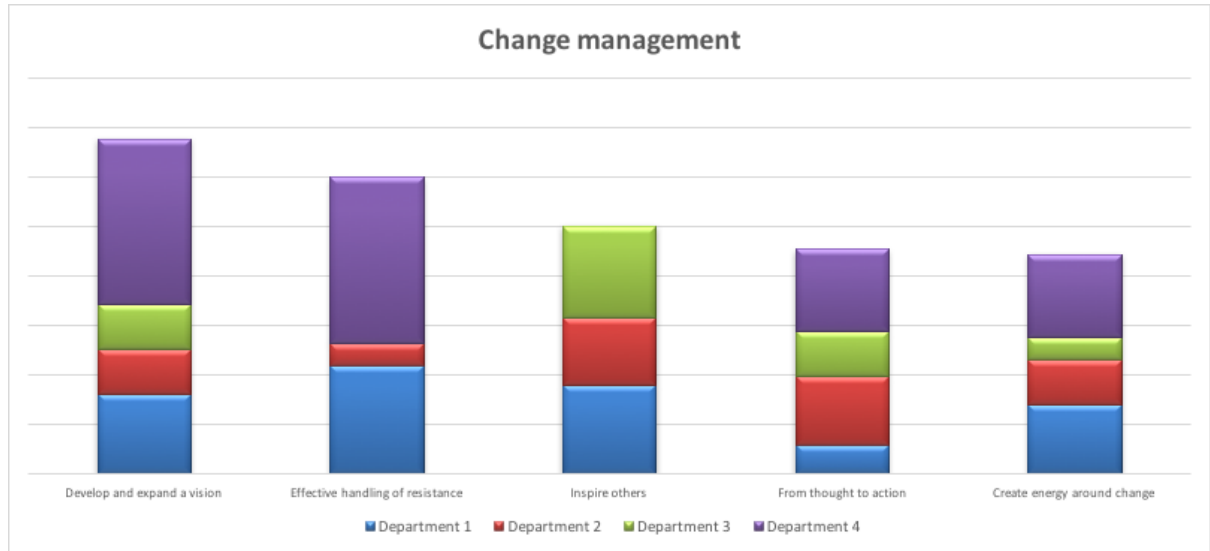


Figure B-6 – Notably present



*Figure B-7 – Change management*