

Deep Leadership

Transformational Approach to Personal Development and Learning for Leadership

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Introduction

A military organisation must be a learning organisation. There can not be learning organisations without learning individuals. In the near future, the most important aspect of organisational learning will be learning for leadership, when related to organisational effectiveness. Deep leadership is a systematic approach to learning for leadership.

For any organisation, a leader capable to learn is precious for many reasons, because he/she is:

- improving the quality and results of leadership,
- setting an example for all the personnel,
- moving from transactional to transformational culture,
- ruling the constant change and
- ensuring the organisational success.

The basic idea of deep leadership

Deep leadership is a smelting framework for effective (transformational) leadership and individual learning. As the development process goes on, deep leadership is about enhancing action competence in groups and confirming these strategies at organisational level. The core of content information is the basic idea of transformational leadership: how do the most effective leaders generally behave? This core is expanded to the more broad framework of leadership behaviour and Deep Leadership Model (DLM).

If we want to learn systematically, we need effective and personal tools. The framework of leadership behaviour is also a basis for the DLM, which is a basis for the personal deep leadership profile. The deep leadership profile is implemented typically through 360 degree -principle.

Along the leadership profile, the trainees analyze their own working environments. The interpretation of the personal profile is dependable on the respective environment. After this process, the trainee is ready to set up his/her developmental plan and personal learning goals for the near future.

Will the process described above be successful? **The main criteria or predictor for the success is the motivation and commitment of the trainee to really develop and grow as a leader.** This is the centre of gravity in any leadership development program. The deep leadership approach takes this fact as a starting point for every effort. Everything that is possible has to be made for this ultimate goal. This is the "heart" of the deep leadership approach as an educational system.

Main questions

In order to clarify the deep leadership approach, models and tools in the era of leadership training and education, I will answer to the following major questions:

1. How do we learn leadership effectively?
2. How can we conceptually frame this learning process (the concept of operational environment)
3. How can we effectively support this learning process (the concept and use of the Deep Leadership Model, DLM).

The DLM is a powerful tool for constant leadership development. As a model should be, it is conceptually a bridge from the *new paradigm of leadership* to *personal development as a leader*. Even if the period of applying the DLM in the FDF and Finnish society is still short, the results are already positive.

1. The concept of deep leadership

Deep Leadership

How was the term *deep leadership* born? The phenomenon behind the new paradigm of leadership, here called excellent leadership behaviour, is based on the fundamental opportunities of leadership and the fountainhead of its power. Real leadership stems from the level of the internal human needs of the leader as well as his followers: values, needs, desires and motivation. It has been noted that a leader can bring about changes in his subordinates' perspectives of meaning. On the other hand, the development of leadership behaviour requires an increase of self-knowledge and continuous directing of one's own attributes. All these processes penetrate human beings beneath the surface.

Burns (1978), Zorn (1992), Wofford & Goodwin (1994) as well as Jantzi and Leithwood (1996), among others, deal with the deep process of development as a leader. Bass (1998a) presents empirical research done within the framework of the new paradigm that is related to development as a leader, stating that:

"Training and education in transformational leadership must promote self-understanding, awareness, and appreciation of the range of potential leadership behaviours used by both effective transformational and transactional leaders. It must go beyond skill training. It must be internalised and point to the extent that the best of leaders are both transformational and transactional but they are more likely to be more transformational and less transactional than poorer leaders." (Bass 1998a, 99.)

In the area of behavioural sciences, especially in pedagogy and in the conceptual field of the constructive conception of learning can be found the established term *deep learning* that is the antonym of surface learning. The concepts of deep learning and surface learning have been developed by Ference Marton. In the process of surface learning the learner concentrates mainly on information as such, not on its significance or contents. In the process of deep learning the learner concentrates on the significance and goal of information, attempting to understand its fundamental purpose and its connection to his own experiences and previous knowledge. Weighing the reasons for preconceived ideas is also related to this process. Deep learning therefore has to do with the reformulation of individual perspectives of meaning at least on a mental level. Deep learning shows when the learner understands the entity related to information, he/she is able to use this information in a new problem situation, is able to make choices and function effectively in new and surprising conditions.

Deep learning also includes the development of one's own conceptions, appreciations and activities and their critical assessment. Deep leadership is based on the same human mechanisms as deep learning in the context of individual development and is a term of behavioural science.

Deep learning

The concept of self-directness refers to an ideal view of human beings that requires a certain viewpoint in the philosophy of science: a positive and growth-emphasising perception of humans. This kind of perception is one of the basic components of the deep leadership training program. The constructive conception of learning sets new requirements for any organisation or training program applying these principles.

Constructive learning process is tied to the respective environment and culture. The quality of social interaction in learning process contributes to the process in which the individual meaning perspectives are constructed. According to Rauste-von Wright and von Wright (1994), educational planning should cover also the conditions under which the constructive conception of learning can be applied as a function of change in individual meaning perspectives.

Learning as well as teaching is always connected to the environment it takes place in. This environment is an entire context from micro level to macro level: from the level of a single emotion, situation and a choice of words through social interaction to a wider cultural context. Rauste-von Wright and von Wright define:

"Learning is a self-centred process in which the learner selects, interprets and analyses information based on earlier information and experiences. This process has always been connected to the situation and culture. The interactive process and the schemes

of the learner form the basis of new structures of meaning". (Rauste-von Wright & von Wright 1994, 15.)

Purposeful learning, i.e. learning to learn, is a skill that must be developed alongside "normal" learning. Because developing as a leader is a comprehensive growth process, the emotional dimension of an individual's personality has to be fully taken into consideration in research. In addition to meta-cognitive capabilities, a leader absolutely needs meta-affective capabilities as well. Further on, everyone can develop his/her skills of learning and thinking. The best learning methods are usually simple and on the whole they share one common feature: they encourage the use of all areas of intelligence as well as all senses to speed up learning. Looking at social change, many say that it is increasingly important to understand and control *how* to learn, rather than what to learn.

In this study, one of the basic questions is: *how does learning lead to change and personal development in the era of leadership?* According to Mezirow (1991), an essential point is that transformation can lead developmentally toward a more inclusive, differentiated, permeable, and integrated perspective and that, insofar as it is possible, all people naturally move toward such an orientation. This is what development means in adulthood. It should be clear that a strong case can be made for calling perspective transformation the central process of adult development.

Concepts coming together – leadership and learning

The pioneer of the new paradigm of leadership, political and social scientist James MacGregor Burns (1978) analyses his social thinking in a framework in which a more extensive concept creates a foundation for a more narrow concept. According to Burns, leadership is a phenomenon *connected to culture and context*. Burns does not want leadership to surrender before tradition or established organisational culture, but he notes that *change* often requires long-term work. Change is always related to the reshaping of at least pragmatic values.

When analysing the opportunities and challenges of transformational leadership training, Burns (1978) starts off from the concepts of leadership and education. He draws a parallel between these concepts and questions in this context the behaviourist tradition of education. With his study Burns is actually creating a foundation for the new paradigm of leadership, but also for the constructive concept of learning. He writes:

"...it is the total learning process... conducted by both teachers and learners, engaging with the total environment, and involving influence over persons' selves and their opportunities and destinies, not simply their minds. Persons are taught by shared experiences and interacting motivations within identifiable physical, psychological, and socio-political environments. Ultimately education and leadership shade into each other to become almost inseparable, but only when both are defined as the reciprocal raising of levels of motivation rather than indoctrination or coercion." (Burns 1978, 448.)

As his conclusions Burns suggests that in democratic systems leadership training must have a mind-centred constructive basis. He questions, for example, learning from a model because it can lead to the loss of flexibility and situational sensitivity. Learning leadership starts from every individual himself, from the recognition, realisation and voluntary development of one's own values and personal characteristics.

According to Burns (1978), learning for leadership can be seen in following forms of interaction:

- teachers treat the students as joint seekers of truth and of mutual actualisation,
- moral values are defined through situations that pose hard moral choices, thus encouraging conflict and debate,
- teachers seek to help students rise to higher stages of moral reasoning and hence to higher levels of principled judgement,
- throughout, teachers provide a social and intellectual environment in which students can learn. (Burns 1978, 449.)

Feedback and leadership behaviour

People's task resolutions are the result of an entity of human processes, in which self-awareness functions as a kind of "cognitive conscience". The basic idea of various feedback systems and the entity they form is therefore to offer a tool for the reflective thinking and growing process of the leader. This is the premise of the development of leadership behaviour.

In the theoretical framework, leadership behaviour is interaction-centred concept. As a metaphor, the concept of leadership behaviour is a door from the room of real-life observations to the room of conceptualising and modelling leadership. Leadership behaviour is the active, external and operational dimension of leadership:

Leadership behaviour is intentional interaction among humans that takes place in a certain group. The interaction has to be such that it improves the performance of the group and maintains constant development in relation to solving surfacing problems and achieving set goals. Leadership behaviour is based on the personal potential of the leader and its efficiency is affected by the operational environment, situational factors and the goals set for activities.

High-quality study of leadership must apply qualitative research methods and above all produce information about the behaviour of the leader in relation to the operational environment and the organisational outcomes. Measures of favourable outcomes for a group are always possible. Military organisations seek success in battle, increased combat readiness, increased troop re-enlistment, or higher scores on training exercises. In any case, outcome measures relate directly to fundamental organisational objectives. (Clark & Clark 1996, 93 - 95.) According to Burns (1978), there is only one view, conceptually simple but with difficult methods, on measuring leadership:

"Power and leadership are measured by the degree of production of intended effects"
(Burns 1978, 22).

The standard of constructive conception of learning is high: as a process, it goes beyond quantitative increase in knowledge, memorising, and even application.

The value-based process of leadership training should lead to conceptual, qualitative changes in people meaning perspectives and constructive activity of the trainees.

The final outcome of this kind of learning process is a life-long commitment to leadership development and personal growth.

2. Searching for leadership balance through experience

The general principles of leadership have not changed in the course of time. Instead, changes take place in the operational environment in which these principles are applied. With research we increase our knowledge of these principles that have held true through known history (Bass 1998b, 46). A team leader and an executive leader can base their leadership on the same principles, but the operational environment and other macro-concepts define how these principles can produce commitment and efficiency in people. The principles of leadership have to be transferred through an individual's own leadership potential and an analysis of the operational environment into the practices of leadership, i.e. leadership behaviour. Leadership at the different levels of an organisation requires as support different attributes and skills from individual leaders.

In the formation of concepts, the general problem soon surfaces: it is very difficult to find one concept that would be both extensive enough to describe the different sectors of leadership as well as specific enough to function as the premise for operationalisation, i.e. empirical research (Yukl 1998, 5). The

concept of leadership cannot be defined with just one term or phrase. The concept of leadership is multidimensional. The contents and dynamics of leadership are formed by certain micro-concepts and the interaction between them in different areas of activities. We must see leadership as a phenomenon related to the operational environment at hand.

The basis of the model is the idea of **leadership balance**. The basic sub-concepts - position, decision making and leadership behaviour - are concentrated from the more general concepts of organisation, management and leadership. The model attempts to reconcile the different sub-concepts and their interaction in a operational environment. On the basis of the model, the three sub-concepts can be brought forward to act as the foundation of the conceptual analysis of leadership balance.

The relationship between and the significance of these sub-concepts vary as the operational environment changes. It has to be noted that the complexity of leadership is not born out of the contents of these sub-concepts, but from the multilevel interaction between them in various operational environments.

As a concept, the position of a leader represents a formal organisation as well as stability. Decision-making and leadership behaviour are active, functional concepts. The formation and scientific study of the concept of leadership is not possible in practice unless the complex interaction between these three sub-concepts is taken into account in different operational environments.

Management is in principle a process that is responsible of achieving results in key sectors. Leadership, on the other hand is a process that has constructive change as its duty. Leadership usually includes a vision and a strategy to achieve that vision. They have to be communicated to people is that they understand the goal and believe in it. Working conditions have to be such that they encourage and motivate people to clear all obstacles from their way to achieve the goal. This way efficient leadership creates change that benefits the entire organisation. (Kotter 1988, 7 - 12.)

The concept of operational environment

I will approach the concept of operational environment from the individual-oriented viewpoint of the leadership training program. In this view the operational environment is the physical and intellectual-cultural environment in which an individual leader functions and of which he makes observations. The observations influence the formation of meaning perspectives, in which case the environment, activities and the consciousness of the leader are in continuous interaction, having an effect on each other. The level of interaction is connected to how well a leader can influence his operational environment. The concept of operational environment includes not only external factors but also elements from one's own organisation and its activities. According to certain situational and contextual factors, the meaning perspectives are being tied together as more broad operational schemes.

It is unavoidable to deal with leadership in relation to the operational environment. In practice every operational environment and its small details are unique. To support the formation of the concept of leadership balance, the micro-concept of the operational environment must be analysed with the principles presented before. I will next deal with the concept of the operational environment by describing three basic types in which the leader should be able to function efficiently. This classification simplifies the complexity of everyday life, but it also gives an opportunity to analyse the interaction between the sub-concepts.

Open operational environment

Technical and social development in Western states has led through a technological revolution to a revolution of information. A characteristic of this development in all areas of activities is a constant, accelerating change that is hard to predict. People attempt to control change in several ways - with networking systems, by lowering organisations, by focusing on research, with the means of change management, et cetera. As noticed already two decades ago, learning organisations and development-oriented individuals have the most success in changing environments (Tichy & Devanna 1986, 271 - 280).

In an open operational environment, there is a direct contact to external change. Success takes place in relation to an organisation's ability to anticipate, control and even direct that change (Kettunen 1997, 10 - 14). It is possible to speak of learning organisations, the characteristics of which are

creativity, innovation, situation sensitivity, low hierarchical structures, networks, great individual freedom of action and flexible organisational structures and routines (Sarala & Sarala 1998, 53 - 59). In an open operational environment, it is characteristic to a learning organisation to systematically support the learning and development of its members. (Jarnila 1998, 132 -136). In this situation the growth needs of the members of the organisation are satisfied more than in other environments (Bass 1985, 20 - 24).

Success in an open operational environment sets high demands on an organisation's leadership culture. Leadership must support activities characteristic to a learning organisation in all ways possible. An organisation or a part of it is in an open operational environment when success unavoidably requires learning and development as well as a culture that supports this (Yukl 1998, 331 - 334). Changes in working life means nowadays partly that more and more leaders meet the requirements an open operational environment has set for their leadership. An increase of expertise, structural changes, globalisation and the demand for social transparency are some of the elements of an open operational environment. The concept of intelligent organisation is in practise a response to the challenges of open operational environment.

Restricted operational environment

From the viewpoint of an individual, the characteristics of a restricted operational environment are established organisational structures and procedures, strong organisational culture, high and hierarchical line-staff organisation, restricted individual freedom of action and co-operation outside the organisation. It is possible to move from a restricted operational environment towards an open operational environment if leadership culture supports this change. Typical to a strongly restricted operational environment is the favouring of transactional leadership culture.

Organisational culture is the most stable (deep) structure of the operational environment. Structural reforms do not necessarily lead to a desired result if the ways of thinking of the people working in an organisation and the functioning culture do not change (Schein 1992, 211 - 213). Locally each superior and leader can greatly influence the operational environment his subordinates experience, both positively and negatively. In an open operational environment, it is possible, due to inadequate selection and training, to find even from a learning organisation leaders who build around them a culture that corresponds to a restricted operational environment. On the other hand, in a large organisation that can fulfil the criteria for a restricted operational environment it is possible to find work communities in which prevails an open operational environment due to leadership culture that favours learning and development.

A restricted operational environment affects negatively to the commitment and motivation of people. The lack of freedom of action and the possibilities to influence without any real justifications makes many individuals regress in their hierarchy of needs from the satisfaction of their growth needs to lower-level needs. Bypassing or denying the development needs of an organisation and a work community leads to the frustration of people full of initiative, and ultimately they will leave the organisation. The conflict becomes more severe as an organisation's need for the elements of an open operational environment to support its success become more apparent.

Minimal operational environment

Minimal operational environment is usually what we see in crises. Strong mental and physical stress that occasional reaches the extreme limits and the following post-traumatic stress reactions are typical to this operational environment. A minimal operational environment does not leave an individual with much freedom of action or opportunities to choose even in his own group. These factors result in a regression of human needs to a level where behaviour is controlled by the needs of physical survival and safety. According to research, decision-making becomes a crucial element in the behaviour of the leader in a minimal operational environment (Gal, 1987).

A minimal operational environment, understood within a certain time frame, is therefore not a phenomenon that belongs only to war time or such situations. The question is again about the way and strength that an individual experiences his/her operational environment. For example the loss of a job and the death of a spouse at the same time can cause to a normal person a situation in which the

operational environment manifests itself as minimal. Certain areas of activities occur in the borders of the tri-partition presented earlier.

The concept of leadership balance

In order to succeed, future organisations have to create an open operational environment for the individuals who work in them. Situational factors also bring their own nuances to the concept of the operational environment in this framework. The concept of leadership balance can be defined only in a more extensive theoretical framework that combines the lasting and functional views of leadership into one entity. From this framework it is possible in connection to the operational environment also distinguish the limiting and specifying micro-concepts. The concept of leadership balance helps us to understand the paradox of leadership. When leadership is examined for example from the viewpoint of the formal position of the leader, the result is conclusions that are questioned when leadership is examined from the viewpoint of leadership behaviour. In practice these viewpoints are not in conflict with each other, but they have an interesting interactive relationship that has not yet been studied enough.

Leadership balance is a macro-concept that consists of several sub-concepts and the interaction between them. The most important sub-concepts are the position of the leader, decision-making and leadership behaviour. The optimal relationship of the sub-concepts is dependent on the operational environment. If examined functionally, leadership balance is an essential phenomenon for the fulfilment of any task and it can be defined as a creative process that executes human will. Creativity makes possible the useful exploitation of an organisation's human resources.

Generally speaking a leader should attempt to find a balance between three sub-concepts of leadership in each operational environment. The special features of the areas of activities alter this balance. According to research organisations should try to create for individuals an operational environment as open as possible so that the best conditions for learning and development would be achieved. The creation of an open operational environment takes place in a process in which leadership has a key role. Leadership development is a process in which we learn to find the leadership balance in a certain operational environment better and better.

Conclusions

Deep leadership moves the emphasis of leadership from ordering and the strict control of those orders (transactional leadership) to leadership that makes subordinates commit themselves (transformational leadership). Shifting the emphasis does not completely change the leader-centricity of decision-making and responsibility, but presents the leadership behaviour of the leader with increasing demands of constant learning, flexibility and emotional intelligence. The demands are justified with the fact that with the commitment of subordinates the situational sensitivity and efficiency of the entire organisation improves in all operational environments.

The most recent research supports the conclusion that the effectiveness of leadership behaviour is strongly connected to the leaders ability to maintain leadership balance in changing operational environments. Further on, learning for leadership is therefore a cumulative process in which the individual systematically increases his/her sensitiveness about the operational environment and personal flexibility of leadership behaviour respectively.

One of the main tasks of efficient executive leader is to create an organisational climate that supports leader development and behaviour in a systematic manner. The intelligent organisations understands that learning for leadership is a strategic organisational choice and a vital developmental process in future. Beyond this, in different societal educational systems the leaders must be taught how to create climates that facilitates transformational leadership, innovation, learning, and change.

3. The Deep Leadership Model (DLM)

The general framework of leadership offers great opportunities for the deep leadership training program in intelligent organisations, when the nature of the model and the related questionnaire as tools and directors of individual thought are understood and internalised. Generally speaking, deep

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leadership training attempts to narrow the gap between theory and practice by applying the DLM to basic training as well as the feedback on leadership behaviour that takes place in service. An individual leadership profile and other feedback are seen to offer a practical interpretation of the principles of deep leadership to leader trainees.

The main objectives of the use of the DLM in describing the contents information of the leadership training program are to:

1. Form a framework to the concept of leadership behaviour that supports the interpretation of the experiences of trainees and the formation of new perspectives of meaning.
2. Support the understanding and application of information produced by the research of leadership in a way that serves training and learning.
3. Give to leader trainees a comprehensive foundation for the development of their leadership behaviour with feedback in life-long time span.

The core of the contents information of the deep leadership training program is the Deep Leadership Model (DLM). In the DLM, the dimensions of excellent (transformational) leadership behaviour are called the four cornerstones of deep leadership. The Deep Leadership Questionnaire (DLQ), which is designed to be a feedback tool that measures desirable behaviour, is based to the DLM and its structure. The DLQ is also the most important tool in the collection of information that can be used to test statistically the hypothetical structure of the model.

The constructivist framework for leadership behaviour ties the concept of leadership behaviour to a wider individual viewpoint and critical constructivist approach, giving a structure to the deep leadership model. The DLM is a tool that has been developed for the Finnish cultural environment. It leans on the basic assumptions of the new paradigm of leadership and the empirical research that has been done to model the paradigm. The four cornerstones of deep leadership include information about excellent leadership behaviour and, as I do believe, this information does not change in time. The DLM contains information that should be deepened in training and applied to the needs of different branches and services.

From all possible outcomes the model includes three dimensions: efficiency, satisfaction and extra effort. The respective outcomes are being used in the research on transformational leadership (MLQ) and therefore these outcomes offer a possibility to do some comparative and cross-cultural research. The information obtained from these dimensions has a reflective nature for a leader who evaluates the roots and effects of his own leadership behaviour in his operational environment.

One task for the further research is to find out whether this kind of outcomes could be unified in the DLM, or is it more reasonable to measure them with separate meters. Leadership behaviour is modelled with three dimensions, which are deep leadership (DL), controlling/corrective leadership (CL) and passive leadership (PL). The main dimension of deep leadership (DL) behaviours is divided into four factors (cornerstones), which are building trust and confidence (BT), inspirational motivation (IM), intellectual stimulation (IS) and individualised consideration (IC). The whole model and the related questionnaire are made up of 10 factors, the main contents of which are summarised in the following paragraphs.

(1). Professional skills (PO) mean the knowledge and practical skills needed by a leader in his current assignment. The evaluator's view of the leader's potential on a general level builds a foundation for evaluation. Professional skills are thus only a part of the potential of a leader.

The professional skills of a leader is efficiency-wise an important but relative concept. Professional skills are a basic requirement of excellent leadership behaviour, but alone they do not guarantee the efficiency of leadership, i.e. the effects being pursued. Furthermore, the contents of the concept of professional skills change as the level of leadership rises. When it comes to the end result, in most organisations and situations the behaviour of the leader is what becomes decisive. The justification of this claim is apparent in the empirical study relating to transformational leadership that has been reported by Bass (1998), among others.

In everyday language, professional skills mean mastering the issues that occur in the sector of intellectual and practical skills. The significance of professional skills in leadership varies radically

according to the level of leadership and the operational environment. In everyday language professional skills mean mainly the area of practical skills and information. Of course, the meaning of this term would be different if the contents and meaning of the term of professional skills were expanded so that they would cover leadership behaviour as well.

At the lower levels of leadership and in the beginning of a leader career the professional skills of a leader has the greatest effect on practical activities. Professional skills culminate in the premise that a deep leader is also an instructor of his/her subordinates. At the top levels of an organisation, the professional skills of leaders are based more and more on the attributes of conceptual thinking without forgetting the leadership aspect. The understanding and control of entities and processes (strategic thinking capabilities) culminates in the building of visions and passing them on to the organisation, anticipatory management and the efficient use of resources. The dimension of training and coaching subordinates and one's own example are emphasised throughout the whole organisation.

(2). Building trust and confidence (BT) is the first of the cornerstones of deep leadership. A deep leader offers a behavioural model to his subordinates. This kind of leaders are respected and even admired, thus this is not a personal goal for this kind of a leader. Subordinates often identify themselves with their leader. Trust is built especially by the fact that the deep leader can, if needed, put the needs of their subordinates above his own needs. Risks are considered shared. The ethical and moral foundation for leadership is strong, because the basic attributes of honesty, fairness and impartiality come first in the behaviour of a deep leader. The deep leader rarely uses his legitimate power and never to seek his own advantage.

(3). Inspirational motivation (IM) becomes evident when a deep leader gets his/her subordinates to find from their work new meaning, new features and challenges. The unity of the group increases with shared goals and experiences. Trust in the future and optimism strengthen the ability to function. Subordinates are included to vision mutual goals. Deep leaders can clearly gather the demands set for everyone's tasks and they create commitment through shared goals. Clear rules are set for the group and everybody follows them. Goals are set high, and with his own example the deep leader encourages his subordinates even to exceed their normal performance level to achieve the goals. The deep leader distributes praise when an opportunity presents itself and develops new, surprising ways to reward his subordinates for good performance.

(4). Intellectual stimulation (IS) is manifested when the deep leader supports the innovation and creativity of his subordinates by questioning the basic assumptions, seeking new possible solutions to problems and new approaches to work. Creativity is encouraged. An individual is not punished for his mistakes by lowering his self-confidence, but mistakes are seen as a natural part of the activities of a developing organisation and the aim is to learn from them. Subordinates are asked to contribute their ideas and they are included in problem-solving processes. Subordinates are allowed to try out new solutions and they are not expected to always agree with the leader. The skilful use of feedback is emphasised in leadership behaviour: the deep leader can give and receive feedback, both positive and negative.

(5). Individualised consideration (IC) is based on a positive conception of people in general and genuine interest in subordinates as human beings. The deep leader recognises everyone's individual needs to grow and develop and he acts as a coach of some sort. It is evident in the behaviour of the deep leader that he accepts individual differences among persons and he acts accordingly. The deep leader spends a great deal of time with his subordinates. Interaction is individual - the deep leader remembers earlier conversations, knows his subordinates personally and treats them as individuals, not solely as representatives of his interest group. The deep leader is able to listen. Listening is more than mechanical process of hearing: it involves interpreting, appreciating, evaluating and responding. Subordinates are supported in work-related issues as well as in other problem situations. Subordinates are taken care of in all situations.

(6). Controlling and corrective leadership (CL) is the dimension of transactional leadership in the DLM. Control becomes evident especially in training procedures. These kinds of leaders do not have sufficient trust in their subordinates. The lack of trust shows as control, experienced by the subordinates to be too tight. The leader tries to do all the important things himself and believes that subordinates do their job well only when they are being controlled. In his activities the leader concentrates mainly on seeking out mistakes and performances that are not strictly according to the

norm and giving out punishments for them. If control is excessively emphasised in leadership behaviour, subordinates become passive, extra effort is reduced and initiative disappears, because there is no courage to try out new things. Efficiency is ostensible.

(7). Passive leadership (PL) is in practice non-leadership. This type of a leader mainly keeps to him/herself. He/she becomes involved only when he/she has to: a mistake has already been made and the powers of the subordinates are not enough to solve the situation. The leader assumes that the structure and routines of the organisation give an adequate foundation for the performance of duties. At its worst, passive leadership is the complete opposite of leadership: the leader does not like to take a stand on anything, he is in no contact with people or not even available; instead, he avoids responsibility and runs away from problem situations. Decision-making is difficult and usually late.

(8). Effectiveness (EF) is the efficiency of the entire organisation on which the deep leader has an effect. Set goals are achieved and even exceeded. In addition to deep leadership, the group is characterised by fluent and constructive co-operation. Activity has exceptional quality that is evident in all doings and in individuals' attitudes to try to develop. This kind of efficiency creates in the organisation an air of success that can also be seen from the outside.

(9). Satisfaction (SA) is extensive, related to the efficiency and success of the organisation, but also to the leader. Subordinates are satisfied because they are working for their leader in particular. Leadership behaviour of the deep leader is seen as the thing that makes success possible, even though subordinates feel that they created the issues that breed satisfaction.

(10). Extra effort (EE) grows under the deep leader. Subordinates' commitment to the work community, to the leader and to the goals of the activity creates a phenomenon in which people voluntarily increase their work contribution. The deep leader uses the achieved success when encouraging his subordinates to even better performance.

4. Critique of the DLM

In the leadership behaviour of each leader there are aspects of deep leadership, controlling and corrective leadership as well as passive leadership. The question is, in what relationship do these aspects appear in current operational environment and how strong are they. The most efficient leaders seem to use the aspects of deep leadership the most in open and restricted environments.

The operational environment has an influence on the relationship between the dimensions of deep leadership. Empirical analyses of deep leadership show that interaction is divided mainly into two dimensions: influencing the group and influencing the individual. Building trust and confidence and inspirational motivation are primarily related to influencing at group level. Intellectual stimulation and individual consideration have mainly to do with influencing the individual.

In particularly critical situations the mutual position of the cornerstones changes. Management of a drastic structural change the cornerstones pair up so that the foundation of leadership is formed on building trust and confidence and individual consideration. A theoretical justification for this conclusion is that in a crisis people regress in the hierarchy of needs and the needs for security, for example, become very important to an individual. Of the cornerstones of deep leadership, building trust and confidence and individual consideration in particular produce the most security.

When new solutions are needed, creativity and innovation can be brought to the surface with the help of inspirational motivation and intellectual stimulation. These dimensions of deep leadership are extremely important when managing an intelligent organisation. Based on earlier research, the premise must be that irrespective of the operational environment and the readiness of the group, deep leadership as an entity is normally more effective and more productive than controlling and corrective leadership. In certain situations the leader must also be able to function decisively with the means of controlling and corrective leadership, and extremely by physical force (if it is legal).

Situational factors naturally have an effect on the opportunities of applying deep leadership. In situations where purposeful interaction is not possible, deep leadership cannot function either. The issue has also a reverse side, because the temporal permanence of the effects of deep leadership is decisively better than that of controlling and corrective leadership. From this results one of the most

significant features of deep leadership: deep leadership has been noted to prevent many of the factors that impede the efficiency of an organisation or group. Gal and Jones (1994) and Gal (1999), for example, state based on long-term studies that deep leadership significantly prevents battle stress from arising.

It must be remembered that transformational leadership is born in the formation process of subordinates' perspectives of meaning. A worker adjusts the leadership behaviour of a group leader to his own expectations and experiences. The same is done by a middle-level manager in relation to the CEO of the company. However, the experience background and perspectives of meaning related to leadership that the worker and the manager have are different. The result is that even though both, as subordinates, value for example the skills of individual consideration their respective leaders have, in practice they expect slightly different behaviour. Furthermore, there are sometimes even great differences between subordinates.

This is a lasting challenge to us all in the development of our leadership: in a new environment surrounded by new people, we must actively seek feedback and update the efficiency of our own leadership behaviour in changed conditions. For this reason our leadership is never complete, but requires constant learning.

Juuti (2001) reviews different aspects and approaches to leadership from the perspective of social constructivism. In general, he sees that leadership is much more important concept than management in the post-modern organisations. At the same time, he accuses that the new paradigm of leadership has lost the best attributes and ideas originally presented by Burns (1978):

".. content of the core concepts by Burns has been transformed to fit the modern rationality by Bass (1985). Transactional leader has become "a bad boy" in this new story. Transformational leaders are seen as modern heroes, who manipulate other people through their leadership... Bass has diminished the phenomena of transformational leadership to the level of simple questionnaire.." (Juuti 2001, 292 - 293).

The critique by Juuti is based on several basic failures. The source of information he uses (Bass 1985) is not valid anymore, because the paradigm has developed and much more relevant research would have been available, like Bass (1998); therefore also the latest theoretical changes, like move apart from the concept of charismatic leadership are beyond Juuti's analysis. Juuti prefers to "tell stories" about leadership, he does not want to say who is a good or a bad leader (Juuti 2001, 299). The main point here is that in his latest book, Juuti sees leadership as a purely theoretical concept. The new paradigm of leadership sees leadership as intentional interaction and practises, through which we are able to create and execute effective leadership training programs. *Juuti claims for better leadership, but how he is going to reach that goal in the society, if not through education and learning?*

5. Learning through the DLM

The deep leadership model has been built to act as a tool for leadership training that gives a direction to development aspirations. Those receiving leadership training must be offered the basis to evaluate their own leadership behaviour so that preconditions for development as a leader would be created. In this sense the deep leadership model has been meant to act as an extensive reflective surface for the assessment of personal feedback and the making of development decisions.

Deep leadership is not therefore the absolute aim of training, but a tool and direction for life-long learning. On the other hand it should be noted that the starting points of deep leadership require a certain basic potential that the trainee must possess in order for development to occur. This places demands on the selection process of leaders.

The basic assumptions of the deep leadership training program stem directly from the new paradigm of leadership and the constructive concept of learning. The paradigm also offers a premise for the central contents and methods of the program. The basic assumptions are meta-scientific in nature. The deep leadership training program is built on the following basic assumptions:

Deep Leadership

- 1) There exists a phenomenon that can be called "excellent leadership behaviour". This type of leadership behaviour is being described through the model of deep leadership. Beyond the human and individual point of view, it is also efficient and productive from an organisational viewpoint, meaning it is worth striving for.
- 2) Excellent leadership behaviour can be modelled in any cultural and organisational environment.
- 3) An efficient leadership training program with supplementary frameworks can be built around modelled leadership behaviour.
- 4) Leadership behaviour can be credibly and reliably measured with a questionnaire constructed on the basis of the model following the principles of full range feedback.
- 5) The development of leadership behaviour is based on the development of the capabilities of an individual, which is to be seen as an internal, life-long process of the individual.
- 6) Leadership behaviour is always connected to the respective operational environment. The most efficient leaders are flexible and find the optimal leadership balance more often than the others.

Training interventions

Typically, deep leadership training interventions (day one):

- begin with discursive analysis of training goals and needs of the participants,
- continue with unraveling participants leadership experiences as a basis of the DLM,
- expands the concepts to the level of operational environment and
- introduces the deep leadership profile as a tool of development.

The training process continues by collecting the feedback (360 degrees) from the organisations with the DLQ. The participants prepare certain analyses about their organisation and its culture in order to be able to independently analyse the personal leadership profile in the context of the operational environment. Later on, the individual learning processes will be followed and supported by sessions, in which the learning experiences, constraints and restraints will be deeply discussed. In this phase, coherent teams can significantly support a individual leader to continue with the personal learning goals.

In these training interventions, the importance of a coherent conceptual model has been noticed. The impact of multilevel feedback on awareness as well as the influence of developmental planning structure has been evidenced through the contribution of follow-up boosters.

Deep Leadership

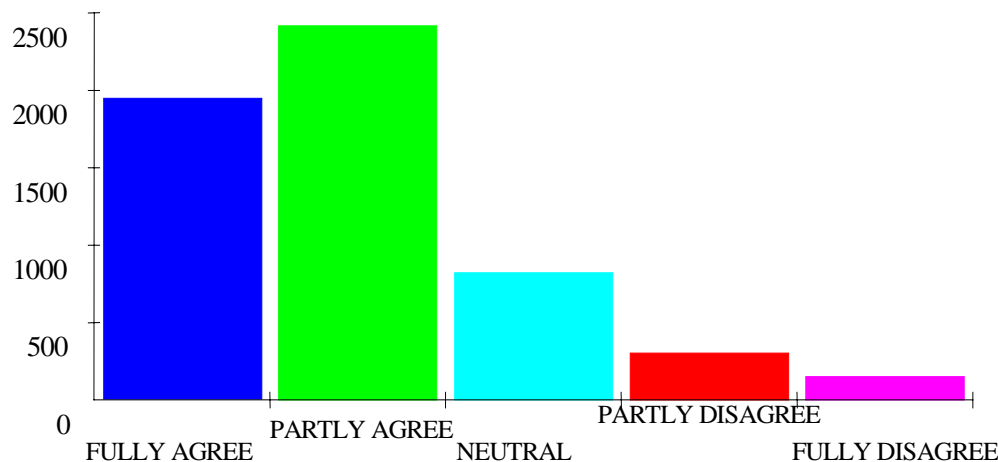


Figure 1. The conscript military leaders evaluate themselves (N=5595 leaders, Year 2002) "I did develop as a human being as well as a leader during the year in the military".

There is already plenty of feedback information about the deep leadership model as a basic solution of leadership training in the Finnish Defence Forces. The trainee feedback, multidimensional research as well as the final evaluations of the troops performance support the deep leadership training program (Kallioinen, 2001; Nurkkala, 2001).

In his multidimensional study, Vuorio (2001) found significant and remarkable correlations between the leadership profile of a company commander and organisational effectiveness and self-evaluated quality.

Leadership training in any organisation is not free of values, but value-wise deep leadership sets concrete and even unavoidable demands. The values emphasised by deep leadership are based on democracy, Christian ethical thinking and development-oriented conception of human beings. Based on experiences obtained this far, the deep leadership training does not contain significant value conflicts, on the contrary. During the basic training process in Metsäliitto Inc. in 2002 (involved 160 mid- and high level leaders) it was found that deep leadership supports extremely well the values of the company. Deep leadership offers tools for the reconciling of communal values and individual needs.

At the level of values, development as a leader is always also growth as a human being. Even though all leader trainees do not seem to possess direct potential for this, time must be allowed to have its effect according to the principles of life-long learning. An essential part of developing leadership is the clarification of the borderlines of one's own activities and conception of human beings. Training has to be able to deal with problems related to plurality and increase the recognition and handling of them.

It is also evident that due to life experience and leadership experiences the deep leadership model does not completely "unfold" to nearly all young leaders. On the other hand, goal-setting has originally taken place in a much more extensive time frame: deep leadership gives only the first push and direction to development as a leader. The goal is that understanding and applying deep leadership deepens as life experiences accumulate, in which case leaders can be expected to develop in life-long time-span.

Organisational change

At organisation level the greatest challenges have to do with established structures and routines as well as feedback culture. With deep leadership the duties of a leader lean towards coaching, which

means the logical development of the abilities of subordinates in everyday work. The development of leadership behaviour at individual level require also systematic and logical development of feedback culture in the entire organisation. Tasks that are so challenging that they almost "force" the individual to develop and learn something new should be offered to all leaders from time to time.

"The transactional leader works within the organisational culture as it exists; the transformational leader changes the organisational culture"
(Bass 1985, 24).

In a basic organisation many things are learned through example. Therefore deep leadership as the basic solution of training requires that every coach evaluates his own leadership behaviour in relation to the goals of training. If the conflict between a model taught at the training phase and the real life encountered at a company is too great, it may cause serious damage to the entire system. The opportunities of deep leadership are tightly connected to an individual's intellectual balance and healthy self-confidence. All leadership training should take place so that learning and the guidance of learning include purposeful strengthening and development of the trainees' self-confidence.

The execution of a systematic feedback system is a new routine. This new routine should be analysed in relation to the overall benefit it yields, though. It should be as easy as possible to produce the leadership profiles for all leaders. The execution of the deep leadership training program as a real part of strategies requires that things are placed in order of importance, and that overall educational planning is carried out based on this order. Responsible educational planning includes prioritising things in relation to the organisation's main duty, especially within the limits of limited resources.

From the viewpoint of leadership behaviour, the objectives of the deep leadership training program in an intelligent organisation position themselves in the following hierarchical order:

1. Development of the leadership behaviour of individual leaders.
2. Increasing the efficiency and productivity of the organisation.
3. Development of the leadership culture of the organisation.
4. Development of leadership culture in the entire operational environment.

To understand leadership behaviour is not enough for an effective leadership training program. The phenomenon of deep leadership must be converted into reasonable and trainable behaviours: it is then possible to start training and carry out research in this area. Supported by the respective frameworks, the DLM and respective feedback systems make it realistic to aim for systematic and continuous personal development. This is the main reason why a leadership training program built on these principles is, according to world-wide research, so competitive. When evaluated through the final outcomes in an organisation, a program based on the theoretical framework of deep leadership has been shown to produce better learning results than the competitive programs.

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