



A model of active communication

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Abstract

This thesis is about transformational actions for modern working. To delineate the individual assumptions of qualifications and skills in modern working, and to turn this into a format which most people could experience as understandable, are the strategy of this case study. The outcome of the problem and thesis are specified in a model of active communication. The theoretical fundament is transformational leadership.

In chapter three the construct of the model of active communication is explained, and so are preconditions of modern communication. The stages of regressive, stationary, flowing, active, and proactive communication are elaborated.

Basis to the modeling of transformational actions was experienced problems of motivating followers to invest attention and time in challenging processes or education. The interpretation of this was that transformational leadership theory was elucidating and less oriented to achievements and gains. On this behalf the research question of what actions are essential to achievements and gains in modern working was raised. To identify actions essential to achievements and gains of modern workers, and to transform this into applicable information for individuals who are contributors in processes related to achievement and gain, was carried out in three sequences. In a pilot the actions essential to achievements and gains are explored. An introduction case is exploring accessibility and applicability of active communication in use. Feedback to this was given in a self-completing questionnaire. The methodology being applied for each of these research sequences are accounted for in chapter four.

An implementation study of active communication was conducted by participants which daily working is attuned to dialog, information, interactive technology (ICT) and knowledge. The main points of the lecture, supported in a presentation and compendium, are being referred in chapter six. The questionnaire about accessibility and applicability of active communication is presented in chapter seven. The participants were experiencing the model of active communication being applicable in working.

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1 Introduction

The intention of this thesis proposal is to identify actions essential of modern working, and to transform this into applicable information for individuals who are contributors in processes related to achievement and gains. The request which was leading to this ambiguous object was introduced to me by four leaders who according to themselves were striving to activate their workers potential and competence and to motivate followers to participate and involve in developing activities. They were asking for a simple model or theory which could function as a catalyst to involvement. Their request was to get ahead of the involving process influencing work achievements.

The interpretation of this request was that theory of transformational leadership was being elucidating and less oriented to achievements and gains. The basis to this is the involving of employees. Since the intention of involvement was focusing individual contribution, it was presumed helpful to establish consensus, a common understanding of what is sorting under an individual contribution. To delineate the individual assumptions of competence and skills in modern working, and to turn this into a format which most people could experience as understandable, became the intention of the this work.

The strategy formation is to engage particular behavior and thereby giving rise to a set of strategies of relevance to achievements and gains (Mintzberg 1998). The behavior to be engaged is transformational actions of a competent individual who is contributor in processes related to achievements and gains. The construct of this work can be said to be modeling a way to challenge the processes of competence and individual interactions in the sake of enabling individuals to act (Kouzes and Posner 1987).

This request for an accessible model of involvement, in the lumping manner of strategic management, was encouraging me to create this model which could supply practitioners with incentives essential to modern working (Mintzberg, 1998, s 304). To identify actions essential to achievements and gains became of interest, and the following research question was raised: What actions are essential to achievements and gains in modern working?

1.1 The theoretical fundament

The theoretical fundament of involvement is found in the transformational perspectives of leadership. The voluntary interaction between a leader and followers are essential (Drücker1996).

This influence relationship of leaders and followers is implying that involvement is crucial to modern leadership. The phrase of modern is all along during this work referring to prerequisites of the paradigm of ICT (information and communication technology) being known and applied by the Internet. The interacting which is typical to actions and communication behavior of this technology has influenced individuals as well as organizations. This interacting which has adapted our life and working are prerequisites to influence relationship of leaders and followers. One assumptions of this is that modern people are taking lead in own living and working. They are holding the lead when attending the spaces of Internet, by pursuing what are getting their interest of attention and awareness. These actions and communication are transcended into their living and working.

The concern of realizing potential of followers is adequate for the involvement processes which are explored by this work. Higher motivation is allowing followers to pursue greater challenges and to better performance. The four leaders of mine were occupied by motivation and better performance. Idealized influence, inspirational motivation, intellectual stimulation, and individual considerations are rational theoretical basis for the actions of involving and transformational processes. A holistic perspective to leadership is including transactional factors in a leadership continuum as well. These factors of contingent reward and management of expectations are recognized in the practice of the less active stages of this model. The intention of the model of active communication is to expose transformational actions worth chasing in the sake of achievements and gains. Transformational leadership is increasing the values of employee awareness related to goal achievements (Bass 1985).

1.1.1 Preconditions of modern working

The assumption of modern people being in lead of own attention and working is essential to the impact of this work, and to understanding of the model of active communication. The mutuality of relationship was examined, but was not being adequate for a leadership perspective of modern people being in lead of their working. My stated premise of lead was requiring a more evident individual perspective of action and practice. The five fundamental practices to model the way, inspire a shared vision, challenge the process, enable others to act, and to encouraging the heart was suitable precondition for the individual lead of working and living (Kouzes and Posner 2002). These practices and aspirations of transformational leadership are precondition to the modeling of active communication.

Modern people being in lead of own attention is a presumption of this thesis. There are obstacles as well as potentials to this. To highlight this challenges which are relevant to the modern perspective

of transformational leadership and the individual lead of this, seven stages of cognitive development of awareness and attention are being applied (Torbert 1991). In each of the seven stages the concept of perception of reality and state of consciousness are briefly described. By this a cognitive concern to the state of awareness is chosen for the transformational leadership and for this work of active transformational acts of individuals.

1.1.2 Methodology and modeling

The first case study of this thesis proposal is a pilot case examining transformational actions relevant of modern working. The second part is an implementation of the model of active communication and an ensuing questionnaire about accessibility and applicability. By challenging individual transformational processes related to modern communication, the practice of the model is presumed to enable the participants to act.

What is essential to achievements and gains of modern working is the research question of this thesis proposal. The particular aspect of this topic was the actions of four leaders who were speaking about achievements and gains in a confident manner. This was perceived as they being familiar with something not being prevalent to everyone or to their followers. The following question became of interest, what was characterizing actions of these leaders?

A micro-ethnographic study and data collection was conducted. Findings were threatened from the intention of use and practice. Theory was employed on behalf of explorations and presumptions of findings, and competence and creativity was being an important subsidy to the developing process. The intention of a simple and handy model was addressed, and a lot of time and effort was required to get the findings into a common public format. The purpose for modeling an overall picture was attuned to modern people and communication being receptive to picturing and immediate response. The outcome of this finding was a model of transformational actions of modern working. On behalf of the request of accessibility, the model was rephrased to becoming the model of active communication. The transformational actions being exposed in the model was thereby being a model of active incentives for chasing active actions in working and living, which according to this assumptions are related to modern communication. The model is exposing specifications of how to exercise more active communication in sake of achievements and gains. An important part of transformational attention is attuned to awareness of individual influence of achievements and gains (Torbert 2004).

A question of use and applicability came to stand. The research question was referring to modern workers, and to applicable information for individuals who are contributors in processes related to achievements and gains. This led to the second study which was conducted as an independent case study. The main reason for giving priority to a second case and a questionnaire was to explore the presumptions of this model being well suited of transformation leadership in sake of making modern individuals taking an active stand and lead of their own performance and achievements. The question of interest was whether this model was guiding modern people in taking lead in own achieving and gaining. A curriculum was outlined with prior respect to the basics of the model. The implementation course was kept under three hours of regard to the model being simple and applicable to use. A self-completing questionnaire was fulfilled immediately after the implementation. The purpose of this questionnaire was to get feedback about the model being applicable and accessible in use and practice. The self-completing questionnaire was related to considerations of active communication being understandable, useable in practice of work and in the interest of individual guidance. The answers given about applying the model in their working were very positive. This was exposed by three phrased questions related to the practice of working. The first phrase was referring to the dialog with the client. The second was asking about the usefulness of active communication in advising (counseling) and teaching. The third formula was about the active communication being applicable in leadership of followers. The respondents were getting five respond choices and told to cross for the one most proper to the respondent. The majority were answering “to a high extent”

1.2 The practical fundament

The intention of the model of active communication can be said to creating a humble and open minded attention to human resource and to the potential of individuals. Each stage of communication has its development potential in the column to the right and in the focal points of action, ambition, skills, re-learning and knowledge. The mission is not to fit people into one column or stage for communication. The attention and focus is to the key words of how becoming more active in sake of achievement and gain. This is expected to render individual involvement and reflections about qualities necessary in the interplay and interaction with other individuals, groups, companies, professions and relations. The model of active communication is focusing the contribution and actions of modern workers in a perspective of individual achievements and gains. The modern worker is the owner of his knowledge and attention. The model of active

communication is encouraging and challenging individuals to taking an active lead to less or more acting and doing.

1.2.1 Structure of thesis proposal

The model of active communication is in chapter three exposed as a practical fundament to transformational leadership in the perspective of individuals being in lead of own achieving and gaining, and to the corresponding individual attention and awareness. On this behalf the model is close to the literature review. The specifications of the model are in this chapter entrusted to speak for themselves. The outline of the characteristics of the stages of active communication is enclosed in the appendix. Of interest in chapter three is the exemplification of each stage of communication in the perspective of modern communication and of individual lead of achievements and gains. This is looking upon the model of active communication being a practical fundament for transformational leadership, and it is considering this model being a technique to attending transformational processes of actions, ambitions, skills, re-learning and knowledge.

The chapter of methodology is elaborating the methodology of the pilot case, the implementing case and the following questionnaire. The following chapters of the thesis proposal are chronologically devoted to each of these. The research operations were presumed being of importance to applicability of the model and the interest for further use and investigations. My experiences from the implementing case of this proposal and of a second group of my department, responses of acknowledged professionals, and by own practice for this competence, was persuading me to challenge this way; to present a model ready for practice, exploring, and further research. My special concern and aspirations was to those missing a good starting point of managing the lead of own achieving and gaining, like youngsters falling out of high school, individuals reluctant to education, and workers separated from working life.

By using the column to the right of own recognized stage of communication, the model is indicating proper developmental activities and guidance to those who want to expand their action behaviour to become more active. The model is assumed being an effectuating and developing contribution to individuals, groups and organizations. The compact impact is making the model easy to use as basis or foundation of developing dialogs with followers, students or pupils in upper grad of secondary school. It is likely to assume that a clarification of potential would motivate for further developing studies and activities.

2 Literature review

This section is organized around aspects of leadership and transformational leadership. Leadership is being defined as an influence relationship. The charismatic perspective of leadership is presented, and so is the transactional approach to leadership. Four transformational factors, two transactional factors and one non-transactional factor are described. Cognitive elements of awareness and timely transforming leadership are exposed by seven developmental levels, one prior to the following a developmental continuum.

2.1 Leadership

The only definition of a leader is according to P. F. Drucker, someone who has followers (1996). This definition is relevant to this work because it focusing the voluntary interaction between a leader and followers. It doesn't set up the dynamics involved in between followers and leaders, but it does lead us to think of followers as individuals, and at the same time as individuals in a group. J. C. Rost (1991) is pointing on leadership related to influence and to adaption of changes. "Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes", (Rost, 1991:102). This affirms the involvement being crucial to modern leadership. Rost is criticizing leadership scholars of being stacked in the industrial leadership paradigm. Former leadership theories are unsuitable for practical problems in the modern world and for future changes in our society. Rost is making a distinction between management and leadership. He is looking upon management as "an authority relationship between at least one manager and one subordinate who coordinate their activities to produce and sell particular goods and/or services." This does to some extent fit transactional leadership (Burns 1978). Burn was dividing leadership in transformational and transactional leadership based on how the leader was relating to his employees. Transactional leadership models are according to Burns occupied with the transaction or the transfer of responsibility and reward between leaders and employees. In the transformational leadership managers are involved with followers and re developing a relationship that brings about both motivation and better performance. Leaders who practice transformational leadership are concerned about needs and motives of their followers, and they are involved in the realization of potential of followers. The term transformational leadership was launched by Downton (1973), but as an approach to leadership it was introduced by James MacGregor Burns work Leadership (1978).

The charismatic perspective of leadership was articulated already by Weber (1947). He was referring to extraordinary accomplishments made by some leaders and which had no concrete

explanation and thereby was linked to personality or charisma. It revolved personal qualities that were valued to the extent that it led to exceptional results. At that time leadership was viewed unilaterally from the leader point of view. This one-dimensional point of view was set under evaluation by Burns (1978). His work captured the charismatic perspective into a transformational approach of leadership. At the same time as Burns introduced the basic ideas of transformational leadership, was House (1976) presenting special skills of charismatic leadership. This can to some extent be perceived as being aspects of transformational leadership. Theories of charismatic leadership have been reviewed several times. (Conger, 1999; Conger & Kanungo, 1998). An important contribution from the perspective of transformational leadership was postulate that charismatic leaders are joining the self-perception followers and identity of the organization (Shamir, House and Arthur 1993). This issue is highly relevant in the digitalized world of network where the individual has far more options to choose who they want to join, and where and when to applying their involvement.

2.2 Transformational leadership

Bass (1985) was emphasizing the needs of followers in a greater extent than Burns. He was widening transformational leadership to become relevant also to demanding and not positive challenges. While transformational and transactional leadership previously were regarded as opposites, Bass incorporated the two approaches into one continuum. The emotional elements of charismatic leadership were articulated to be an assumption in the transformational leadership. The transformational leadership is according to Bass adding valuable elements in the management process by increasing employee awareness of values related to goal achievement. This is influencing motivation of followers and is developing corporate values. Higher motivation is allowing followers to pursue greater challenges and to better performance (Bass 1985).

Bass was presenting four transformational leadership factors, two transactional factors, and one factor of laissez faire. The four transformational factors are idealized influence or charisma, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence or charisma is enabling a leader to pass on to followers a vision and bring about their mission. He is respected and trustworthy, and he has high moral and ethical conduct. Followers are looking upon him as a role model, and they are following his way of doing things. The factor of inspiration is attuned to communicating expectations by motivating team spirit and symbolizing the role of a team, followers and the company in future growth or development. The factor of intellectual stimulation is about supporting and encouraging creativity and innovation. Values of the followers, new approaches to problem solving and organizational issues are getting attention. The

individual efforts of making improvements are encouraged. The factor for individualized consideration is attended by providing a supportive climate and taking a role as coach and adviser. He or she is delegating challenges to followers, which also can be done as specific directions with a high degree of structure.

The two transactional leadership factors are contingent reward and management-by-exception. Contingent reward is the exchange process whereby efforts of followers are redeemed by specified rewards. The payoff to the followers is essential in transactional leadership. This implying that to negotiate, to make agreements and adequate transactions, are main skills in this approach. The other factor of transactional leadership is management by exception. Corrective criticism, negative feedback and reinforcement are main traits in this transactional leadership factor. This is executed in an active or a passive matter. Leaders who practice active management by exception, watches followers closely for mistakes or rule violation and make corrective actions. A passive approach gives followers full responsibility in the working process, but is consistent in the evaluation of performance and results. The seventh leadership factor is laissez faire, which is non transactional. The laissez faire trait is characterized by a leader who lets things ride. He is abdicating responsibility and is giving no constructive feedback. He has little transactional contact with followers, and he is making no effort to help followers to grow.

There are studies supporting these findings about what seem to improve performance above expectations. Bennis & Nanus (1985, 89) found in their studies that effective leaders has a clear vision for the organization, an attractive, realistic and believable vision. By sharing meaning and communicating direction, they became social architects in the organization. They created trust by articulating direction and by making their own positions known. They emphasize their strengths and was using own competence of what they were fully aware. They were consistent by the high expectations to themselves and others are occupied with learning and relearning.

Kouzes and Posner (2002) are presenting five fundamental practices for transformational leadership: to model the way, inspire a shared vision, challenge the process, enable other to act, and to encourage the heart. They emphasizing that these behaviors are available to everyone, not only to those who are gifted. A leader modeling the way is consistent in his values and leadership philosophy. He is doing what's expected of him and is affirming common values of the organization. He is inspiring a shared vision by transcending the vision into different situations and processes. These leaders are guiding followers by compelling the vision and individualized communication. By being a part of a process it becomes natural by transformational leadership to

challenge status quo. Improvement is a main aspect by this approach and is a motive for seeking growth and relearning. Leaders who are practicing transformational leadership are according to Kouzes and Posner (1987) willing to experiment and to take risk in a systematic manner. These leaders are respecting people, and they like to work in team. They are interesting in others perspective and competence both because they like to work with people, and because they are effective with people. They look upon followers as a resource to development and innovation of the job they are set to do. By enabling others to act, they creating expansive environments where people feel good and are contributing to the company or community. They are recognizing qualities and are attentive to followers. They attending to praise, authentic celebration and rituals, and they are rewarding and supporting followers. By encouraging the hart, they achieve greater collective identity and community spirit.

Both scientific findings and my own experiences are confirming that transformational leadership has qualities that are meeting modern expectations and challenges related to modern technology, market and global economy. Lowe, Kriek and Sivasubramaniam (1996) found in a meta-analysis of 39 studies of transformational literature, that leaders which practiced a transformational approach was perceived to be more effective leaders with better outcome than leaders which practiced the transactional approach. If we however look to Bass' continuum, we will see that these approaches are not necessarily opposites. They can be considered as different qualifications in a leadership continuum.

2.3 Cognitive development of attention

The perception of reality and state of consciousness are influencing the capacity of leadership (Torbert 2004). The ability of individuals to balance modes of power, the unilateral, diplomatic, logistical and transforming power, are influencing this capacity. Awareness and attention of these modes of power are according to Torbert (1991) related to cognitive levels of individual development stages. Torbert is suggesting that individuals by action inquiry can heightening own attention toward incongruity between knowledge and reality. The awareness which action inquiries are supposed to reveal, are generating an ever self-renewing learning, responsibility, integrity, and mutuality. Under the title "Action inquiry, The Secret of Timely and Transforming Leadership", Bill Torbert and Associates are presenting seven developmental stages with these references to leadership (2004). The post conventional developmental stages, individualist, strategist and alchemist, are regarded as presuppositions to transformational leadership. The seven developmental levels are references to timely and transforming leadership, and to help subordinates developing their potential.

2.3.1 Opportunist

An opportunist is concerned about personal wins. His/her actions are steered by their perception of control, and by directing outcome of opportunities. In that perspective other people become objects and competitors. Bad behavior is legitimated of an eye-for-an-eye attitude. They are perceived as stereotypes with fragile self-control and hostile humor. They are rejecting feedback and are retaliating harshly. They view rules as loss of freedom and are considering luck as central. Because of constant firefighting, their style of self-aggrandizement and rule breaking, people are experiencing it difficult to work with opportunists over a period of time.

2.3.2 Diplomat

A diplomat is preoccupied with loyally serving his group. He or she is making great efforts to satisfy the expectation of the group and to achieve recognition of higher status group members. Diplomats are dedicated to supporting colleagues. Their acting is attuned to gaining goodwill and influence by cooperating with group norms and by performing daily roles well. Timely leadership is according to a diplomat to be on time. They are committed to routines and protocols, and by being polite and friendly. Face-saving is essential and as a consequence of this, the diplomat is obsessed by maintaining control of his own behavior. Diplomats are finding it impossible to give challenging feedback to others, and they are avoiding or ignoring negative feedback of own actions.

2.3.3 Expert

An individual operating within the expert stage is advocating the only and correct answer. The actions are governed by firm belief in their own skills and knowledge, in their expertise. They are totally convinced that their approach and expertise is the correct one. Their focus on achieving control makes them good contributors because of their tireless efforts to pursuing continuous improvement, efficiency, and perfection. This mastery of skills is taken as a confirmation of their expertise, which in turn is viewed as objective judgments. Other preferences are treated as variables of a wider situation rather as guidance to own actions. They are listening to acknowledged craft just in their own area of expertise, and they have no objections to take control on basis of this self-esteem. They can be condescended to people who operating in earlier developmental stages, and they can be perceived as competitive towards others. The expert is rarely receptive to feedback. He or she look upon own logic as the only logic and are idealizing the ability to standing alone. In cases where the expert can't take charge, he/she has propensity to regard collaboration and teamwork as

waste of time. They do not see the long-term perspective in involvement processes. The expert chooses efficiency over effectiveness.

2.3.4 Achiever

The achiever is committed to accomplishing long-term goals. This is including broader perspectives on what influencing the results. The achievers are focusing on functions essential to carry out the strategy of the organization, and they are observing how others are performing or looking upon important issues. The achiever is feeling as an initiator when making use of available resources to achieve results. This includes encouraging creativity among subordinates and delegating significant responsibility. They are positive to mutuality in relationships, cooperation, and agreements reached through consensus, but are less prepared to take questions regarding validity of their approach or making a possible reframe in mist of action. An achiever can at the same time be cooperating with co-workers and initiating interactions with superiors. He or she is however unconscious to own shadows, to the subjectivity behind objectivity. He is not taking feedback regarding organizational and strategic elements which including change of direction.

2.3.5 Individualist

Being the first of the post-conventional stages, the individualist is a bridge between two different senses of realities. A dawning awareness of other people, of own capacity by choice, of the dynamics and effect by action inquiry, are main elements of the explorations of an individualist. The growing numbers of options do however become challenging. Troubled feelings and decision paralyses are typical for the individualist stage of developmental. With growing consciousness the moment of immediacy becomes more clearly related to actions. Their growing attention and awareness are revealing possible conflict between their principles and action. The individualist is appreciating differences and responsibility to choose in each occasion. This can be understood as ignoring rules, which can be perceived as incompetence of key organizational processes. An individualist is interested in and listening to others people. Differences and changes are getting attention. They are less inclined to judge, evaluate and advocate, and do not see the necessity of being dominant. They are more fluid in how they approach to challenges.

2.3.6 Strategist

The strategist is practicing self-awareness and is recognizing all actions as ongoing transformational change of personal, familial, corporate or national action logics. A strategist is appreciating processes of change. When actions are required, the strategist is seeking resolving options via people within each of the transformational stages. Basic to the strategist is the assumption that life

of individuals and organizations are evolutionary processes. This kind of sensitivity and vigilance towards people and at the same time ongoing multiply changing process', are the prerequisite to timely action. This is one of the requirements which are enabling the strategist to accommodate disparities, paradoxes and fluidity of multiply point of view. The strategist likes to play different roles, and he is appreciating the tension of opposites and processes requiring close leadership attention. He has a worldwide perspective to life, and his own mission is an implemented part of this. Strategists have their own relational principles which are of overriding importance to conventional boundaries. A strategist is perfecting all the other action logics and can adapt to changing situations, request and expectations.

2.3.7 Alchemist

Alchemists are dedicated to people, to human resources, competence, individual high moral standards, and to truth. They are seeking events and communities which are refreshing their own mind set and can reinvent their organization in historically significant ways. To be doing so they are exploring disciplines and commitments entailed in creating project, teams, network, strategic alliances, and whole organizations on this collaborative inquiries. Their widen spread and chaired participation may be seen as reframing inquiries. Alchemists are dedicated to participate in transformation at multiply social levels. They are often involved in and are key players in many organizations. Their days are unpredictably divided into initiating and responding into a numbers of organizations. The alchemist leadership behavior is beyond perceptual comprehension. Leaders characterized as alchemists seems to have interest in reframing spirit, vulnerable power, voluntarily standing in the tension of opposites, and to chase absurdity of common sense. It is however difficult to rediscover the ongoing struggle of tensions, habit and comfort of their life.

2.3.8 Summery

This literature review has exposed three areas: leadership, transformational factors and cognitive developmental levels regarding timely and transforming leadership. Aspects of leadership were initially explored, and leadership was defined as an influence relationship, a voluntary interaction between leader and followers. Distinction was made between management and leadership. Transformational and transactional leadership was presented based on how leaders are relating to followers. The transactional leadership was linked to transactions and transfer of responsibility and reward between leader and followers. The transformational approach was connected to needs and motives of followers, and about realizing the potential of followers.

These two was with references to Bass expounded as two approaches in one leadership continuum. The factors of transformational, of transactional, and one non-transactional factor, were presented. More studies and findings of improving performance of followers above expectations, was then exposed. The approximation of timely and transforming leadership was introduced as cognitive developmental stages of attention toward incongruity between knowledge, reality and awareness. The evolving of an ever self-renewing learning, responsibility, integrity, and mutuality are passing through stages of development. Each of the developmental stages, one prior to the following in the developing process, was presented.

3 A model of active communication

This chapter is presenting active communication which is the outcome of the case studies for this work. The pragmatic issue and construct are explained, and so are preconditions of modern communication. The regressive, stationary, flowing and active communication are exposed in manner of interaction and interplay. The modeling of active communication is described in chapter five. The case study of implementation and the following evaluation is presented in chapter six. The methodology is accounted in chapter four.

To present an understandable model of how to involve followers to reach their highest potential was the order of this work. The reason for this was experienced problems of motivating followers to invest attention and time in challenging processes or education. Active communication is an answer to the request of involving modern people in processes of individual achievements and gains. This was the reason for turning complex knowledge for human actions into a model of one word fragments. The interpretation of this request was that modern competence of transformational actions and involvement is being elucidating and less oriented to achievements and gains. The compact presentation of action factors and modus are making the model of active communication accessible in use (Solvi 2012). It is presumed that this model is applicable in the dialog with colleges, followers, clients or students. It is likely to assume that a clarification of individual potential could motivate for further (self-) developing studies and activities.

3.1 A model of active communication

modus	regressive	stationary	flowing	active	proactive
Action	Opportunist	Expert	Follower	Achiever	Strategist
Ambition	Obtain	Advocate	Copy	Perform	Innovate
Aspiration of skills	Impress	Perfect	Recognize	Rehearse	Actualize
Practice of skills	Direct	Control	Explore	Practice	Effectuate
(Re)-learning	Compensate	Compete	Adapt	Plan	Search
Knowledge (Bloom)	Remember	Apply	Analyze	Evaluate	Create

By using the column to the right of own action modus, the model is indicating proper developmental activities and guidance to those who want to expand their action behaviour to

become more active in the case of achievements and gains. The model is supposed to render involvement and development to individuals, and implicitly to groups and organizations. This model of active communication is being self instructive. After an emphasized introduction the characteristics of each stage of communication are intentionally functioning as a list of memory.

3.2 Stages of communication

Modern workers are using their competence, which according to this model of active communication is seen as a function of actions, ambitions, aspiration of skills, practice for skills, re-learning, and knowledge. How each one is relating to this and to the presumption of this being less to more attentive and active, is generating modes of action behavior which being more or less active. Each of five stages of communication is characterized by one word of action, ambition, aspiration of skills, practice of skills, re-learning, and knowledge. The strategy formation of the modeling of active communication was to engage particular behavior and thereby giving rise to a set of strategies of relevance to achievements and gains (Mintzberg 1998). The behavior to be engaged was transformational actions of a competent individual who is contributor in process´ related to achievements and gains. The construct of this work can be said to be modeling a way to challenge the process´ of competence and individual interactions in the sake of enabling individuals to act. Essential to this is the assumption that modern people are having the lead of their attention and achieving. “Modern people” are referring to people who are attuned to interacting behavior essential in the digital technology and media of Internet. A request for an accessible model of involvement, in the lumping manner of strategic management, was encouraging me to create a model which could supply practitioners with incentives essential to achievements and gains (Mintzberg, 1998, s 304). The outcome of this work was the model of active communication which is exposing individuals to prerequisites of transformational actions.

The model of active communication is exposing how actions, ambitions, skills and knowledge are influencing individual performance. There are five modes which are manners of acting and doing. These modes are being titled as stages which are characterizing individual competence and interaction in transformational process´. These are the regressive, the stationary, the flowing, the active and the proactive stage of communication. Individuals which are practicing these stages are presumed to generating less to more achievements and gains. The reality of living in a world of communication was making active communication the most understandable phrase for the intentional transformations processes which are the strategy of the model. Thereby this model of transformational actions was baptized the model of active communication.

3.3 Factors of transformation

The factor of action is telling what stand or position an individual is taking in transformational process. The cognitive stages of development and awareness, which has been exposed in the literature review, are with some adjustments the reference to the specifications of the action factor of active communication (Torbert 1991). The factor of ambition is exposing what is making an individual going, what is his or her rise. Of highly relevance to the modeling of active communication was the presumption that the professional will of ambitions, which are ambitions above personal interest, are being used in all kind of positions. This is emphasizing the sense of having a model involving individual potential and expectations. Individual skills are an important practical dimension of competence. The pilot case of this model revealed that skills was applied and utilized more and less consciously. How conscious a person is his own skills are influencing the use and practice. The active communication is applying skills in a more conscious manner than the flowing, stationary and regressive communication. Skills were on this behalf exposed in one factor of aspiration of skills and another factor of practice of skills. The re-learning factor is tied to change and to requests of giving the right services and competence at any time. We are living in a modern interactive society being intensive to competence. The process of building competencies are involving anticipatory and experimental knowledge as well as current knowledge. The individual attitude towards knowledge is exposed in the factor of re-learning. The practice of knowledge is exposed in the factor of knowledge. The factor of knowledge is specified by categories of education objectives of Bloom's taxonomy, or more specific by the revision of this framework (Anderson and Krathwohl, 2001 s 63-92).

3.4 Preconditions of communication

The model is illustrating preconditions of modern communication to which individuals are presumed to take active stand. Basic to this is the presumption that modern workers are having and taking the lead of their own attention and achieving. A voluntary interaction is thereby of importance in transformational leadership. Individual consideration being implicit in the model would influence individual practice. The individual guiding in the construct is a trigger to becoming more active in the sake of achieving and gaining. The interpretation of others in a dialog is enabling the mutual perspectives of interacting to evolve. To take support in the model in working, teaching, counseling, dialog, and leadership, in the sake of becoming more active in interplay and dialog, will according to experiences render consciousness regarding achievements and gains. The five stages of

active communication are presumed to render understanding of efficiency by actions and communication.

To respond actively to and in process' are probably the key factor in modern working, and thus of importance to transformational leadership. The ICT (information- and communication technology) has made our ordinary life a momentum of active choices of opportunities and attention. This model does describe stages of actions related to attention. When leaders are indicating that payback of followers are being less than expected, according to investments in workers, this is tried exposed in this model which thereby are giving the opportunity of actualizing this challenge. How much dedication individuals are paying, and how actively they do involve, can be said to be an indicator of the modus or stage of communication which each one of us are practicing. The stages involved by being practiced of individual in all kind of positions, are influencing the pay of – the achievements and gains of individuals, a groups and an organization. How actively leaders do promote active or proactive dialogs or action behavior, will according to this work be reflected in the achievements and gains.

Responsibility to the organizational achievements and gains is a leadership task. That's the reason for this model of communication being deduced to the leadership theoretical perspective. Since there is impossible to pay full attention to followers at any time, and since modern working are established and operating on intensive knowledge, this model of active communication is trying to expose requests of transformational actions which is assumed to be mutual functional to leaders and followers. This model of active communication is presumed to be adequate for the purpose of identifying actions essential to achievements and gains.

3.4.1 Regressive communication

There is an assumption of modern working, which seems to have common public stance, that individuals are having lead in their own working. This is reflecting expectations to each one of us being educated or competent, conscious or wise. If someone does not fill these expectations, this may become quite a burden. One way of handling this is to make efforts to hide and escape from tasks related to achievements and gains. This kind of evasion will most likely generate opportunistic action behavior. When all others seem to cope, and no one seems to notice, it is being rather natural trying to hide from the responsibility of hard work. The experience of incompetence is being indulgent by this. The phrase experience is purposely chosen because there may be various basis' to incompetence. In the manner of active communication the lack of explicitness about achievements

and gains are seen as one of the main reasons to negative action behavior typical to regressive stage of communication.

The column to the right of regressive communication, which is the stationary stage of communication, is giving in term of six specifications the guidance to how to get in head of the action behavior which is generating regression regarding achievements and gains. This is illustrating the active element of the model of active communication. The positive focus to regressive communicating is the stationary specification. Stationary stage of communication is the first of four positively oriented stages of active communication. Each of the following stages embodies one specification for action, ambition, aspiration of skills, practice of skills, re-learning and knowledge. This is the individual guidance to progress. It is a positive strategy to becoming more active in the interplay related to communication. This can also be said being a positive stance to change, adjusted to individual basis.

3.4.2 Flowing communication

The active dialog and a point of mutuality have key roles in transformational leadership. By using the model of active communication the follower and the leader have a common platform to processes and involvement. The model which is likewise guiding followers and leaders, are an arena of mutual wondering, asking and listening. This is being exposed in the flowing stage of communication. The action behavior of the follower is much alike the developmental stage of the Individualist by Torbert, which of his is acquiring after the stage of the Achiever. There were several arguments for putting the flowing stage before the active stage for communication. The main argument was findings in the first case study which indicated that the achiever did perform better results and job satisfaction among followers than the flowing stage. Secondly, but of likewise importance, was my observations from thirteen years of teaching of youngsters in the age of sixteen to nineteen in high school. During the decade from 1990-2000 an increasing amount of pupils became more unwilling and less receptive to performance for expert perfection. The search for answer was directed towards the experiences of growing up with new technology (ICT). These youngsters were living and interacting in the new world of spaces in Internet. As being young and because they did not knowing any other reality, they were receptive to the interactive incentives. One interpretation was that these young people, who had been raised in the modern world of ICT recognized with interactive media, had an easier course to the stage of active communication. Since young people are representative to the modern paradigm of communicating, and because they are important human capital of “the modern world”, this became of vital importance for the flowing stage being placed in the middle for stationary and active communication. An essential question of

interest is whether the teachers are operating in the stationary, the flowing or active stage of communication.

3.4.3 Stationary communication

A third argument for having a flowing stage specified in middle of the stationary and active stage of the model was also based on pedagogical considerations. Both the stationary and active communication has the willingness to deliver. The stationary wants to deliver the best expertise and the achiever wants to deliver results. The perfection of expertise and the high expectations of individuals practicing stationary communication are generating barriers to dialog and interplay. The focal points for the flowing stage being a follower is decisively important to the mastery of active communication, and to the transformational actions required for being able to act and perform under continually changing terms. The best strategy in a dialog with someone practicing stationary communication is actually the flowing communication. He or she communicating in the stationary stage is seeking confirmation. The follower is softening the effect of the stationary perfecting, controlling and competing. The interplay and interaction will most certainly improve the willingness in the relation and the dialog, which can be a critical factor of followers practicing the stationary communication. This is securing access to important expert competence which often is held by people practicing in the stationary communication.

3.4.4 Active communication

To have leaders who mastering active or proactive communication is a prerequisite to the attention and active dialog of achievements and gains. Individuals practicing the higher active stages of communication are also practicing the former stages. By adjusting to whom the leader, teacher, counselor or coach are interacting, they are getting essential conditions for interplay and interaction. The mutuality essential to this request embodies the modern perspective of development, and to human resources being the main success factor of modern working. The exchange of challenges, possibilities, development and strategies, is depending on access to the competence of individuals. The searching which is typical to re-learning of proactive communication is the equilibrium to constantly changing terms of achievements and gains. The pre- request of searching is to be found in the flowing stage of communication. The interplay and interaction of followers, in the sake of being able to innovate, actualize, effectuate and create sustainable solutions, is critically tied to the focal points of the flowing stage of communication. To be an active follower and to the extent of being able to copy or retell what was heard, is the supposition of modern communication of interaction and interplay. To make use of these skills are requiring practice and performance, which is main qualifications in the active stage of communication. It is likewise important to state the

qualities of the stationary communication being an important prerequisite of the active and proactive competence. If leaders are not paying attention to perfection and quality, which are a bellowed competence area of expert action behavior, the strategies of the proactive thinking can turn out to become the opposite of an innovation because for inexplicit elements in the basis to the initiative.

3.5 Strategy for involvement

The purpose by the modeling of active communication was to expose the significance of interacting in accordance to competence. The strategy of the lightening of stages, to which anyone can relate because the stages are exemplification of individual considerations, and because the modeling is exposing actions being less to more active according to achievements, is supposed to motivate, challenge and enable individuals to act in the matter of becoming more active. The action incentive is to be found in the column to right for the one identified.

This model is according to the second case study of this thesis well suited for guidance in dialog and counseling. The main purpose is to make individuals take lead of own achievements and gains, and to respond actively in learning and in teaching. It is anticipated that individuals are being capable to apply the model. It is however presumed that the need of a profound interplay and dialog about how to transcend the focal points into understandable terms of practice is additional to less active stages of communication.

4 Methodology

The purpose of this thesis proposal was to identify actions essential to achievements and gains of modern workers, and to transform this into applicable information to individuals who are contributors in process' related to achievement and gain. This was carried out in three sequences. In a pilot case the actions essential to achievements and gains were explored. The outcome was introduced to a group of participants, which was conducting a self-completing questionnaire. This chapter is describing the methodology being applied for each of these research sequences.

The request which was leading to this ambiguous purpose was introduced to me almost at the same time from four different angles. The challenge was presented by four leaders who according to themselves were striving to activate their workers potential and competence. They were also striving to motivate their workers to participate and involve in developing activities. They were asking for a simple model or theory which could function as a catalyst to involvement. Their request was to get ahead of the involving process influencing work achievements in modern working.

4.1 An inductive strategy

An inductive stance was taken to the problem. Since these leaders seemed to be familiar to the problem, they were assumed to be in possession of relevant competence. This implied for a quality research method. The following research question was raised: What actions are essential to achievements and gains in modern working?

A case study design and qualitative methods was conducted for the research. The sample was the four leaders who have been specially mentioned. They are individuals, but their actions as leaders are carried out in an organization, in the companies where they are working. An exemplifying case has an objective to capture circumstances and conditions of commonplace situations (Yin 2003:41). The companies in which these leaders was working, was operating in different branches. They were however operating in the same geographic area and social environments. This can be regarded as a relevant context for the research question. The particular aspect of this topic is the actions of four leaders who were speaking of achievements and gains in a confident manner. This could indicate that they knew something which is not familiar to everyone, and not to their followers. The following question became of interest for the data collection; what was characterizing the actions of these leaders?

4.2 The pilot case

The data collection was carried out in a micro- ethnographic manner (Wolcott 1990b). The access to these non-public settings was given to me by being hired to solve informational challenges in these firms. I was given a role much alike the investigator in an action research. In a period of six months I did spend part-time within the organizations and with these leaders. I had access to personal interviewing and observations of each one of the leaders, some of their followers and colleagues. The diagnostic part of the job I was hired to do, did at the same time provide me with data for this study. On this behalf it could be said that the data collection for this research was made in a covert role. Further details of the sample will not be deepened of respect of confidentiality.

In the data collecting process I was searching for characteristics typical to actions expressing each of the four leaders. The observations were transformed into one-two word phrases. The amount in number of phrases did differ for each of the leaders. After the collecting phase I tried to find similarities among the characterizing expressions. Expressions were observed having coherence and became the classification of data. These four codes were chosen; actions, ambitions, skills and knowledge. Skills and knowledge was further on divided into one expression for attitudes to, and one expression for practice of, respectively skills and knowledge. These six codes were put into a table. Since the number of expressions turned out to correlate with words expressing higher degree of external activity, this was chosen as criteria for the modeling. Put into the table the findings were visualizing less to more active transformational actions, which was presumed to lead to less to more achievements and gains. To reduce elements of uncertainty and heightening the reliability, the findings of action factor was held up to the developmental stages of Torbert (2004). Bloom's taxonomy of learning was applied in the sake of specifying knowledge actions of each stage for the active communication. With the adjustments the model was assumed to be adequate for its purpose; to identify actions essential to achievements and gains of modern working.

4.3 The case of implementation

The question of use and applicability came to stand. The research question was referring to modern workers, and to applicable information for individuals who are contributors in processes related to achievement and gain. This led to the second face of the study which was conducted as an independent case study. It took four years before I found an opportunity and organization which could benefit from being introduced to the model of active communication. Two considerations were of importance regarding the sample. How much time could an organization invest in implementing "active communication", and what could be gained by participating in the

introduction, regardless of the outcome of the presentation. By carrying out the study in the organization where I was the director, the introduction of active communication could be considered as a development approach to leadership.

4.3.1 Sample

Ten out of twenty-seven followers in NAV Kontaktsenter Nord-Trøndelag were chosen to participate in the pilot of active communication. The core service of the unit is to serve the first line, incoming telephones to NAV (arbeids- og velferdsforvaltning). The consultants are answering request from all over the country. They are serving all kind of people facing different challenges regarding over fifty welfare systems and social benefits. Their daily working life is characterized by challenging communication, requirements of high technical skills, knowledge about the line of services in NAV, and about the welfare systems and social benefits.

Five of the participants have expanded responsibility regarding service performance and management in the unit. The other five are consultants with higher education, minimum a bachelor degree. Findings in the action research study did show that education was not synonymous to a higher stage of practice. In this context it was assumed that higher education had introduced the participants to a set of abstract models that would expose the taxonomy as less frightening. This argument was influencing the sampling for this face of the study. The expression “modern people” are not referring to people with higher education. Modern people are referring to people who have an interactive approach to all kind of challenges and to problem solving.

4.3.2 Presentation

General information was given to the participants as it usually was done by weakly planned and introduced subjects for training. First the course was dated. A week before date more specific information was given about time, place, participants and purpose. The evaluation sequence was mentioned, and it was understated that this would be confidential and that the result of the evaluation would not disrupt the project. It was further stated during the section that honesty would help the project, which was the expression used for the case study of this proposal thesis.

4.3.3 The introduction

A curriculum of active communication was outlined whit prior respect to the basics of the model. Further the use of time, to keeping the introduction course under three hours, and to concretize active communication, was given priority of the consideration. The introduction was based on a lecture of the writer of this thesis, a power-point presentation of nineteen slides supporting the

lecture. A compendium of six pages of the main elements of the active communication was handed out during the course.

The power-point presentation had the following curriculum:

1-3: communication

4: factors of communication

5-7: from less to more communication

8-12: characteristics of each stage of communication

13: interdependence between the stages of active communication

14-18: active communication in use

19: summary

The compendium of six pages was based on the presentation, but was an independent part of the introduction. Here the concepts of regressive, stationary, flowing, active and proactive communication were introduced to the reader from three different angles. First there figure is illustrating the different stages of active communication as parts of one process. Second the stationary, active and flowing stages are being exposed and described. The regressive and proactive stages were omitted purposely because they are more uncommon in use. Besides the regressive communication is the only stage specified as a negation to active communication. The tables illustrating the stages of active communication were then exposed. First the table of active communication was presented in a handy format. There next an amplifying table of each of the stationary, flowing, active, proactive and regressive stages of communication was presented.

4.4 Questionnaire

A structured questionnaire was to be fulfilled immediately after the introduction of active communication. The purpose of this was to get feedback about the applicability and accessibility of the model. The self-completing questionnaire was related to considerations of active communication being understandable, useable in practice of work and in the interest of individual guidance. This part of the study can be said to be a quasi-experiment. It is designed as an experiment, but the limited sampling is not meeting the requirement for internal validity.

Attention of anonymity and confidentiality was being devoted because of the limited number or participants. There were ten participators and maximum ten respondents to the questionnaire. These considerations were influencing the choice of a structured questionnaire. It was also influencing the design of questions and responding choices. It was being essential that the data could not be traced to individuals. The structured questionnaire without no writing and question of personal character

was thus explicit about anonymity. The procedure related to finishing and collecting of the questionnaire was also stating the confidentiality. These instructions were given before handing out the questionnaire. The procedure was to put the completed questionnaire into an unmarked envelope. Then to put this into a bigger envelope placed well into view of everyone in the open space of the office. The participants were free to leave the conference room when fulfilling the questionnaire. The presenter left the room after being announcing the information of the procedure. The questionnaires were collected by the presenter one hour after finishing the presentation. All ten participators had been completed the questionnaire.

4.4.1 The question design

The self-completing questionnaire was stating that the basis of the questions being the presentation and a written compendium. Three questions were asked. The first question was about accessibility. The participants were asked to assess the content of the model of active communication in a scale from 1 to 6. It was stated that 1 is least and 6 the highest degree of understanding of the content. This is the same scale of evaluation used in the primary and secondary school and well known to the participants. The next question was about application of the active communication in their working. This was exposed into three phrases related to the practice of working. The first phrase was referring to the dialog with the client. The second was asking about the usefulness of active communication in advising (counseling) and teaching. The third formula was about the active communication being applicable in leadership of followers. The respondents were getting five respond choices and told to cross for the one most proper to the respondent. The third and last question was about whether individual guidance of active communication may influence the practice of individual communication. The respond choices of the second and third questions were “not at all”, “in limited extent”, “to some extent”, “to a high extent” and “to a great extent”. After the last question, and in a noticeable position, the confidential threatening of the data was devoted. It was stated that data and findings would be treated with anonymously and in a not compromising way.

5 The pilot study and modeling of transformational actions

This chapter is recapitulating the pilot case study of transformational actions. First the aspiration of this pilot case is clarified. Secondly the findings and modeling are presented. Then the basis of the six factors is explained, and the outcome of the study is aggregated. The methodology of this work is elaborated in chapter four.

The basis of this work was the importance of involving employees in committing dialogs about individual contribution in process of working. Since the intention of a dialog was focusing individual contribution, it was presumed helpful to establish consensus, a common understanding of what is sorting under an individual contribution. To delineate the individual assumptions of qualifications and skills in modern working, and to turn this into a format which most people could experience as understandable, was the strategy of this case study. There were various academic perspectives to the challenges of this request. The pragmatic issue of the problem and the requirement of specifying the outcome in a simple theory or model were the preconditions of this work. It was professionally grounded on the subject field for management, and more specific on transformational leadership. This professional fundament was the most suitable for a comprehensible and applicable remedy for this purpose.

5.1 A pilot study

To facilitate and specify the requisites of involvement, based on the idea that modern people are holding the lead of their own achieving and gaining, was the aspiration of this project. The issue was mediated by leaders which had perceived and experienced these challenges in their daily working. By being explicit about the problem, and almost at the same time and place, these leaders were presumed to being in the possession of interesting information which could be of relevance to the solving matter for of this issue. On this basis a data collecting process was conducted. The following research question was raised: What actions are essential to achievements and gains in modern working? The particular aspect of the topic was the actions of four leaders who were speaking of achievements and gains in a confident manner. The question of what was characterizing the actions of these leaders became of interest.

The data collection was carried out in a period of six month. By spending part-time observations within the organizations and with these leaders, which also included personal interviews of their colleges and followers, the action behavior of the leaders were explored.

5.2 Observations

The four leaders were appearing as ambitious on behalf of their companies. They, from now on referred to as leader V, X, Y and Z, was evidently concerned with resources of followers being important prerequisites to outcome and growth of the company. At the time of the conducting period the respective companies did provide good results. This was relatively tied to market position and material assets to which the organization at the given time was in. An organization could at a given point conducting not material assets of investments as values of future benefits and economically returns. These leaders had different educational background. Two had higher education, and the others had vocational education. This was however having no noticeable impact of their transformational actions behavior.

Leader V which had a vocational education boasted a company with good results and expansive growth over several years. The market was delineated, but the market share and products was presenting good numbers and positive development. Leader V was holding a very strong strategic position and influence in the company. He was observed as being a very good listener. He acted in an empathic manner to suggestions and experiences of others. This position of an active listener came clearly to stand in his involving with people having higher educational background than his.

Leader X was the director of a small company with an expansive market and development research strategy. The economy and numbers were reflecting the offensive commitments to research. The numbers were passing, and the turnover was increasing. Leader X had a very strong strategic position in the company. He was observed to have a huge working capacity. This came to stand in his high marked activity and his engagement in several research and developing project, consortium and clusters. He was characterizing himself as a negotiator.

Leader Y was the director of a well established company which generally was presenting good results. They were occupied with challenges of change in the line of product and services, but were paying limited attention to marketing and market communication. The strategic position of the leader was indistinct. In public he however came forward and was an evident director for this company. Leader Y was respected but he may be characterized as less expansive. His presence could sometimes be perceived as being an observer. Leader Y was not expressing or communication his wishes, beliefs or values. When it was expected that he was giving an announcement, he was doing so in an informative and confidential matter.

Leader Z was working in a well established company which had been delivering positive results for many decades. The numbers were however not acclaimed among investors because of the return of equity not being as expected. This company was having a purposeful focus on market changes and to internal customizations of the organization. These developing process´ of quality in services and products was conducted by leader Z. The strategic influence of his was vague, but he was holding a key position of the performance of quality. This leader was very dedicated to his work which was exposed by engagement when getting the opportunity to share experiences and his performance with others. He was passionate about structure, organizing and developing quality routines. He was however conspicuous passive when others were introducing ideas. His colleges were characterizing him as purposeful but circumstantial and indecisive in processes.

5.2.1 Characteristics of actions

The companies of leader V and X can be characterized as offensive and promising. They were presenting good results in several areas of the economy, marked and product development. Of particular interest were the action levels of these leaders. It was not just a question of numbers of hours spent on work. It had to do with a basic action oriented attitude which was exposing in decisiveness. This was influencing their actions and how they were participating in the sake of achievements and gains. Leader V and X had a high rate action modus or tempo. They had several offensive projects and process´ going at the same time. They were implementing several initiatives and were spending less time on each milestone in the projects. In general they were receptive to impressions, and they were curious on what others were doing and achieving. They were truly committed to achieving and creating. It seemed as they never took free from a creative pattern of mind. They did chase several parallel tracks of development and were along the way not absolute about the landing. This engagement seemed to enfolding separately from requirements of results and goal achieving. The connections between these ideas and the chosen developing strategy were not always that obvious, and this engagement was not berthing to core activity until this became a necessity either economically or strategically. The leaders were exercising their strong strategic position in innovative process´ in their respective companies. They were by colleges highly regarded in work and in developing process´.

The companies of leader Y and Z was solid and well set. Leader Y and Z were acting in a more earnest way and with a demarcated action radius. There were few informal conversations free from obligations between leader Y and Z and their subordinates. They were listening to suggestions, but they were not active in exchanging of ideas. They were listening when ideas were launched, but were waiting and acting in a neutral manner as if they did not want to disseminate false

expectations. In contrast to the leader V and X who were tracing several parallel tracks, the leader Y and Z were acting as if they were trying to find their way. They were practicing an objective and corresponding economizing with resources of economy, time and human resources. They were taking lead, managing responsibility, and were weighed by the burdens. They were thinking a lot, and when the thinking was done, decisions and direction were launched to subordinates.

5.3 Coding

The characteristics typical to actions and activities of each of the four leaders were transformed into one or two word phrases. The amount in number of phrases did differ for each leader. There were far more observations on leader V and X than leader Y and Z. This interesting observation became later on of importance when arranging the findings into taxonomic order in a table. After the collecting phase I tried to find similarities among the characterizing expressions. A number of the phrases had coherence and four codes were on this behalf exposed; a factor of action, a factor of ambition, a factor of skills, and a factor of knowledge. Each one of these factors was presumed to be influencing transformational action of modern human beings. Since the number of expressions turned out to correlating with words expressing higher degree of external activity, this became an argument for the taxonomic modeling of the findings. Put into a table the characteristics of the findings were illustrating four stages of transformational actions. The one stage to left was less active, which was the characteristics of leader Z. The most active was the one to the right, which were the characteristics of leader X. These stages were according to the findings presumed to be generating less to more achievements and gains. The stages was titled stationary, flowing, active, and proactive according to the action behavior typical of the leader Z, Y, V, and X.

modus	stationary	flowing	active	proactive
Action	Expert	Follower	Achiever	Strategist

5.4 Action

To reduce elements of uncertainty and heightening the validity the findings were compared to the developmental stages of Torbert (1991). Awareness and attention of modes of power are according to Torbert related to the cognitive levels of development. These stages of cognitive development and awareness, which has been exposed in the literature review, was on behalf of comparing analyzes to my findings applied with some adjustments as characteristics of the action factor.

The action of the executives was at first described as reserved, flowing, ambitious and innovative. Torbert and his associates (2004) have over the past decades mapped and described action logics in order to influence consciousness and individual development. The developmental levels of adults and work of action inquiries are intentionally influencing individual reach of higher action logics. The first stage is presumed to be forced before the next can be acquired. The same taxonomic principle was assumed to concern this model of transformational actions.

The three development levels of expert, achiever and strategist were adequate for the actions describing the stationary, active and proactive modus. In between the stationary and the active modus the one leader practicing flowing modus was getting a position in my model. The main difference between the leader of the expert modus and the leader of achiever modus was the following and listening of others. The action of this flowing stage was of a follower. The follower was trying to get hold of what seemed good and effective, and he was copying what was assumed and regarded as best. Held up to the active modus, the flowing modus was not actively choosing a standing point. This was however one main performances of the active modus.

There was a pedagogical argument for having the flowing stage between stationary and active modes of communication. This is referring to my own experiences from thirteen years of teaching in high school. I did experience changes of individual awareness and action behaviour of youngsters between 1990 and 2000. My own search for reasons and methods pointed to the expansion of ICT (the information- and communication technology) and individual practice of interactive media of Internet. These youngsters were unknown about any other realities than the one of media and ICT. The fragmentary approach and interactive action behaviour which is stimulated by modern media and interactive technology are the opposite for the expert actions of stationary communication. The flowing action which being common and natural to young people, was thereby presumed to have an easier way to the active stage of acting and communicating. The presumption was that ordinary youngsters of modern communication of ICT are rejecting influence of stationary communication. These characteristics of following and listening are besides being good guidance to the stationary practice of how becoming more active and effective in sake for achievements and gains.

5.5 Ambition

The ambition factor is telling what makes an individual going, what is his or her rise. The active was looking for the good and approval. He was evaluating what was observed and was making plans for use and practice of knowledge or the information being acquired. The one leader practicing the active modus was attuned to performance, to continuous improvements. He was

cheering good results and achievements, but his focus and dedication was on the main processes of core business. He was on this behalf occupied by elements and recourses which could make this occur. Active modus was open to different ways of thinking and achieving results, and he was evaluating, being selective and focused. The levels of cognitive development and awareness by Torbert were having an impact on the specification of ambitions (Torbert 1991). So was the professional dimension of ambitions being exposed by Jim Collins (2001). The level five leader of Collins was holding the professional will and ambition above him- or herself. The two leaders practicing in the active modus was both showing dedication of a professional will. The one of proactive modus was however taking this a step further, which was generation innovation. He was actively searching for knowledge and expertise as if it was an interest or a habit. It was initially not obvious that innovation was the outcome of his relational contacts, of the clusters of science, universities, companies, authorities he was joining, or of initiatives of R&D (research and development). That was not preventing him from searching. Innovation was interpreted to be an ambition of his. He was sharing the active passion of performing, but he was doing so in a most expansive manner. The flowing modus was attuned to copying the good an approval, and the stationary was advocating his expertise, achieving and position.

modus	stationary	flowing	active	proactive
Action	expert	follower	achiever	strategist
Ambition	advocate	copy	perform	innovate

5.6 Skills

The leaders for this pilot shared one experience of working which was leading to the thesis of this study. Their approaches to their working was however appearing to be very different from one another. The most prominent factor applied by leader X was negotiating. Leader V was an active listener. Leader Y was practicing conventional business behaviour, and leader Z was mapping and designing quality structures. These skills were influencing practice, actions and awareness of each leader. Their actions seemed to expanding more or less consciously from individual skills. Skill was the most highlighted individual competence of transformational actions and was pointing to cleverness evolved through practice and acting.

The two leaders practicing active modus were aware for the potential and influence of their skills. The flowing modus was indistinct, and the stationary seemed to be unconsciously overdoing his

skills. These differences in state of awareness regarding skills were requiring further specifications of this factor. Awareness of and attitudes to own skills were presumed to influence practice and actions. Skills were on this behalf divided into aspiration of skills and practice for skills. The awareness of own skills were typical transformational actions of the leaders practicing in the active modus. If the model was presumed being used in the sake of guidance to becoming more active in sake of achievements and gains, the awareness of aspiration and practice of skills had to be exposed.

The active was fully aware of his skills. He was noticing what was to be achieved by practice, and he was rehearsing to heightening the effect. An important part of this was observations of others practicing the same skill. The leader of the flowing stage was exploring practice for skills, but it was obscure whether he was recognizing own potential. To recognize own skills in others actions, and to explore the potential on this, are implicitly motivating the ambition of coping others. The leader practicing the flowing stage was exploring a skill when representing his company in public. On behalf of his observing role within the organization and with his follower, this public performance was interpreted as the exploring of business conventions being perceived as good and approval. The proactive was fully aware of his skills and was using it for what it was worth to actualize assignments of importance to him. His practice for skills was attuned to effectuating what was to be created, innovated, achieved or gained. The leader for stationary modus was using his skills to get in control of situations and challenges. His skill was his remedy which was perfected to evolving control. The pushing of perfection was however being overdone, which by followers was commented in an indulgent manner. This overdoing of perfecting has been elaborated by Dr Atkins (2002) stating the importance of awareness of our least and most preferred strengths. He is exposing the dynamics of doing too much, doing too little, and doing just enough. The stationary modus is vulnerable of doing too much to perfecting and controlling.

modus	stationary	flowing	active	proactive
Aspiration of skills	perfect	recognize	rehearse	actualize
Practice of skills	control	explore	practice	effectuate

5.7 Re-learning

Observations of the acting and doing of others was a key to active transformational action. A strikingly frequent searching was observed being the most exceptional actions of leader X. This

active search was presumed being attuned to the factor of knowledge, and it was corresponding with an ambition to innovate. To search was however not being adequate as a specification for practice of knowledge. This uncovered a distinction between attitudes toward learning and practice of knowledge. A separating exercise was performed, and the factor of knowledge was divided into re-learning and knowledge.

Re-learning is a derivation of learning. The factor of re-learning was coherent to the searching actions of leader X. This factor was exposing attitudes towards learning, to adaption to changes and the appurtenant request for re-learning. The re-learning factor of leader X was the innovative perspective for knowledge. The knowledge complexity of innovation is emphasized by Davila; “The process of building competencies is much more complex than that of evolving current knowledge. It requires both anticipatory and experiential knowledge. Anticipatory knowledge happens through strategic thinking and planning” (Davila, 2206, s 220). The active search of leader X was emphasized as anticipatory and experiential search for knowledge. He was searching for impulses, knowledge, verification, recognition, inspiration and it sometimes seemed as he was searching for whatever was striking his mind. This was exposing an experiential attitude toward knowledge. Also the leader of the active modus was having a plan for his re-learning. This plan was an answer to his observations of what was perceived as admirable. The re-learning was the active response to his ongoing performing plan.

The leader of flowing modus was also observing and looking for the best. He was however not active in his angel of approach to re-learning. He was following requests by applying to experienced changes. Leader of stationary modus was more occupied by practicing and promoting his competence than to re-learning. His introvert attitude was preventing him from capture the whole picture of changes. He was applying new knowledge to his existing picture, and he was striving to make the new knowledge fit in. Leader of stationary modus was competing to define his position of expertise in the re-learning process.

5.8 Knowledge

To observe practice of knowledge was much too complicated for this case study. It was provided that knowledge was practiced, and the taxonomy of learning by Bloom was applied to characterize the factor of knowledge. The cognitive process dimension used was obtained from a revision of Blooms taxonomy (Anderson and Krathwohl 2001, p. 67-68). The cognitive categories and

processes of learning are to remember, understand, apply, analyze, evaluate, and create. The taxonomic order is implying that the less adoptive stage of learning is the one to left which is to remember. The most adaptive and advanced practice of knowledge is the one to right which being to create. These cognitive process dimensions were matched to the action practice of each leader. Leader of stationary modus was applying knowledge. This was implying “to carry out or use a procedure in a given situation” (Anderson and Krathwohl 2001). Leader of flowing modus was analyzing knowledge. This was implying “to break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose” (Anderson and Krathwohl 2001). Leader for active modus was evaluating knowledge. This was implying “to make judgments based on criteria and standards” (Anderson and Krathwohl 2001). Leader for proactive modus was creating knowledge. This was implying “to put elements together to form a coherent or functional whole, to reorganize elements into a new pattern or structure” (Anderson and Krathwohl 2001).

modus	stationary	flowing	active	proactive
(Re)-learning	compete	adapt	Plan	search
Knowledge (Bloom)	apply	analyze	evaluate	create

5.9 Regressive actions

Four ambitious leaders was the sample of this pilot study. They were intentionally unanimous about achievements and gains. The existence of degenerative energy and forces were considered being of likewise importance regarding transformational actions, awareness and achieving. An individual holding a pessimistic position to doing and achieving is presumed to generate negative energy. By being repellent to transformational process´ they are becoming dismissive to learning, transformation and achieving. Exercises were performed to include a regressive modus into the model of transformational action.

In the development stages of Torbert there are two stages below the expert. The lowest stage is the opportunist, and the second lowest is the diplomat. The opportunist is taking an individualistic position. This is a controversy to the interacting, to social settings of organizations. The opportunist was thereby chosen as the action modus of a regressive modus.

5.9.1 Construct of regressive actions

The following exercise was done to construct and describe the factors of regressive communication. The same questions were applied to find understandable specifications of each factor of transformation actions.

What is the intentional concept of his or her actions? What is characterising actions for regressive modus? He or she is acting as an opportunist.

What is his or her ambition? What is characterising the ambition of the regressive action modus? He or she is obtaining.

What is his or her attitude towards own skills? What is characterising aspiration of skills in the regressive action modus? He or she is impressing.

How is he or she making use of own skills? What is characterising practice of skills in the regressive action modus? He or she is directing.

What is his or her attitude towards re-learning? What is characterising re-learning in the regressive action modus? He or she is compensating.

How is he or she making use for knowledge? What is characterising knowledge in the regressive action modus? He or she is remembering.

In Blooms taxonomy of cognitive process and dimensions there are two stages below apply. The lowest cognitive process dimension is to remember, and the second lowest is to understand. The less active of these was to remember. To understand is implicitly attended by applying, analyzing, evaluating and creating. On this behalf the most explicit characteristic was chosen for the regressive modus.

5.9.2 The regressive modus

The action of an opportunist is attuned to obtaining good for own sake. (Torbert 2004). He or she wants to impress and is directing or even manipulating to get the trick. He or she is not seeing the need or the profit of interacting. An opportunist is rejecting and resigning cooperative contribution in work, studies or projects. The egocentric action behavior is on this behalf being degenerative and destructive for the opportunist. Re-learning is answered by compensating. His or her intentional request of knowledge is to remember. The regressive modus are the opposite of effective in sake of achievements and gains, it is leading to regression.

5.10 The model

A lot of work and effort was required to adjusting the prerequisites for transformational actions into a table and model adjusted to a common publishing format of one side. The request of simplicity was emphasized by the four leaders who got the project going. As the process proceeded the importance of an accessible typography became of vital interest. The model is as it stands presumed to be adequate for its purpose; to identify actions essential to achievements and gains of modern workers. The information is presented as applicable information accessible to individuals.

Prerequisites for transformational actions

modus	regressive	stationary	flowing	active	proactive
Action	opportunist	expert	follower	achiever	strategist
Ambition	obtain	advocate	copy	perform	innovate
Aspiration of skills	impress	perfect	recognize	rehearse	actualize
Practice of skills	direct	control	explore	practice	effectuate
(Re)-learning	compensate	compete	adapt	plan	search
Knowledge (Bloom)	remember	apply	analyze	evaluate	create

In this chapter the modeling of transformational action has been exposed. The developmental process was to some extent structural and systematic. The pragmatic issue which was generating two cases was influencing the decision of keeping the empirics to a minimum. The ambition of the developing process was to simplify transformational actions of modern working.

This model is an actualization of practice, observation, reflections and knowledge. The model which can be exposed as taxonomy of critical prerequisites to individual behavior and achievements, are intentionally making people aware of how to reap returns of invested energy. The most complex and highest level are the once to right. The action level to the left is supposed to be accomplished before a higher modus to the right can be acquired. This model of transformational actions, which in a transitive manner may be seen as a model of active communication, is presumed to have interest to modern requests of acting, doing and learning. It is presumed to be of interest to the educational system, and in sense of re-learning in rapidly changing terms of society and markets.

6 Implementing active communication

The model of active communication is in this chapter being introduced to a group of people which daily working is attuned to the “modern” working of dialog, information, interactive technology (ICT) and knowledge. The main points of the lecture given by the writer of this thesis, supported in a presentation and a compendium of the focal points of the model, are being referred in the introduction part. The Norwegian presentation and compendium are to be found in the appendix. A self-completing questionnaire was fulfilled immediately after the introduction with the intention of getting feedback to the active communication being accessible and applicable in use. The questioning and findings of this questionnaire is presented in the second part of this chapter. A sum up of the introduction and the questionnaire is closing this chapter of the introduction of active communication.

6.1 Introduction

Active communication, the name of the presentation, was presented as being the project of the writer’s individual master project of the leadership education in Organization and leadership at NTNU. The problem which got the project going was introduced to by four local leaders. The problem and challenge which lead to the model of active communication was explored during the study and exposed by theories of modern (transformational) leadership. The backdrop of the concept of active communication was the changes of human orientation influenced by the new society of modern, interactive technology. The presumption was and is that people which are users of the “modern” interactive media (Internet), are influenced by this interacting behavior which including the privilege to choose to whom they are paying their attention. On this behalf it was said that modern people are holding the lead of their own attention. Thereupon it can be presumed that modern people are transcending this attitudes and action behavior into their working life. The model of active communication is challenging followers in their lead of individual achievements and gains. (Trough active communication the leaders can motivate and develop individual and organizational development.)

6.2 Communication

Under the title in slide two to four the word communication was being exposed in the sake of understating the interacting matter of relations. A definition of communication from the Norwegian encyclopedic pages of Wikipedia was being exposed to the participants. This definition is supporting the relational leadership perspective. The connection to this “modern” world of communication is thereby also being explicit. The following definition , which here is translated

into English, was exposed; Communication (from Latin : *communicare*, “make common” has meaning like “to report, to notify, to inform, have connections to” and is a description to a transmission or exchange of information or knowledge among persons. A possible definition may be; “communication is the process where one person, group or organization transcend information to another person, group or organization and where the recipient (-s) is getting some understanding of the message”. Another possible definition may be “the process which has the unit of mind as object”. When individuals are communicating with each other, the non-verbal part of the communication is becoming decisive. Associations, ideas, predispositions and motions are influencing how the information is being understood and interpreted of those communicating. The following points of the definition related to active communication were emphasized:

- To make common is of importance.
- The transmission or exchange of information or knowledge is a decisive factor in modern world of change and development.
- The recipient (-s) getting a kind of understanding of the message.
- The unit of minds is of interest in an organizational perspective.
- The non-verbal part of the communication is of significance to practice.

6.3 Active factors of communication

What is influencing the effect, the gain of our saying and doing, are of focal interest because this was revealing the six factors of which the information of active communication was constructed.

Four statements were given in accordance with the title question of slide five.

- Each one of us has a pattern of personal action behavior. This is leading to actions which is generating more or less benefit and gains.
- What a person want, is directing what he/she is doing. Those who want to obtain (achieve) much, are doing more to get the gain.
- Personal skills are being applied by everyone, but in different ways. How conscious we are our skills (and talents) influences the use and practice.
- Both formalized and not formalized knowledge is influencing the activity of individuals. Of importance to this is the matter of learning or relearning and how the knowledge is being put to use.

The presenter was complementing: Each one of these statements could be exposed as independent subject matters and being explored theoretically. Here they are used (and not exposed) as specifying factors of the active communication. In the introduction a reference was made to four local leaders.

Their asking for an accessible model or theory of how to involve their followers (in involving process) has been the leading star for the developing of active communication. These leaders were explicit to the need of a simple and applicable remedy because of the troubling of motivating followers to invest time in demanding, theoretical education. This was the plain argument for turning complex knowledge for human action behavior into fragmentary expressions of six factors.

- The actions of individual behavior were thereby turned into the factor of action behavior, and the factor of ambition.
- The subject of talent and skills were turned into one factor of aspiration of skills, and one for practice of skills.
- Knowledge was being exposed in the factor of re-learning, which is focusing the attitude to change and thereby re-learning.
- The second factor of knowledge was exposed as knowledge, and is focusing the practice of knowledge.

6.4 The sense of the stages

The sense of regressive, stationary, flowing, active, and proactive communication was essential in the next sequence for the introduction. In the sixth slide the participant was asked to reflect on five words, and to be doing this with reference to communication. These are the expressions of the five stages in the model of active communication, and thus of focal interest. To the left in this slide the words were lined up in casual order. A dotted line behind each of the words flowing, active, regressive, proactive and stationary was an invitation to fill in something. The participants were being asked to fill in their own interpretation of these words in the sense of communication. The reason for this exercise was to make the participant relate to the expressions before getting into details of the model. They were told that these words were once carefully chosen because of expressing different levels of dynamics in relations towards challenges, people, work and knowledge (leaning). A figure to the right of the listing was illustrating that these words are connected. Placed into a circle and tied together with arrows, they were illustrating the dynamics in the communication. This was the first notice in the compendium and illustrating that active communication is a process, a never ending activity. The word active was standing on the top of the circle, which can be perceived as being most important. This was purposely done because active communication is implicitly an ambition and goal for this work. The word active in the sense of active communication, is an indication of action and movement. The participants were reflecting about these words before getting a pause.

When getting back each one for the participants were getting a compendium of focal points of the active communication. They were asked to write their reflections in the list, which together with the circle was the first notice of the compendium. Thereupon they were told to read page one and two of the compendium which was a general description of the stationary, flowing and active communication stages. The regressive and proactive stages were purposely omitted at this time. Most people are operating in a stationary, a flowing or an active communication stage of communication. Thus are these three stages of focal interest in the sake of understanding. The content of this reading is here referred. The Norwegian compendium is to be found in the appendix.

6.4.1 Desire for doing well

The stationary and active communication does share the desire for making results and to be doing things well. They are acting according to what they believe will fulfill their desire. They are defining their own role according to own assumptions, and take the position and practice that is supporting their own skills and resources. The differences between the stationary and the active are being exposed in the sake of achievements and gains. The word stationary and active does in a commonly manner describe these approach's to work, challenges and people. The stationary are standing in their own fundament and are confirming or rejecting objections in regard to own understanding and competence. The active communication is motivated by challenges and by finding good models and solutions which can lead to better achievements.

6.4.2 Active stage of communication

The stage of active communication is characterized by achievement, mastery, of being competent, and by making a good contribution. The active is guided by a desire to perform. The active is all along occupied by finding good examples, solutions and models which can be transcended into performance. They are attentive to others who are practicing skills in a better manner. They reach for the better, and they are rehearsing and practicing what is regarded as well functioning. Competence is thereby being developed by their constant work with new knowledge and experiences. The active are spending likewise energy getting in hold of new knowledge and turning it into practice. Their actions are being notified. This interest of improvements can be misinterpreted to be a hung for being the best. It is however not an ordinary competitiveness which motivate the active. It is the pleasure of practicing and producing. The action itself is the essential. They are doers.

6.4.3 Stationary stage of communication

The stationary communication is being directed by the effort of getting things perfect and to succeed. The stationary is thereby occupied by finding examples and proof (results) which confirm the uniqueness of their practice'. And they are advocating their point of view which is regarded as the right solution. They are comparing own skills to others who is practicing high perfection, and they are seeking the confirmation of their practice being the best. The stationary are valuing competence as a competitive factor, and it is being measured and tried verified in all kind of process'. The stationary has a unique interest for perfection. They are having difficulties to recognize others expertise, to which they are receptive only when they themselves are recognizing this alternative. The proven and verified are the action space of the stationary. Thus they are occupied by the structural and formal framework in process' and work.

6.4.4 Flowing stage of communication

The flowing modus is being captured by the momentum and of being under influence of the situation he or she at any time is in. The present challenges are occupying their focus. They are listening to arguments and reasoning, but of their own they are having difficulties being concrete in these matters. They are susceptible to others and indulgent regarding themselves. When parallel issues are being focused they are getting disrupted of the diversity. Competence is developed by following routines and specifications, or by following their trusted contacts of relations. They are moving by the stream and take the least challenging track. In interaction with an active leader the flowing are becoming more active. They are receptive to guidance and to explicit leadership. They are appreciating work and responsibility with clear descriptions and strategies of solutions. This is improving their concentration on the task and the process'. The flowing has an open and unspecified approach to reality. They need directions for taking lead and for being able to direct own learning.

6.5 From least to most active

When the reading was done by the participants, the stages were put into exponential order in a table. "From least to most active" was the heading of slide seven where the specifications of communication were being exposed. "Modus" was stated being used in the term of describing manners of functioning, working or operating. The modes of regressive, stationary, flowing, active and proactive stages of communication were introduced as being from least active in the column to left and the most active stage is the column to right. The first factor specified as action behavior was presented: opportunist, expert, follower, achiever, and strategist.

In the same slide a figure of a star was setting attention to the words effectiveness and gains. This was explained being the intention of the model of active communication, to influencing the individual reflecting on communication in the sake of effectiveness and gains. A short and emphasized characteristic of each of the action behaviors was then presented.

6.5.1 Opportunist

An opportunist is concerned about personal wins. His/her actions are steered by their perception of control, and by directing outcome of opportunities. In that perspective other people become objects and competitors. They reject feedback and retaliate harshly. They view rules as loss of freedom and are considering luck as central.

6.5.2 Expert

People who are operating within the expert stage are advocating the only and correct answer. Their actions are governed by belief in their own skills and knowledge, in their expertise. Their mastery of skills is taken as a confirmation of their expertise, which they in turn are viewing as objective judgments. Other people's preferences are treated as variables of a wider situation rather as guides to the experts own actions. They are just listening to acknowledged craft in their own area of expertise, and they have no objections to take control on the basis of this self-esteem. Experts are rarely receptive to feedback.

6.5.3 Follower

The follower is the bridge between two different senses of realities. With growing consciousness the moment of immediacy becomes more clearly related to actions. The follower is appreciating differences and is getting more and more interested in other people. He or she is influenced by listening and finding patterns. Differences and changes are getting more attention on behalf of similarities and stability. They are less inclined to judge, advocate and evaluate, and do not see the necessity to be dominant. They are fluid in how they approach to feedback and challenges.

6.5.4 Achiever

Achievers are committed to accomplishing long-term goals. They are making use of a broad perspective on what can influence the results. They are focusing on functions that are essential to carry out the strategy of the organization, and they are observing how others are performing or looking upon important issues. They have attention to complexity and systems which are proven to be adequate for the function to be resolved. The achiever is feeling as an initiator when he/she is

making use of available resources to achieve results. They are encouraging behavioral feedback, but are unconscious to own shadows, to the subjectivity behind objectivity.

6.5.5 Strategist

The strategist is practicing self awareness in actions. He or she is recognizing all actions as ongoing transformational change of personal, familial, corporate or national action logics. For a strategist this is an ongoing exercise of mutual inquiry, vigilance and vulnerability. A strategist is appreciating processes of change. When actions are required, the strategist is seeking options via people within each of the transformational stages. Basic to the strategist is the assumption that life of individuals and organizations are evolutionary processes.

6.6 Communication

Communication was the heading of slide eight where the whole model of active communication was being introduced. This heading was used to secure equally attention to the five stages regressive, stationary, flowing, active and proactive stages.

modus	regressive	stationary	flowing	active	proactive
Action	Opportunist	Expert	Follower	Achiever	Strategist
Ambition	Obtain	Advocate	Copy	Perform	Innovate
Aspiration of skill	Impress	Perfect	Recognize	Rehearse	Actualize
Practice of skill	Direct	Control	Explore	Practice	Effectuate
(Re)-learning	Compensate	Compete	Adapt	Plan	Search
Knowledge (Bloom)	Remember	Apply	Analyze	Evaluate	Create

The six factors was once again attended, and now in the function of being the six factors of the model of communication. Every stage of communication has got a specification for each of the factors. The factors are action, ambition, aspiration of skill, practice of skill, re-learning and knowledge. The interest for how to becoming more active was stated to be found in the specification in the column or stage to the right of the stage being identified. The presenter was complementing that the purpose was to influence the development through active communication. The following quote was directed to the individual participant; by adapting to the stage you think you are dealing with, and by turning to the specification of the column to the right of this, you are both getting a functional position to dialog and are actively influencing the achievements and gain.

The purpose is not to fit people into the model of communication, but to find an effective position of how to influence the individual consciousness about achievements and gains.

6.7 A potential in the column to the right

The following explanations were given about the model of communication. The approach which individuals are practicing is influenced by the ambitions, aspirations of skills, practice for skills, re-learning and practice of knowledge. The specifications of the regressive stage of communication are opportunist, obtain, impress, direct, compensate and understand. With accordance to the presumptions that modern people are taking the lead of their life and working, and thereby to the realization of their potential in work and life, the one practicing regressive communication should be motivated, or inspired, or coached or advised to make use of the specification in the column to the right, which is the specification of the stationary stage for communication.

6.7.1 From regressive to stationary

The regressive stage would according to the action behavior of an opportunist be individualistic and egocentric oriented. By focusing the stationary specifications, expert, advocate, perfect, control, compete and apply, the person would meet expectation of becoming more active in the sense of relating to organizational requests and take action into own practice of work.

6.7.2 From stationary to flowing

The stationary has its potential in the specification of the flowing communication which is the column to the right for stationary communication. The specifications given of flowing communication are follower, copy, recognize, explore, adapt, and to analyze. This is implying that the stationary communication is in need for taking a more receptive position in work (and life). The changes of “modern” work are requiring interactions with people and in process, which is including an indistinct approach to challenges and opportunities. A concrete example of this is being able to copy something good an approval of others. This is implying the recognition and approval of others skills, and the exploring of others competence. To learn about and being adaptive to information and experiences of others are one way for the stationary to becoming more active. The “new” knowledge can be renewing constituent parts and relations of one another and to overall structures or purpose. The exploring tasks of knowledge are assumed to be a well suited developing strategy to the once practicing stationary communication, which are attuned to applying knowledge.

6.7.3 From flowing to active

The potential of people practicing flowing communication is being found in the specification of the active communication. The specifications are achieve, perform, rehearse, practice, plan and evaluate. The action required for people practicing in the flowing communication is to take a position of a goal achiever. Specification and demands of what to be mastered has to become more explicit. This implies taking a purposeful approach to challenges and opportunities and to specifying what kind of performance is to be achieved. By focusing on the mastery of own skills and how to bettering own skills by rehearsing, the practice of individual skills is becoming a part of a plan. Learning is a remedy for mastery and a necessary part of a performing plan. The knowledge to be acquired is thus becoming a tool for making judgments based on criteria and standards.

6.7.4 From active to proactive

The developmental potential of the active communicating is to be found in the specification of proactive communicating. The achieving is adjusted to strategic actions. The ambition of performing is being transcended into innovation. The rehearsing is replaced by actualizing. The practice of skills is being pushed into effectuating. The planning is expanded into wide searching. The evaluating is being expanded to creating. - A strategist is taking a developmental position in work. He or she is motivated by facilitating process'. The strategist is having a transformational approach to challenges and opportunities. They are motivated of transcending and innovating, and this is aspiring out of an experienced need to actualize activities and operations which concern him or her. They are practicing skills in an effectuating manner. They are (re-) learning through search for actualizing and inspirational information. The knowledge is being used to "put elements together to form a coherent or functional whole". They "reorganize elements into a new pattern or structure".

The aspiration of this course was to introduce the focal points of the model of active communication. In the sake of further use and studying an outline of each stage of the model was presented in compendium. The outline of the stages of active communication was and is something to lean on in the process of reflecting and in the active manner of communication.

6.8 Internal coherence of stages

This was the main point for the illustration in slide fourteen which was showing a figure of four circles which are overlapping. The smallest circle was the stationary, the biggest was the proactive. The presenter was complementing; the circles of active communication are illustrating that the

higher active stages are also mastering the practice of the less active stages of communication. The proactive can adapt to stationary, flowing, active and proactive communication. The one missing is the regressive stage of communication. Regressive is representing the opposite of active communication, which the title regressive is addressing. There are different ways of addressing the opposite of active communication. Since the mission of this work has been to address the specifications for how to become more active in the sake of achievements and gains, the opposite for active communication has been specified, but are not in the circle of the active of communication.

6.9 Use and practice

The use and practice of the model of active communication were the subject matters of the last part of the introduction. The ten participants were being invited to give reflections of problems which addressed challenges of their working. It was stated that this exercises were not meant to be of the problem solving kind. The first communication challenge was about the promotion of the importance of working, which is verbalized as “priority of work” in the department. The backdrop to this is the units (NAV) conversational challenges to promote the working approach in the dialog with the client.

The second challenge was how to make use of active communication in the dialog with the clients. These following points were listed up:

- Explore which stage of communication is being applied.
- Expose the ambitions of the user.
- Adapt your conversation to the right stage being disclosed.
- Make use of the specifications in the right column of the stage being revealed.
- Take the lead in an active dialog by practicing the specifications being exposed.

The next question was about using active communication in the training and re-learning of followers. The leadership issue was addressed by asking the participants whether active communication could be a remedy in the developmental dialog with followers, and what was eventually speaking against having this as a platform of communication.

Involvement and wondering was the intention of this sequence of the introduction. Questions were raised and comments by the participant. Some was more actively involved in this dialog in the group, and some did not say anything. There was however clear signals of engagement in the group.

6.10 Sum up

The last slide was a sum up of the main aspects of this introduction of the model of active communication. The opening remarks were that each one of us can make use of this in individually, or in the consulting to a client, as a leader coaching subordinates, as a leader inspiring followers, and further on. The introduction was being recapitulated in regard to the following five statements; Active communication is exposing proportion of achievements and invested energy. The process of communication are intensive to requirements of competence. The order was an applicable model of the modern requirements of communication. The stages of active communication are prerequisite to one another; the active communication is requiring both flowing and stationary communication. The potential is found in the column to the right of the one stages identified.

7 The questionnaire

The self-completing questionnaire was being fulfilled immediately after finishing the presentation. Confidential treatment of information was vouched for and the collection procedure of the questionnaires was stated. All ten of the participants were completing the questionnaire. The purpose of the questionnaire was to get feedback to whether the active communication was being accessible as a remedy to transformational processes related to modern leadership. The questioning is focusing the content of the model of active communication being understandable, useable in work, and applicable to individual communication.

7.1 Understandable

The first question was how accessible the content of the active communication is. The participants were asked to assess in a range from one to six how understandable the content of the active communication is. They were to cross out the level most appropriate to themselves. Number one was announced to be the least understandable and number six was the most understandable.

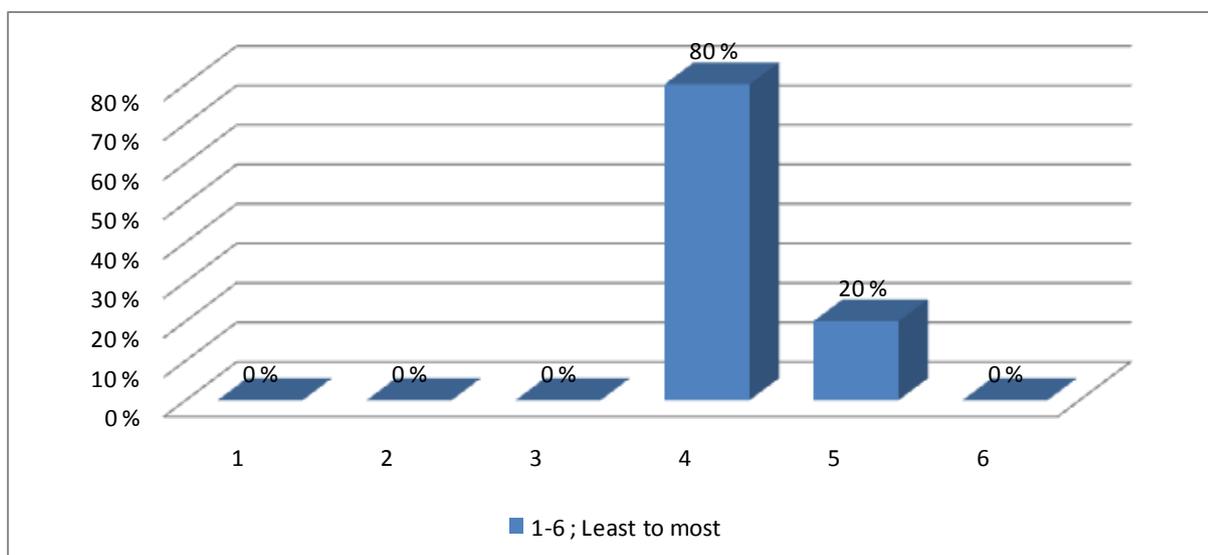


Table 1: Easy to understand

Eight of the participants were answering four (table 1). This is indicating that they are familiar with basics for active communication, but in the lack of experience and training they are not familiar to use and practice. Two of the participants were answering five, which are indicating mastery of the basics and how to make use for the model. These characteristics, with references to the grad system of secondary and high school in Norway, are presumed to be well known to the respondents. It is likely that interpretation of each grade is being under influence of earlier individual experiences of

this grade system. There is however no indication of disruptions in the respondent choices. The concentration of responds in the fourth and fifth level is saying that the content of the model of active communication is evaluated as easy to understand of those contributing in the implementation and questionnaire. The positive response and accordance of answers was questioning credibility. The supposition was that this could be embraced if the respondents had been using the same respond level in every question. Closer examination of the questionnaires did reveal the opposite. The participant had been applying the respond choices in an active matter. On this behalf it may be said that the participant are evaluating the content of the active communication as being understandable. There is a matter of discussion whether this is coherent to the model of the active communication being evaluated as accessible to everyone. To what extent the introduction of the model is influencing the experiences of the active communication as understandable is not clarified. In the light for these considerations the model is according to the participants for this pilot case study being evaluated as accessible in the term of understandable.

7.2 In working

The second question was asking to what extent the active communication may be applied in their working. This is being specified in three different phrases. The first phrase was asking whether the participant can apply the active communication in the dialog with clients.

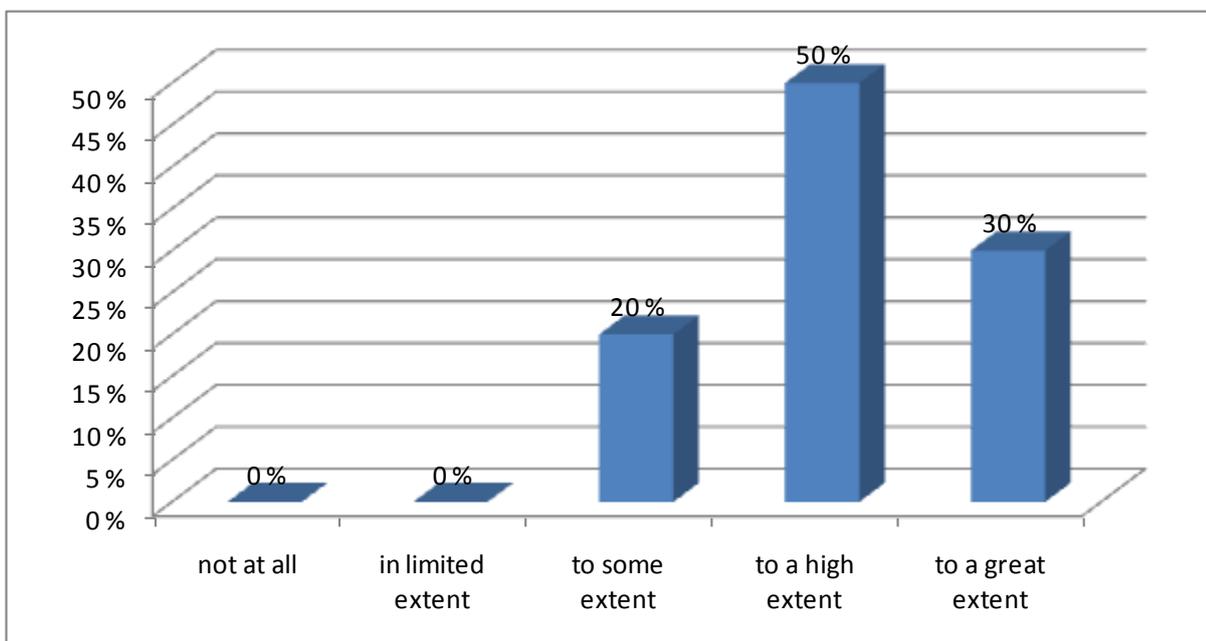


Table 2: In dialog with client

The second phrase was to what extent the participant could benefit from the knowledge of active communication in guidance and teaching.

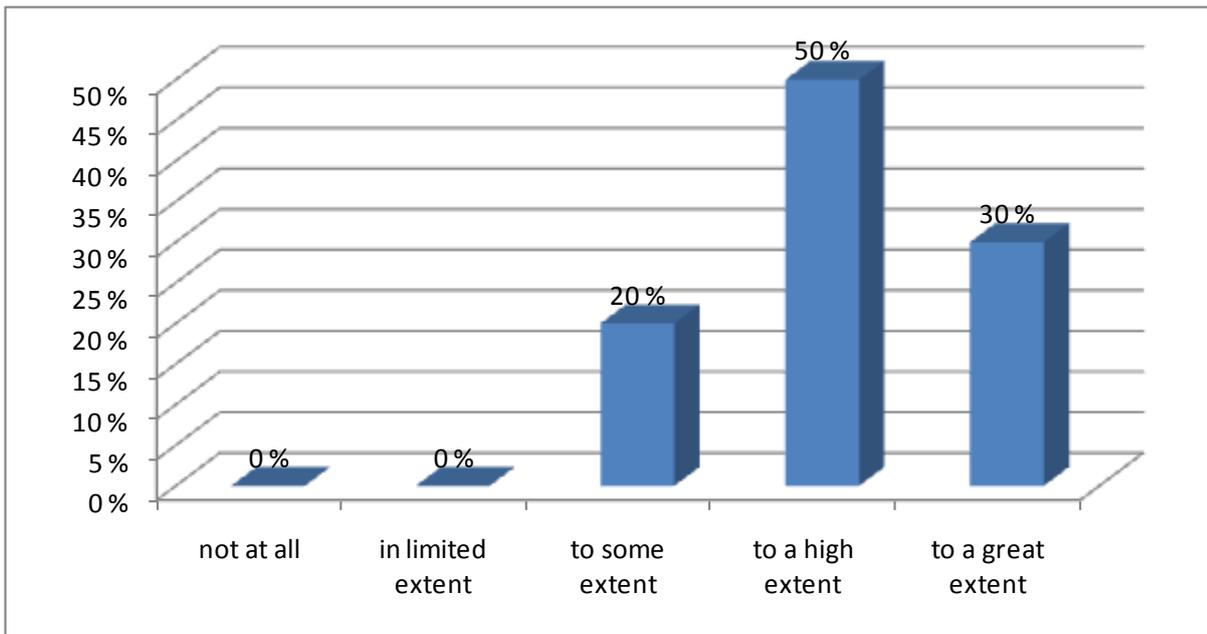


Table 3: In guidance and teaching

The third formula about applying active communication in work was whether this knowledge can be applied in leadership of followers. The question was whether this can be used in the advising and coaching of followers.

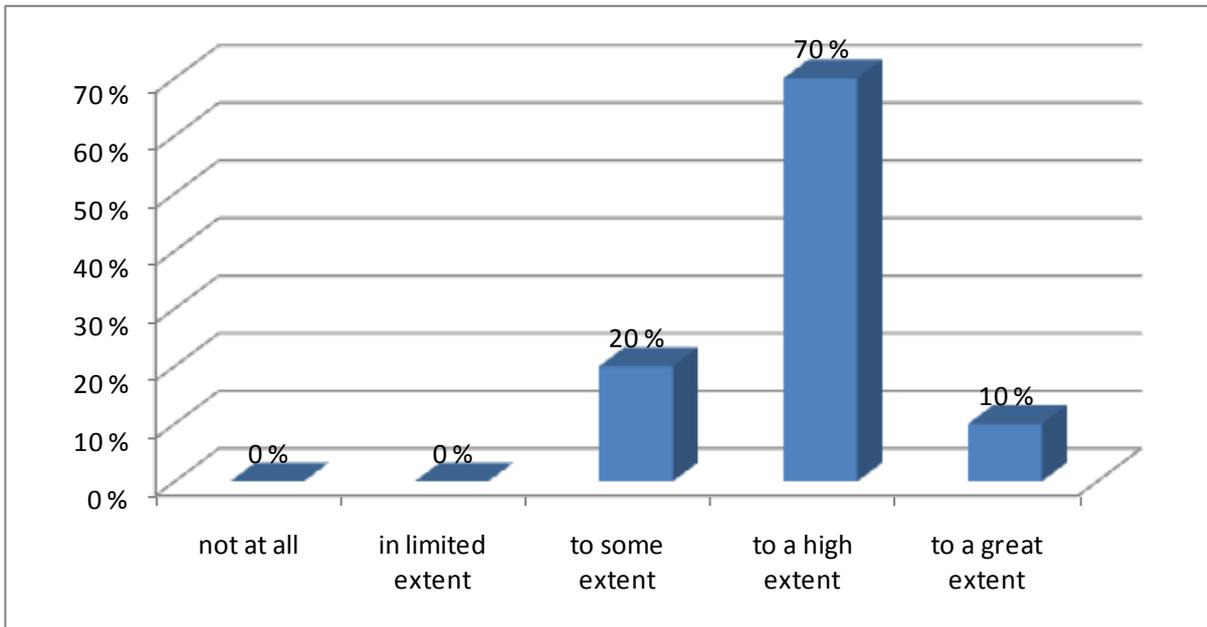


Table 4: In advising and coaching of followers

The participant was given five response choices and was asked to cross for the one most appropriate to him or herself. The same respond procedure was used in all three questions about applying the active communication in work. The respondents are being positive to applying the active communication in the dialog with clients (table 2). 50% of the respondents are saying that they can “to a high extent” make use of active communication when talking with clients. 30% are saying “to

a great extent” and 20% are saying “to some extent” to this question. Dialog is referring to incoming telephone calls from users having requests to the Norwegian employment and welfare system. Both the requests and the clients are being heterogeneous, and some can be very challenging. The participants of this case study are all having the dialog, and the service and knowledge belongings to this as their daily working. The answers are telling that the participants of this project are very positive to making use for active communication in the dialog with client/user. It is of interest that these participants are being confident with exploring the starting point and ambitions of the clients in the sake of getting an effective dialog. It is besides a stated strategy of NAV and in the exchange of information, to urge on active behavior in the sake of employment.

7.2.1 In guiding and teaching

The second phrase was to what extent the participant could benefit from the knowledge of active communication in the guidance and teaching of others (table 3). The percentage spreading is like the previous question. 50% are answering “to a high extent”, 30% are saying “to a great extent”, and 20 % are using the respond choice “to some extent”. All the respondents are positive to applying the active communication in the guiding and teaching of others. 80% are very positive to the benefit of this. The experience of knowledge and relearning in their working is here an interesting perspective. To serve the clients completely in the first line is an articulated goal of the telephone unit and thus to the individual consultant. Knowledge is a critical factor to this. The participants are thus experiencing the need of competence. The model of active communication is exposing the specifications of how to becoming active in the process tied competence. The positive response to the benefit by using active communication in guidance and teaching may be related to the specifications of re-learning and knowledge. Process´ of guidance and teaching are challenging both in the matter of what to be learned and how to doing this in an active matter. The model of active communication is specifying re-learning and knowledge in the perspective of achievements and gains. The individual perspective to this can be a momentum to becoming more active in these process´. It has earlier been mentioned that the participants have been using the respond choices actively. It is of interest that half of the participants of this project are having responsibility regarding guidance and teaching. The other half is referring to individual experiences of the guidance end teaching.

7.2.2 Advising and coaching followers

The third formula about applying active communication in work was whether this knowledge can be applied in leadership of followers (table 4). The question was whether this can be used in the advising and coaching of followers. 70% are responding “to a high extent” and 10% are responding “to a great extent”. A convincing majority of 80% are saying that the active communication is applicable in the advising and coaching of followers. The last 20% is also positive by responding that active communication may be applied “to some extent”, but they are giving a more guarded reply. It is of interest that this 80% is indicating that both the majority for those having responsibility and those referring to the work as consultants are likewise positive to applying the active communication in advising and coaching of followers.

7.3 Individual communication

The third and last question is about the influence on the individual communication under presupposition of been given guidance to the use of the active communication

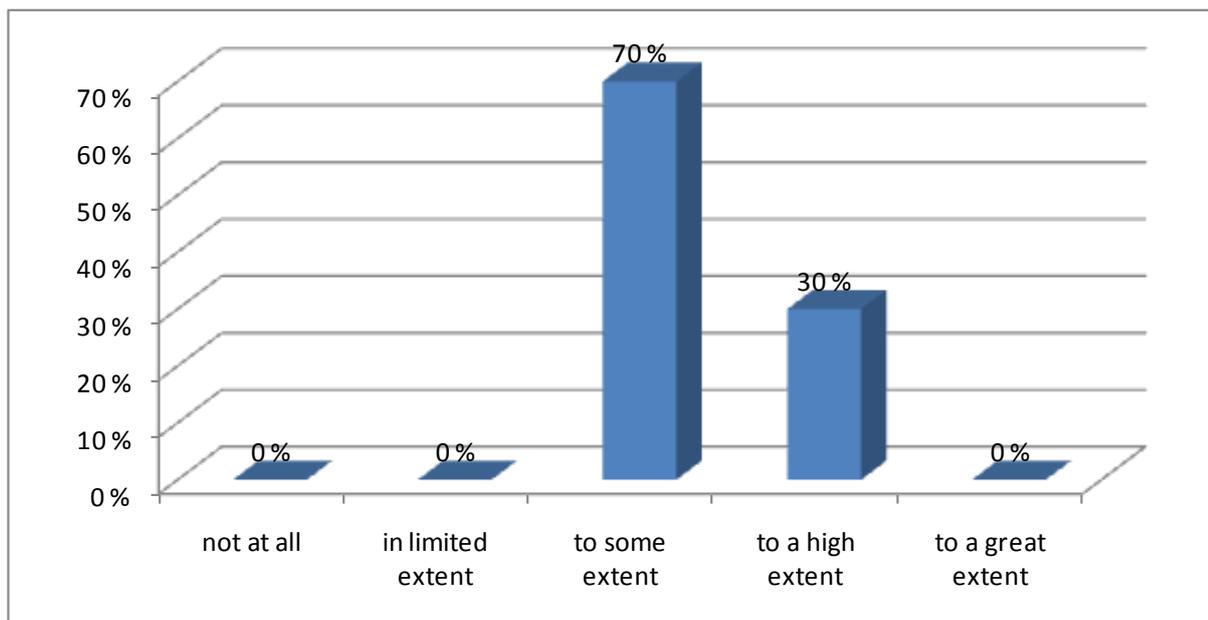


Table 5: Influence to individual communication

The need for guidance in use and practice is being explicit to the question of whether active information can influence the individual communication of the participant table 5. The answers are more reserved than the previous answers about applying active communication in the working. A majority of 70% is using the respond choice “to some extent”, and 30% of the respondents are answering “to a high degree”. The participants are positive to the individual communication being

influenced by competence for active communication, but there is a 50% increase of the circumspect positive respond. The presupposed guidance by leader is a factor of ambiguity to the answers and to the results. The uncertainty of quality of this guidance as well of the individual confidence of learning capacity, are most certainly influencing the answers. This is relevant issues of the process of guidance and to the reliability of the result. The question is whether this is disturbing the quality of the responding about the influence to individual communication. The active use of the respond choices which earlier has been exposed are indicating that respondents are reflecting about the personal/individual perspective of the model. The answers to question three are more circumspect positive compared to the others in the questionnaire. This can be attached to the uncertainty of the process of guidance. In the lack of better options the ambiguity in this question connected to process of guidance was chosen. If the presupposition of guidance had been left out, the answers of the participants would have been of limited relevance since the introduction was tuned to the basics of the model of active communication. The individual perspective is related to a presumption that modern people are taking lead in their own life and working. If this model of active communication is experienced to having influence to individual achievements and gains, this would be exposed in the individual perspective of the model. The fact that no one are responding negative to the individual influence by active communication is implying that the participant are seeing the potentially development to the individual communication of his or her.

7.4 Summery

The findings of this questionnaire are telling that the content of the model of active communication is being available in the sake of use. The participants are saying that the active communication is applicable in the dialog with clients and in guidance and teaching of others. They are positive to the active communication being applied in the advising and coaching of followers. The respondents are somewhat more circumspect positive to whether use of active communication could influence on their own individual communication.

8 Conclusions

To delineate the individual assumptions of competence and skills in modern working, and to turn this into a format which most people could experience as understandable, was the intention of the this work.

8.1 Essential actions to modern working

The pilot case for this thesis was exploring the question of what actions are essential to achievements and gains, which was the research question. Findings from observation of four leaders and their followers were examined and processed into a model intended for use in modern working. The data collection was carried out in a micro-ethnographic manner. A model of individual assumptions of competence and skills in modern working was delineated. The sample was limited in numbers, but the access to information was good because of me having a role of an action researcher in the companies. Conversations and observations of these four leaders about how they were attached to work and challenges, gave the following factors of importance regarding involvement; action, ambition, skills, and knowledge. Further observations did reveal that they did conduct differently in terms of these factors. On behalf of what seemed characteristic of each according to action modus, their acting and doing were described as stationary, flowing, active and proactive. On this behalf the different action modus was put into a table. One modus was found to be more actively assessed to achievements and gains than the previous. The action factor seemed to be of special importance. This factor is involving a fundamental attitude to be present, to initiate, and to timely action. The cognitive concept of perception of reality and state of consciousness became an important contribution in the coding of actions. Developmental stages were adapted with some adjustments to become the characteristics of the actions factor in this model (Torbert 2004). These stages do characterise the individual position, motivation and action behaviour which seems to be a presupposition to individual performance. Confined observations of knowledge was replaced by applying Bloom's taxonomy of learning, or more specific a revision of the categories of cognitive processes dimensions of learning (Anderson & Krathwohl 2001). The processing was inspired by actualizing the findings into a format which most people could experience as accessible.

8.2 Use and practice

The second case study of this thesis was implementing active communication of concern use and applicability. Two questions were raised; would the model of active communication make sense as factors of modern achieving and gaining, and would the model be experienced as applicable in practice. The exploring of these questions was conducted as a self-completing questionnaire being

fulfilled immediately after the implementation course. The description of the questionnaire as a quasi-experiment was caused by the numbers of ten respondents, which are not meeting the requests of validity in the terms becoming generalized beyond this specific research context (Bryman 2008). The positive response of the questionnaire was convincing and an incentive for further exploration and investigation. The sampling is limited, but the ten participants are representative to what is referred to as modern working. Their daily working is attuned to relational processes of action and communication, implying actions, ambitions, skills, re-learning and knowledge of those involved.

There were only positive responses to the model of active communication being accessible and applicable in work. All answers given were using the positive respond choices “to some”, “to a high”, or “to a great extent” when addressing use and practice of active communication. They were somewhat more circumspect in their responds to the personal benefit, but they are remaining positive. Of importance is that the presentation was exposing the use and practice in work and was less attentive to the personal perspective. In the sake of holding the presentation under three hours, which was restricting the numbers of focal points, the model of active communication and the working perspectives was the main subjects of this introduction. The participants were exposed to the content of the model in the perspective of modern working, which are the transformational processes involved. The findings of this questionnaire are telling that the content of the model of active communication is being available in the sake of use. The participants are saying that the active communication is applicable in the dialog with clients and in guidance and teaching of others. They are positive to the active communication being applied in the advising and coaching of followers. The respondents are somewhat more circumspect positive to whether use of active communication could influence on their own individual communication.

The positive feedback are indicating that individual competence according to the model of active communication is tied to individual action, ambitions, practice of skills and knowledge, and to aspirations for skills and re-learning. If presumed that the model is revealing conditions for transformational actions and leadership, this could imply that individuals would reap benefits of their actions depending on the stage of communication being applied. The column to the right of each stage of communication is indicating proper developmental activities and guidance to those who want to expand their action behaviour to become more active in the sake of achievements and gains. The model of active communication is self-instructive. After an emphasized introduction of the basics of the model, the table is intended to function as a list of memory. To keep the model compact and emphasized was originally a request of accessibility. The compact presentation of action factors and stages are making the model accessible to use in dialogs with colleges, followers,

students or pupils in high school. It is likely to assume that a clarification of individual potential could motivate for further (self-) developing studies and activities.

8.3 Access to modern working

The model of active communication is something to lean on, a consensus of transformational actions by modern people. The phrase of modern people is referring to individuals acting according to the interacting action behavior typical for modern technology (ICT) and Internet. The model of active communication is assumed to render dialogs and involvement. It is meeting the concern for individuals who don't have a starting point regarding transformational actions. I did during my carrier as a teacher in high school experience young people being completely depressed about what I would characterize as small challenges of ordinary life. When trying to find out how to help, I detected this being a disparity of competence to acting and doing. The implicit structures of modern life and working, which are exposed in the model of active communication, are giving access to active processes of acting and doing. This concerns youngsters falling out of high school, which one for three is doing today. There youngsters have most certainly never been seen or treated as individuals. Thereby they have never accessed the guiding or competence of taking lead in acting and doing.

This refusal is escalating into the educational system and further to the working life. A society being intensive to competence is acquiring knowledge in sake of being adequate or competent in working. This society is intensive to active communication and the mastery working, achieving and gaining. The exploring of transformational actions of modern workers did expose acting and doing being critical regarding achievements and gain. The outline of regressive communication was revealing actions of relevance to the departing from systems and structures of modern life and working. In depth discussions about the importance for achievement and gains will not be taken. I confine myself to direct the assumption of achievements and gains to those falling out of school, education and working. The transactional perspective of the model is devoted to practice of the less active stages of the model. This model is giving everyone an option in the same continuum.

There is a problem when a growing number of people are departed from acting in society, learning, competence, and working. My assumption to this is that a growing number of young people, student, or workers have never experienced to be seen, motivated or challenged. They are missing the starting point of modern living and working, which is carefully attuned to taking lead of own attention and achieving. The model of active communication is compensating for this lack of transformational influence by describing specifications of acting and doing, and to involving in the

lead of achievements and gains of modern working. This model of active communication is on this behalf occupied by the individual perspective of transformational leadership.

8.4 Enabling to act

The statement of modern people being in lead of own attention and achieving is a perspective of diversity. Some is unwillingly getting the lead and are trying to flee as best as they can. Others are experiencing effectiveness and innovation by their actions. This seems to render ongoing transformational actions of searching, creating, actualizing, and strategic manners of innovating which are the specifications of proactive communication. The search for the better and the best are steering the active communication. This would be transcended to other objectives if they are not getting challenges related to their potential.

There is a leadership perspective to the modeling of active communication. To enabling others to act, or modeling the way, are essential to transformational leadership. The model of active communication is modeling a way for those who don't have a good starting point or who lacking transformational leads in their life. This model is exposing the logic of structures and qualifications assumed to render less to more achievements. It is also exposing steps and appurtenant specifications of how to take lead in acting and doing in the sake of achievements and gains. The aspiration is to attend the ongoing discussion about leadership and the disparity between reality and aspirations.

8.5 Search for improvement

This model is not seen as an absolute. There are no correct answers with regard of specification. The model is chasing the ongoing search of improvements which being typical of the active communication. The intention is however not to promote the active stages. Every stage of active communication has a potential. To explore individual potential of actions, ambitions, aspirations and practice of individual skill, re-learning and knowledge is the intention of this model of transformational actions which in sake of use and practice was titled active communication.

The model is being adequate for use and practice. There is however several aspects worth exploring in further studies and research. The literature of each factor is a subject matter of interest. So are observations of the practice of each stage and the characteristics to these.

The intention of this work has been to identify actions of modern working in the spirit of transformational leadership. This has been done and the model is presumed being adequate for its

purpose. The intention was never to fit individuals into a column of this model. The purpose is to share an understanding of transformational actions being relevant to modern working and leadership. To lead by enabling others to act is the overall transformational motivation.

9 Appendix

9.1 The outline of the characteristics of the stages of active communication

9.1.1 The stage of regressive communication

He/she is practicing action logic of an opportunist (Torbert).

He/she is taking an egocentric position in work, studies and projects.

He/she is achieving for own good.

He/she is having a fragmentary approach to challenges and opportunities.

His/her ambition is to obtain.

He/she is trying to obtain recognition and privileges.

His/her aspiration of own skills is to impress.

He/she is aspiring to impress people of importance for example leaders,
popular friends and skilful peers.

He/she is practicing own skills to direct.

He/she is utilizing skills to direct outcome in own favor.

Skills are not regarded as factors tide to improvements of results and quality of work.

He/she is compensating for (re-)learning.

Re-learning is being unconsciously absent.

He/she is compensating for lack of knowledge, for example by saying that

Knowledge is unimportant, leaders/teachers are no good.

He/she is relating to knowledge by remembering.

He/she is retrieving relevant knowledge from long-term memory (Bloom)

9.1.2 The stage of stationary communication

He/she is practicing action logic of an expert (Torbert)

He/she is taking an individualistic position in work, studies and projects.

He/she is considering own perfection in relation to others, for example colleges,
professions, competitors.

He/she is having a focal approach to challenges and opportunities.

His/her ambition is to advocate for the best.

He/she is advocating out of firm belief.

His/her aspiration of own skills is perfection.

He/she is aspiring to perfect own skills as an expert.

He/she practice own skills to control.

He/she is utilizing skills to get in control of situations and challenges.

He/she is (re-)learning to be able to compete.

He/she is re-learning to perform better than the best, and to get the position of being an expert.

He/she is applying knowledge.

He/she is using knowledge to carry out or use a procedure in a given situation.

9.1.3 The flowing stage of communication

He/she is practicing action logic of a follower.

He/she is taking a receptive position in work.

He/she is interacting with others and in process.

He/she is having an indistinct approach to challenges and opportunities.

His/her ambition is to copy.

He/she is copying the good and the approval.

His/her aspiration of own skills is to recognize.

He/she is aspiring to recognize the approval in own skills.

He/she is exploring own skills.

He/she is exploring own skills as potential competence.

He/she is (re-)learning by adaptation.

He/she is re-learning by adapting to new information and experiences.

He/she is using knowledge to analyze.

He/she is practicing knowledge to analyze

He/she is breaking material into its constituent part and determines how parts relate to another and to overall structures of purposes (Bloom).

9.1.4 The active stage of communication

He/she is practicing action logic of an achiever (Torbert).

He/she is taking the position of a goal achiever.

He/she is mastering specifications and demands.

He/she is having a purposeful approach to challenges and opportunities.

His/her ambition is to perform.

He/she is wishing to perform.

His/her aspiration of own skills is to rehearse.

He/she is aspiring mastery of own skills by rehearsing.

He/she is practicing own skills.

He/she is practicing own skills for what they worth and as part of a plan.

He/she is re-learning as a performing plan.

He/she is (re-)learning as a tool of mastery and a necessary part of a performing plan.

He/she is using knowledge to evaluate.

He/she is using knowledge to “make judgments based on criteria and standards”.

9.1.5 The proactive stage of communication

He/she is practicing action logic of a strategist (Torbert).

He/she is taking a developmental position in work.

He/she is facilitating process’.

He/she is having a transformational approach to challenges and opportunities.

His/her ambition is to innovate.

He/she is transcending and innovating.

His/her aspiration of own skills is to actualize.

He/she is aspiring to actualize activities and operations which concern him/her.

He/she is practicing own skills to effectuate.

He/she is practicing own skill in an effectuating manner.

He/she is re-learning by searching.

He/she is relearning through search for actualizing and inspirational information.

He/she is using knowledge to create.

He/she is using knowledge to put elements together to form a coherent or functional whole.

He/she is using knowledge to reorganize elements into a new pattern of structure.

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