

Jørgen Vorseth Graneggen

Self-awareness in leadership

A qualitative study of how awareness-based coaching can lead to personal and professional development and alter relations.

Master's thesis in Counselling

Supervisor: Jonathan Reams

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Faculty of Social and Educational Sciences
Department of Education and Lifelong Learning



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Abstract

Background

The purpose of this project has been to investigate how self-awareness can affect the relationship between leader and follower. The main arena and starting point for this research has been the leadership development course RAD6505 at NTNU. The course is based on constructivist developmental theory and the use of awareness-based technologies for promoting personal change. As part of the course, the participants completed a 360-degree feedback assessment from the Leadership Circle Profile. This mapping includes assessments on various domains from both the participant and respective coworkers. The course took place over five days in three modules. The participants in the study were presented with information about the project and gave their consent in writing. Although they are all leaders, and describe some similar experiences, the impact of awareness-based coaching is individual.

Method

The method chosen for this research can be described as a qualitative, phenomenological-hermeneutic approach conducted by the means of in-depth life-world interviews. The interviews were semi-structured. The data material was analyzed wearing an interpretative phenomenological (IPA) lens. I have tried to be transparent and descriptive about the steps taken in this process to contribute to the assessment of validity and reliability.

Results

During the process of analyzing, some patterns and changes were discovered. These are laid out and discussed in three major categories: self-awareness, self-regulation and psychological safety. Self-awareness relates to the ability to notice and interpret internal and external processes. Self-regulation involves handling and adapting to these processes, and psychological safety is seen as a vital component for learning, performing, and transforming both as individual and in teams.

Conclusion

All the participants have reported increased awareness of self and others. They have described a process of growth connected with vulnerability and self-discovery. They report expansion in understanding of perspective, context, and complexity. All informants show to greater and more directed focus on listening to and engaging employees or colleagues in exploratory dialogue, which among other things are contributing to increased understanding and alignment of goals.

Foreword

The work on this master's thesis has been a demanding and developing process. First and foremost, the process has taken me deep into my own mind and soul. This has been an exciting, challenging, and developmental journey of exploration. I have felt optimistic, resourceful, and driven, followed by periods of hopelessness, discouragement, and vulnerability. Standing in front of the finish line of this project feels unreal after all the hours spent in my own consciousness. I have been busy restructuring my mind, creating a more agile and resilient version of myself.

I would like to direct my sincerest thank my supervisor Jonathan Reams. Your patience, guidance, and mentoring in the last two years have been rare and extraordinary. It has been an honor and a pleasure to be under your wings. Always available with related wisdom and knowledge, and always meeting me in a good way. It has also been stretching me very near my limits in multiple domains. Thank you for believing in me, it is much appreciated.

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To my dear lover and best friend Andrea-Yvonne, thank you for enduring the full extent of this process with me. Thank you for the way you look at me, how much you believe in me, your great support, and your warm heart.

I would also like to express my appreciation for parents and family for their steady support and offering through my life. Thank you for believing in me and motivating.

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1. Introduction

Today's society is characterized by rapid changes, more chaos, and less predictability than before. VUCA (volatility, uncertainty, complexity and ambiguity) is an abbreviation used to describe an environment which defies confident diagnosis and befuddles executives (Bennett & Lemoine, 2014, p. 311). Major changes can occur overnight, with unknown intensity and duration. The rate of change can be so great that one may have to act without sufficient information or based on many unknown variables that are interdependent on one another. This type of environment requires leading figures that can adapt and adjust their leadership to face challenges where the only way out is through. This spring we have witnessed the fast and unpredictable spread of the Corona virus, affecting businesses, schools, healthcare, and social life all over the world. Fortunately, leaders in different countries have taken serious actions to prevent the pandemic from overwhelming the health care system.

Growing up on a farm outside Trondheim, I was early introduced to manual labor and outdoorsmanship. While being an active athlete in biathlon, I learned to appreciate the results of intense awareness and concentration. After resigning from competing, I wanted to continue developing my skills, and started spending more time hunting. This led me to become the leader of a team of local moose-hunters, shortly after returning from my duty as a conscripted soldier. At this point, I had just started my college education to be a teacher. The different learning environments I had spent time in seemed to search and demand different leadership styles, and I remember wondering how one size could possibly fit all.

The global rate of change and disruption is the highest it has ever been, with an expected increase according to King & Badham (2019). The rapid rate of change is creating structural changes in our society, requiring companies to embrace both change and new technologies. Technical challenges can be solved using the organization's current problem-solving processes and existing know-how. Adaptive challenges resist these existing solutions because they require individuals throughout the organization to adjust their way of thinking or acting (Heyfetz & Linsky, 2002). Technical solutions to adaptive challenges may have a short time appeal, but for real and lasting effect those in the lead must ask themselves and the people in the organization to face a set of deeper issues. Attributes that enable performance in VUCA environments are systems thinking, tolerance of ambiguity, ability to handle paradox, distress tolerance and learning mindsets (King & Badham, 2019). Reams & Reams (2015) notes a correlation between awareness development processes and desired leadership competencies, identifying four key factors for leadership development: leadership self-efficacy, self-awareness, leader identity and leadership knowledge, skills and competencies. At a personal level, these changes are extremely significant, and can lead to more complex and systemic ways of reasoning as well as more dynamic action competencies.

In this thesis I will inquire into awareness, both inward and outward, including some related concepts in the search for an understanding of how work in these areas might alter personal beliefs and ways of interpreting the situations we find ourselves in. I will examine three informants' unique experiences from life, leadership, and the growth process they have gone through participating in the leadership development and organizational transformation course RAD6505. In addition to a look at the personal changes in structure of meaning-making, I will include interpersonal perspectives on the same changes, looking at the broader effects of this personal transformation work. I will

do this in the light of the following research question: how can increased self-awareness alter the relation between leader and follower?

2. Theory

In this chapter I will present theoretical material relevant for understanding the phenomena at work when dealing with the constructs of the internal operating system. Initially, I will present some perspectives on learning and position the kind of learning that, together with awareness enables deep personal transformation. I will also draw on coaching, and its purpose in bracketing this internal restructuring of the mind, leading to leadership development.

2.1 Learning

“Learning is defined as the social process of constructing and appropriating a new or revised interpretation of the meaning of one’s experience as a guide to action” (Mezirow, 1994, p. 222).

The most basic understanding of how learning takes place is that all learning contains two very different processes, both of which must be active. For the most part, they will take place at the same time, and therefore will not be experienced as two different processes. One process is the continuous interaction between the individual and the surrounding environment, which one can be aware of. Here, awareness becomes an important element for learning, but a lack of awareness is not necessarily a result of a lack of capacity for processing information (Jordan, 2011). The second is the mental processing and acquisition that occurs in the individual about the impulses and influences that the interaction implies. The acquisition will always in some way have a link between the new impulses and the influences and results of previously relevant learning (Illeris, 2017, p. 21).

Reflexivity is conscious, explicit self-awareness, and is described as the continuous evaluation of subjective responses, intersubjective dynamics, and the research process itself (Probst & Berenson, 2014). According to Steen-Olsen (2010), reflexivity is a form of self-confrontation where a revised gaze is directed at one's own thoughts, values, and actions. In many ways it can be understood as a shift in perspective because self-esteem requires position in meta-perspective.

In recent decades, however, there has been a need to understand that there is a form of learning that is even more extensive than what Piaget characterized as accommodation. Transformative learning occurs when learning involves the identity or self-understanding of the person learning (Illeris, 2017, p. 42). “The most significant learning involves critical premise reflection of premises about oneself” (Mezirow, 1994, p. 224). Transformative learning makes the mind more spacious, more complex, and better able to cope with more demands and uncertainty (Berger & Fitzgerald, 2002, p. 29). Such learning can happen in many ways, but in an awareness perspective, the transfer from subject to object becomes important (Berger & Fitzgerald, 2002, p. 30). Hendry (1996, p. 426) suggests that redirecting people's attention is usually an essential part of change. Mezirow (1994, p. 224) claims there are four ways to learn: by refining or elaborating our meaning schemes, learning new meaning schemes, transforming meaning schemes and transforming perspectives. While reflection of premises only transforms meaning perspectives, reflection of content and process relates to all perspectives.

Transformational learning is tightly knit to awareness because reflecting on disorienting dilemmas, inquiring into their underlying sources, exploring options for testing assumptions and establishing new frames of reference for orientations, attitudes and behaviors starts with a desire to search into the present experience of the leader (Reams & Reams, 2015). Shifting the focus of work from individual will power to a focus on

learning and growing allows separating awareness from beliefs and behaviors and creating an inner container where the roots of behavior can be addressed in a non-judgmental manner.

2.2 Awareness

Awareness as described by Jordan (2011, p. 54) is "directing attention towards something and consciously noticing characteristics of the object of attention". Ontological assumptions or preunderstanding are key words for understanding the habits of someone's employment of awareness. Turning one's attention in different directions in order to allow more or less differentiated gestalts to form in the field of vision results in awareness, and the formation of these gestalts makes mental work possible (Jordan, 2011).

Jordan (2011) also draws a distinction between awareness and identifications but emphasize the strong interrelationships between the terms. While awareness focuses on observations and what a person does or does not notice, identifications are about what feels important like desires, goals, visions and values. Identifications also include things that subconsciously forms the core of identity. Being subject to certain conceptions and thoughts creates a feeling of commitment and is the source of biases.

Action competences are skills put to use when working with tasks, problem solving and trying to realize visions, and can be internal processes as well as outward actions or behavior. Inward action competences can be establishing techniques for managing emotional reactions or developing creative solutions to problems. An example of outward action competence include skills in building and maintaining trustful relations with other people (Jordan, 2011).

Jordan identifies five domains of awareness in social settings. *Task complexity awareness* focuses on a certain task, and a key aspect of this is to unpack the complexity relevant to the understanding of and dealing with the task. *Context awareness* involves turning attention to the conditions of the wider environment of a task. *Stakeholder awareness* means turning attention to relevant stakeholders to understand them and their interests in order to best relate to them. *Self-awareness* means turning attention to the internal processes, to consciously notice the thoughts, feelings and desires emerging from the inside. *Perspective awareness* means being able to take the patterns of meaning-making of oneself and others as object of attention (Jordan, 2011).

2.2.1 Self-awareness

One definition of self-awareness is having a deep understanding of one's emotions, strengths, weaknesses, needs, and drives. People with a high degree of this trait recognize how their feelings affect them, other people, and their work performance (Goleman, 2004). This means self-awareness has both an internal perspective, as well as an external, both regarding the self, and other people.

Jordan (2001) describes self-awareness as awareness of the behavioral habits, emotions, desires, thoughts, and images that emerge in one's interior. A sophisticated level of self-awareness means that these behaviors, emotions, thoughts, and desires are made object. This objectivization makes it possible to reflect rationally on them, instead of being uncritically had by them the moment they appear. "Meta-awareness is a concept that points to the possibility of taking awareness itself as an object of attention" (Jordan, 2001, p. 1). Before entering a meta-aware position, the attention is fully absorbed by the

continuous stream of the contents of consciousness produced by the five senses, the body, and the mind. These perceptions, feelings, emotions, and thoughts turn into judgments, feelings, desires, and action impulses. Since the attention is so absorbed in these processes, the only thing perceived is the result of them. By holding a meta-aware position, one can free attention for reflecting on the process itself and actively relate to what is happening and prevent the self from being lost to the ego processes (Jordan, 2001).

Self-awareness focuses on the degree of conscious contact with cognitive, affective, volitional processes and sensomotorical reflexes constantly emerging in the body and mind. Being self-aware means actually noticing the nature of these internal processes, and taking them as objects of attention, rather than discarding them and relying on a constructed self-image to tell the story about what character traits one has. Being subject one's to likes and dislikes, and patterns of thinking, feeling, wanting and behaving leaves the person out of a position to handle these processes intentionally. A sign of an evolving self-awareness is when it becomes a part of the ontological assumptions, meaning the person is conscious of the continuing stream of internal processes, and that these processes can influence one's actions in desirable and undesirable ways (Jordan, 2011).

The person with a highly developed self-awareness monitors these processes and when needed intervene to alter their course. Further, someone with a strong self-awareness can be expected to be less driven by the need for personal status and recognition than someone with a lower self-awareness, due to a more flexible relationship with seemingly compelling idea systems. A more systemic view contributes to process orientation, and engagement in the continuing process of finding situationally adapted ways of serving meaningful purpose. One becomes less likely to construct fixed goals and visions, and more likely to include auxiliary goals about developing better self-management skills in the overall strategy (Jordan, 2011). Action competence related to self-awareness are shown as skills in handling own feelings of dejection, frustration or anger when encountering resistance or indifference. Common techniques for taking care of these reactions in a professional role are internal dialogues about the reasons for resistance, venting to carefully selected persons and taking care to have sources of mental and spiritual nourishment independent to the course of events (Jordan, 2011).

The development of self-awareness is viewed by Jordan (2001, 2011) as a stage-like process divided into four phases and six ego processes. The six ego processes list as follows:

1. *Perceiving: organizing impressions and images of lifeworld experiences.*
2. *Emotions, feelings and moods.*
3. *Thought patterns and interpretations.*
4. *Opinions likes and dislikes.*
5. *Motivation, desires wishes and intentions.*
6. *Behavioral patterns and habitual reactions (Jordan, 2011).*

In the first phase, the individual thinks and feels, but do not consciously notice and attend to the processes of thinking and feeling. This means that the individual is subject to the ego processes. In the second phase the individual is aware of what is going on internally. In the third phase, the individual is both noticing the internal processes and evaluating the contents of said processes, being able to reflect on their properties of serving value. In the last phase, the individual starts developing strategies for actively

influencing the ego processes and transforming one's own recurring moods or dysfunctional interpretations (Jordan, 2011).

The first step (noticing) is to become object to the emotional, volitional, and cognitive processes by careful attention what is happening in one's consciousness. Parallel to developing the skill of observing these intrasubjective experiences, the witness self is strengthened. The witness self is attention separated from the contents of awareness, free from the emotions, desires, impulses, and mental interpretations. The second phase of self-awareness development is when the witness self is established and permits actively relating to the ongoing processes of thoughts, desires, and emotions. Through this stage, by interpreting and evaluating the observations people develop into the third phase where the observations are made into objects of reflection. By reflecting on the internal processes happening, one is able to ask questions that may lead to actively influencing and transforming their ego processes and channeling them in useful ways (Jordan, 2001).

2.2.2 Complexity awareness

The first step to complexity awareness is noticing different aspects of complexity. A step further is having an ontological assumption about the prevalent complexity of most cases, causing an unprompted search for significant circumstances and underlying causes. A highly developed complexity awareness can lead to the development of action competences when facing complexity. Action competences include being able to operate with mentalizations of complex interrelationships between several conditions, causes and system properties, so that effective strategies, courses of action and solutions can be developed. Action inquiry is a concept related to action competence and means actively inquiring into the complexity of issues, with focus on continuous learning, reevaluating one's own assumptions and testing different strategies in order to deal skillfully with problems (Jordan, 2011).

2.2.3 Context awareness

The first step to context awareness is noticing the relevant properties of the wider context involved in the task at hand. A step further in developing context awareness involves a general expectation to that all matters are embedded in larger contexts, and to monitor these contexts consciously. A highly developed context awareness means regularly turning attention towards the properties of the larger context's patterns of change and structural conditions. For a person holding a strong context awareness, the wider context is a distinct gestalt in the field of vision but is continually updated and sometimes reevaluated. Action competence as a cause of highly developed context awareness is showing through skillful adaptations of strategies to the conditions and patterns of change in the wider context. The term "room of manoeuvre" points to a continuous scanning of the environment to catch upcoming opportunities presented by new, often unforeseen developments (Jordan, 2011).

2.2.4 Stakeholder awareness

Stakeholder awareness begins with the discovery of existing stakeholders and continues with the construction of differentiated images of the properties of stakeholders. Further on follows an awareness of properties of relationships between oneself and different stakeholders, as well as relationships among different stakeholders. A strong stakeholder awareness involves a continuous scanning of the environment for significant stakeholders to keep track on. This creates an internal map of different actors, including images of their respective properties. This understanding makes it an action competence to build

good relations with specific stakeholders, preventing actions taken without consideration of the relevant stakeholders. People with strong stakeholder awareness often develop skills in creating mutual trust, in formulating ideas and visions aligned with mutual interests, and inviting stakeholders to genuine dialogues (Jordan, 2011).

2.2.5 Perspective awareness

Perspective awareness entails the capability to notice the properties of one's own and others' perspectives, and consciously noticing the durable patterns of meaning making. This makes for an understanding that perspectives cause people to make sense of events in particular ways. This habit of noticing perspectives becomes perspective awareness when the individual starts to perceive one's own patterns of reasoning in a systemic way. A highly developed perspective awareness becomes part of the person's ontological assumptions and goes beyond one's own perspectives. This leads to a more flexible relationship with perspectives overall, both to one's own and the perspectives of other people. A person with a strong perspective awareness notices the existence of perspectives, and is able to reflect on how the properties of perspectives is influencing the sense made of an issue. By using different perspective filters, one is able to consider and compare how an issue is interpreted. By comparing contrasting views and investigating the relationships between different perspectives, insight is to be gained into whether the properties lead to conflict or development. A highly developed perspective awareness tends to weaken the identification with own perspectives, and increase the value one sees in regarding all perspectives as relevant working material. People with a strong perspective awareness differentiate between individuals and the perspective this individual is currently identified with. People with a strong perspective awareness also tend to have a strong process orientation. This often entails a focus on establishing forums for exploratory dialogue, developing methods that support inquiry and creativity, working with climate, values and norms regarding openness to transformation, as well as an interest in challenging unexamined assumptions, exposing established truths and to seek out critical voices. When reaching these levels of awareness, one naturally becomes cautious for not getting stuck in a limiting perspective.

Action competences related to perspective awareness is comparing the properties of different perspectives to generate a more complex understanding of issues, and to develop integrative action strategies. Another is to investigate the mechanisms that generate particular properties of perspectives, and deconstructing the unreflected embeddedness by making it object of attention. A third practice is letting go of all perspectives, creating a more pure witness awareness (Jordan, 2011).

A fully developed perspective awareness requires systemic thinking. Systems thinking can be divided into three stages. In the first stage, people start to conceptualize the world holistically, find interest in the connections between things, and start seeing system dynamics. The next stage is discovering that people conceptualize systems differently. In the final stage, the individual realizes that the way one conceptualizes things is conditioned by the level of self-awareness, and that this applies to others too (Jordan, 2011).

2.3 Self-Regulation

Self-regulation is dependent on self-awareness, and is defined by processes that enable a person to guide goal-directed activities over time and across changing circumstances, including the modulation of thought, affect, and behavior (Porath & Bateman, 2006).

Self-regulation is described by Daniel Goleman (2004) as taking control over the ongoing inner conversation, a component of emotional intelligence that frees us from being prisoners of our own feelings. Self-regulating people feel bad moods and emotional impulses just as everyone else, but they find ways to channel them in useful ways. Self-regulation enhances integrity, which is a personal gain as well as an organizational strength. Self-regulating people are viewed as reasonable and can create an environment of trust and fairness.

2.3.1 Emotions

Emotions play important roles in tuning decision making, enhancing memory for important events, facilitating interpersonal interactions and in readying behavioral responses. However, when they occur at the wrong time or with the wrong intensity level, they tend to impair a case. Emotions are multifaceted, whole-body phenomena that involve changes in the domains of subjective experience, behavior and central peripheral physiology (Gross & Thompson, 2007). Emotions does not only make us feel something, they make us feel like doing something. Impulses to act in a certain way, and not to act in others are associated with autonomic and neuroendocrine changes. These changes anticipate an associated behavioral response. An emotional response often changes the situation that gave rise to the response in the first place (Gross & Thompson, 2007, p. 6). Moods often last longer than emotions and are more diffuse although they may give rise to broad action tendencies such as approach or withdrawal. Emotions typically have specific objects and cause behavioral response tendencies relevant to these objects.

Emotion regulation involves changes in emotion dynamics, or the latency, rise time, magnitude, duration, and offset of responses in behavioral, experimental or physiological domains (Gross & Thompson, 2007). The purpose of emotion regulation may be to increase, decrease or to maintain emotion, depending on the person and situation. There is a distinction between intrinsic and extrinsic processes. Intrinsic processes are emotion regulation in self, and extrinsic processes refers to emotion regulation in others. We can view regulative processes on a continuum from conscious, effortful and controlled regulation, to unconscious, effortless and automatic regulation (Gross & Thompson, 2007).

2.3.2 Emotion regulation processes

As Gross & Thompson (2007) view it, there are five domains of emotion regulation processes: situation selection, situation modification, attentional deployment, cognitive change, and response modulation.

Situation selection involves taking actions towards ending up in situations that is more likely to lead to desirable emotions (or taking action to be less likely to end in undesirable emotions).

Situation modification can include verbal attempts to assist in problem solving, or to confirm the legitimacy of an emotion response. Such attempts may effectively call a new situation into being.

Attentional deployment refers to how individuals direct their attention in a given situation in order to influence their emotions. In this sense, one might view attentional deployment an internal version of situation selection. Within this process, there are two different aspects: distraction and concentration. Distraction involves changing internal focus, redirecting attention to different aspects or removing attention altogether. Concentration means focusing attention to the emotional features of a situation. Focusing

on possible future threats may have an increasing effect on low-grade anxiety, but decreasing the strength of the negative emotional responses (Gross & Thompson, 2007)

Cognitive change refers to altering our outlook on a situation, in order to change its emotional significance. This is done either by changing how we think about a situation, or changing what we think about our capacity to manage the demands it poses.

Response modulation means influencing the physiological, experimental or behavioral responding as directly as possible. Another form of response modulation involves regulating emotion expressive behavior, since studies have shown that initiating emotion-expressive behavior slightly increases the feeling of that emotion (Gross & Thompson, 2007, p. 15). The extent to which emotions can be successfully managed are dependent on the availability of adaptive response alternatives for expressing emotion, such as to engage in problem solving or interpersonal understanding rather than simply venting.

Individual differences in emotional regulatory capacities develop with personality over time, and there is reason to believe that regulation processes continue to change and develop throughout the adult years (Gross & Thompson, 2007).

2.4 Safety

Research in neuroscience show that fear inhibits learning, consuming psychologic resources and diverting them from parts of the brain that manage working memory and process new information (Edmondson, 2018). This impairs analytic thinking, creative insight and problem solving. Positive emotions like trust, curiosity, confidence and inspiration help build psychological, social and physical resources. When feeling safe, people become more open-minded, resilient, motivated, and persistent (Delizonna, 2017). Research confirms that people feeling psychologically safe within a team performs better. They are more willing to take risks and actively contribute with hard work when they know that they can depend on the others in their team. In a business context this is called 'team psychological safety' and is viewed as key to high performance teams (Cauwelier, 2019).

Edmondson (2018) states that leaders have to be willing to be vulnerable and open about mistakes so that others feel safe to report their own, and that in a VUCA world, high performance occurs when people are actively learning as they go.

In psychologically safe environments, people believe that if they make a mistake or ask for help, others will not react badly. Instead, candor is both allowed and expected. Psychological safety exists when people feel their workplace is an environment where they can speak up, offer ideas, and ask questions without fear of being punished or embarrassed (Edmondson, 2018, p. 15).

She mentions fear of damaging work relationships, fear of being viewed negatively, lack of confidence and self-protection as frequent reasons for remaining silent. Good leadership accompanied by a clear, shared understanding that the work is complex and interdependent can help build psychological safety (Edmondson, 2018). Research show that the more confident people were in their knowledge, the more they spoke up. A supporting and psychologically safe work environment helped people overcome lack of confidence. Halbesleben & Rathert's work on psychological safety shows that teams with high levels of it makes it easier for people to speak up about problems, and to alter and

improve work processes. In teams with lower levels of safety, the risk of engaging in counterproductive workarounds is higher (Edmondson, 2018)

The importance of psychological safety in high performing teams is ineluctable. Four factors to help explain team performance are clear goals, dependable colleagues, personally meaningful work and a belief that the work has impact. Psychological safety is viewed as the underpinning of the four (Edmondson, 2018).

2.5 Coaching

Coaching is a mean used to release ambition, develop self-efficacy and achieve desired results (Berg & Ribe, 2013, p. 86). Davidson & Schwarz (2005, p. 457) describe the purpose of coaching as generating creative, purposeful action toward the client's goals and desires. Stelter (2004, p. 26) argues that coaching can be a strategy to help the focus person or group to solve tasks based on their own abilities and potential with the aim of developing the focus person or group's ability to act independently and reflected. Stelter writes that by asking the "right" questions and by actively listening with curiosity, a process can be initiated in the client that maximizes his or her own creative abilities and thus expands a greater proportion of resources (2004, p. 27).

Stelter describes two important aspects for coaching such as developing an awareness, concentration and clarity about the specific situation, and developing the client's ability to self-regulate. Self-regulation in this context means that the focus person, based on a clear understanding of situations, is able to act appropriate and situation orientated. Coaching thus strengthens the client's professional, personal and interpersonal development (Stelter, 2004, p. 38). Coaching focuses on human development potential and ability to solve tasks with a high degree of awareness, independence and responsibility. Coaching can be a way to pave the way for the development of the "learning organization" (Stelter, 2004, p. 43). Adaptive learning is necessary, but for a learning organization this must be coupled with generative learning, learning that enhances our capacity to create (Senge, 1997).

Adaptive learning is designed to enable optimum reaction to events, or at best to predict and avoid them. Generative learning, on the other hand, empowers the individual or the organization to create events. (Senge, 1997, p. 47).

The purpose of coaching conversations is for the client to develop greater self-awareness, awareness, responsibility and to be placed in a position of perceived action competence (Stelter, 2004, p. 91).

"Through coaching, incompetence can be made conscious and thus subject to attention, self-reflection and training" (Stelter, 2004, p. 119). Coaching is also well-suited to fostering team collaboration and raising awareness of the team's maturity, resources, untapped potential and common challenges. Stelter also mentions that coaching is useful for promoting ownership of a goal, in addition to involving and motivating employees in, for example, idea development, improvement of work methods or delegation of responsibility (2004).

2.6 Leadership development

Coaching can help clients learn more effectively if a transformative learning process is employed and focusing on the cognitive form of the learner's consciousness rather than the content (Reams & Reams, 2015). Journeying through the structures of meaning

making and reflecting on how one perceives, interprets, and acts in their role as a leader requires self-awareness. "Self-awareness is the first of the four constructs shown to underpin authentic leadership" (Reams & Reams, 2015, p. 17). Well designed development programs bestow participants with significant experiential lessons that cause temporary disequilibrium in their meaning making system. The attempt to deal with this instability opens a window into new ways of making sense of experience, and this brief glimpse of new possibilities creates the potential for development (Reams & Reams, 2015).

Axelrod (2012) argues that leadership effectiveness in today's business environment requires agility and dynamic skills.

In the knowledge economy, organizations must be capable of faster action, greater flexibility and innovation. Thus, they must be less bureaucratic, less hierarchical, and more decentralized. Tasks are less routine and the boundaries between different parts of the organization are more fluid (Axelrod, 2012, p. 344).

He points out that authority relations in the post-industrial economy are held less in fixed roles and structures and are more subject to negotiation. The dependency relationship between manager and employee is now more than a two-way street. Mezirow (1994) mentions that cultures experiencing rapid social change in which traditional authority structures have been weakened, emphasize critical reflection and rational discourse as processes of adult learning. Such environments require individuals to be prepared to make many diverse decisions on their own.

Influencing others requires high-level communication and interpersonal skills and has become a critical part of leadership (Axelrod, 2012, p. 344). Empirical data supports the notion that leaders high in self-awareness tend to get better outcomes than those with lower levels (Reams & Reams, 2015). Deeper inquiry into self-awareness by attending to experience gave access to what they had been subject to, so that they could be more proactive (Reams & Reams, 2015). Authentic leadership is also linked to good leaders by "using their whole selves, and merging their work with their own multifaceted, complex character and personality" (in Axelrod, 2012, p. 344).

Axelrod argues that processes that promote self-integration and self-alignment contribute to leadership growth. "Increasing the degree of harmony and reducing the amount of internal conflict between the leader's interpersonal style, values and goals, becomes a means of increasing the leader's effectiveness." He also points out that the more the self is seen as a powerful tool for social influence, the more critical it becomes for the leader to understand how behavior and personality affect others, both positively and negatively (Axelrod, 2012, p. 345).

Reams & Reams (2015, p. 25) are describing a three-stage process of using awareness practices to stimulate transformative learning and to develop leadership competencies. Following is their model of the ITC coaching process:

<i>Stage of process</i>	<i>Lens</i>	<i>Characteristic</i>	<i>Type of thinking</i>
<i>Entry to process</i>	<i>Lens of fear and exclusion</i>	<i>Embeddedness</i>	<i>Absolute thinking</i>
<i>During process</i>	<i>Lens of confusion</i>	<i>Vulnerability</i>	<i>Transitional thinking</i>
<i>End of process</i>	<i>Lens of integration</i>	<i>Detachment</i>	<i>Contextual thinking</i>

2.7 Four key indicators for leadership development

Self-awareness, leadership self-efficacy, leader identity and leadership knowledge are key to developing leadership, and consistent work in these areas can lead to more dynamic skills (proximal effects) and development in complexity of meaning making structures and processes (distal effects). Developmental approaches to leadership development are positioned within this last category, as shifts in cognitive structures are long term processes (Reams, 2017). Primary findings from research on the relationship between leadership development and structural orders of meaning making show increases in effectiveness that arise from greater cognitive complexity and emotional maturity (Reams, 2017).

Vertical development is another way of expressing a type of growth arising from awareness, where cognitive structures are evolving, and perspectives are growing in size and scope. "Vertical development is to promote the capacity for consciousness and imagination, and to be able to feel and think in more complex, inquisitive, systemic, strategic and mutually dependent ways" (McGuire & Palus, 2018, p. 155).

Engaging in reflection on internal meaning making systems, structures of interpretation and experiences is viewed as being one of the highest leverage activities toward leadership growth. Being able to take a meta-perspective on one's own operating system involves examining what previously has been unconscious, habitual, or assumed. "The limits in our internal operating systems inhibit leadership effectiveness and show up as reactive tendencies" (Reams, 2017, p. 339).

Coaching and leadership development courses show that through working with big assumptions in a self-aware manner, the participants were able to obtain new perspectives of lived experience. This allows adjusted action in the future. They were also able to let go of preconceived assumptions of identity (Reams & Reams, 2015). These preconceived assumptions of identity are linked to the socialized mindset and fear-based consciousness that focuses on control, quick fixing, and a need for knowing the answer. By distancing awareness from the ego and letting go of constructed realities led to a more relaxed way of growing into themselves. By being more detached from a need for a certain outcome or specific world view, they made more time and space for feeling their way into knowing, and gained more perspectives and choices to act from to better face uncertainty (Reams & Reams, 2015).

3.0 Research methodology

In this chapter I will describe the methods chosen to explore leader self-awareness and the relational impact increased awareness might yield. I will present the research strategy and methodological choices made, aiming to be transparent about the process and the steps taken. I will start by describing the chosen context for collecting data, followed by an explanation of the scientific and methodological traditions chosen to best suit the process. Further on I will describe the way the data was interpreted and analyzed. I will also look at my role as researcher, the ethical aspects of the project and the quality of the research.

3.1 The leadership course and selection of participants

Early in the process with this thesis I got to discuss my interest and curiosity regarding personal development and self-awareness with my supervisor. I got the opportunity to observe and participate in a course on leadership development and organizational transformation (RAD6505) between January and April 2020. The course went over five days, structured around two two-day modules and one single day. The first meeting was a single day and was about assessing one's own management pattern in relation to various management challenges. The second module was a two-day gathering, whereas the first day contained lectures, small group discussions and work with various communication tools. The participants also explored and assessed their own leadership profiles. The second day contained lectures and exercises to raise awareness on personal and organizational development. As a result of the Corona outbreak, the last module had to be carried out digitally using the communication technology Zoom. The first day started with the participants presenting and discussing their experiences from working on the assigned task on their workplace, followed by lectures and discussion on organizational change. On the last day of the last module we had lectures and discussions that emphasized expanding perspectives on leadership and change, and practical applications for the participants to bring back into their organizations.

This gave me access to a wide selection of leaders, but also a formal context to learn about myself and others. The five-day course involves a 360-degree feedback tool for the participants to learn more about themselves, and themselves in relation to others. Insight in these test results could give some basis for comparison. Before the first day of the course I had prepared an informed consent form (Appendix A), with optional boxes for agreeing to participating in either interview, observation, or both. I was granted permission to observe their 360 debrief, regarding personal growth and the overriding theme of the course as they bring it back to work. This meant that I got the opportunity to compare observation notes, test-results, and data material from interviews.

3.1.1 Sampling

The participants in my study were selected strategically and purposefully, by means of convenience. Strategic selection is based on systematically selecting people or entities that have characteristics or qualifications that are strategic in relation to the problem. In qualitative studies where the sample is selected based on suitability for the project problem, the sample is not representative of a population (Thagaard, 2018). When recruiting participants is based on self-selection, the term convenience sample is used. The selection is strategic in that the participants represent characteristics that are relevant to the problem, and the procedure for selecting participants is based on their availability to the researcher (Thagaard, 2018).

After I talked about the project and submitted the consent form on the first day of the course, eight participants expressed their willingness to participate in my study. Later, participants were to receive individual feedback based on the 360-degree multilevel feedback tool with a counselor. I also wanted to observe different coaches in action. The participants that end up being a part of my study were selected on basis of the existing time-sheet for coaching that day, that I would observe different coaches, and that they had already signed my informed consent form. All three participants were female leaders, but in different branches, and with different backgrounds, experience, and challenges.

3.2 Research methodology and theoretical standing

I participated in the leadership development course RAD6505, which gave access to lectures, discussions, debriefs and exercises, both individually and in groups. Furthermore, the course granted the opportunity to talk to and observe a wide range of leaders as they opened themselves up for the rest of the group, talking about challenges, situations, and related feelings. As the choice between different research methods should depend upon what you are trying to find out, Silverman (2014) states that if one are concerned with exploring people's life-histories or everyday behavior, a qualitative approach may be favored. To seek deep understanding and descriptions of phenomena in context, and to interpret processes and meanings I wanted to use in-depth interviews. At first, I wanted to do a triangulation of observation in the course, some interviews after the 360-feedback, and then again observe my participants at their workplace. Sadly, due to the outbreak of the pandemic COVID-19, this last observation at their workplace was not feasible. To best suit the process of the leadership program, and my desire to conduct in-depth interviews, I had to find a suitable philosophical approach.

3.2.1 Philosophical approach

Phenomenology is a philosophical approach to the study of experience (Smith, Flowers & Larkin, 2009, p. 11). The term points to an interest in understanding social phenomena from the perspective of those involved, and to describe the world as perceived by the informants. "It is about describing what is given as accurately and completely as possible - to describe, rather than explain and analyze" (Brinkmann & Kvale, 2019, p. 45). By narrowing the interview to the perceived meaning of the interviewer's lifeworld, phenomenology has been relevant for clarifying the understanding phenomenon in the qualitative research interview. A semi-structured life world interview seeks to obtain descriptions of the interviewer's life world, and interpretations of the meaning of the phenomena described.

3.2.2 Observation

Observation involves studying social situations and systematically observing the actions of participants in the field. The method is further described by Thagaard (2018) as particularly suitable for studying interaction. My role as a researcher and participant in the course calls for a clarification of some terms related to observation and participation. Thagaard (2018) presents the two terms participatory observation and field work, both have a reference to staying in an environment and making contacts with the participants. In my initial plan for the project I wanted to some closing sessions of observation in the participants own work environment, and to triangulate information accumulated from observing the course, their debrief and coaching session, and the material from my interview. Thagaard (2018) describes fieldwork as the stage in the process where we

leave the research institution and study people in their own communities. Due to the pandemic outbreak these plans were abandoned, and after the second module my communication with the rest of the course and my project participants were carried out online using Zoom.

My initial observations during the course were broad, starting with building relations and gathering background information to build an understanding of the participants and the field of leadership development. My role as researcher was declared the first day of the course, trying to establish openness about my intentions. During the first two modules of the course, I combined interaction with the participants and observing what they did and said. As both participant and researcher in the program, I had access to observe the whole group, but also my interviewees in their debrief and in smaller group discussions. My role and involvement varied from being fully active, to a passive observer. An interactionist perspective emphasizes that the collaboration between the researcher and participants in the field is important for the knowledge the project brings to light, and that the interaction provides the basis for a collaboration in which both parties help to develop an interpretation of the social practice the researcher observes (Thagaard, 2018). The information gathered through observation was primarily used further in formulating questions and creating an interview guide.

3.2.3 Interview guide

Good planning is important for designing an interview guide that both questions the central themes of the project but is also flexible about the interviewee's statements. The main structure of the interview guide consists of the questions that represent central themes in the survey (Thagaard, 2018). One model is called the "tree-with-branches model" and has a structure where the stem represents the main theme, and the branches represent more specific themes. We ask questions within each topic to elaborate on the interview object's experience (Thagaard, 2018).

I made one standard interview guide on the thesis topic to suit all my informants, and some extra sets of customized questions to suit each of my interviewees based on my interactions and observations of them earlier in the course. The questions were initially formulated based on reflections and discussions made during the leadership development course. I was also inspired by observing the coaching during the 360-degree feedback. I used some theory, such as Anderson & Adams' *Scaling Leadership*, and *Outward Mindset* from The Arbinger Institute to help formulate short but targeted questions. My supervisor was also a great support in this process. With feedback, I was able to change and systematize questions in several sections according to topic and interview process. In addition to observations, I used ITC-profiles to create some more customized questions for each participant. The interview guide can be found in appendix C. A blank profile can be found in appendix D.

The interview guide was created with a structure of three parts: introductory questions, main questions, and final questions. I tried to use open-ended questions, including follow-up questions to guide them towards topics, but not specific answers.

The introductory section included simple clarifying questions about the interview object's background, role, and experience in working life. Through participation in the course, I had already established a good relationship with the participants, but in order to create a safe and familiar atmosphere at the beginning of the interview situation, I chose to spend some time on informal talk and familiar topics. In addition, they were given a new opportunity to present themselves again within the desired framework.

As a transition between the introduction and the main part, I chose to ask a little about their experience of attending the leadership development course. The main part of the interviews consisted of questions related to the topic of the assignment, self-awareness. Furthermore, I made questions about their experience of change, and how this may have manifested itself, personally and in the workplace.

Towards the end of the interviews, I asked some follow-up questions about topics I wanted to elaborate on. In addition, the interview subject was given the opportunity to add what they felt was unspoken of, or to add to whatever they would like to.

3.2.4 Interviews

After the last module of the course was done, it was time for in-depth interviews. I chose to do them semi-structured and used the interview guide as support both for me and the subject. I emailed the guide one day in advance so they could be a bit prepared. In addition, I had some extra questions in stock, as well as follow-up questions that arose along the way.

The interviews were documented with a Dictaphone, to ensure complete and accurate reproduction of all the information. The participants were informed of this, and their rights to view, edit and delete material in the beginning of the interview. I did not take notes during the interview, to devote all attention to the conversation and the informant. I used the interview guide as a support, but I did not follow it to the letter.

As a result of the Corona outbreak, all interviews had to be conducted digitally. Synchronous interviews are based on the researcher and participant being online at the same time (Thagaard, 2018). In consultation with the informants, we agreed to use Zoom, a program that supports real-time audio and video transmission. The use of this technology created some more space between researcher and participant than a physical meeting would, but we were still able to see and interpret each other's facial expressions.

Through the course RAD6505 I had established a good relationship in advance with all the project participants. One factor that could indicate high interview quality, may be that you do not notice the contact between the informant and researcher, but that both parties are concerned about the topics they are discussing (Thagaard, 2018). The situation was a bit stressful to begin with, especially with some uncertainty regarding the use of technology. In the last interview I experienced some minor issues with the recording device, but after a reset we were able to continue. I also experienced some issues with my computer microphone, which was solved by connecting to Zoom via mobile phone instead. Having a rather informal introduction to the interview helped me manage my attention, and to stay present with the participants. Although I did not specifically ask my informants about their experience of this, I feel like we were able to enter a state of flow concerning the topics discussed.

Thagaard (2018) writes that an overall goal for the interview situation is to create a trusting and confidential atmosphere. To start the conversation light, I began with casual conversation about how they feel and what is new since the last time. The conversation was also concluded with a light tone and informal talk, to create a neutral and relaxed atmosphere. Thagaard (2018) also writes that the interview situation is characterized by the framework of the interview. Where the interview is conducted is such a framework. One of the informants conducted the interview in her own office, while the other two sat at home.

3.3 Transcription

After each interview I made some notes of my immediate thoughts and reflections of the process and content. Thagaard (2018) states that it is important to write down our impressions from the interview immediately after the conversation ends, because they serve an analytic purpose and grant valuable input to the interpretation of the results.

The process of transcribing was done by myself, and started immediately after the interviews. I listened to the interviews several times during the transcription to ensure the correct transmission of the information. Both the interviews and the transcription were done in Norwegian.

The relevant quotes found to be used further in the thesis were carefully translated to English. I was mindful not to divert or change the meaning of the sentences, but some challenges arose because of the specific meanings that often lie within language. Being mindful of the presentation of the participants, I also omitted the pauses and wordless vocal expressions.

3.4 Method for analysis

There is no clear-cut right or wrong way of conducting this sort of analysis, and interpretative phenomenological analysis researchers are encouraged to be innovative in their approach (Smith et al., 2009). The analytical approach used depends on the types of data one is studying and the purpose of the research project. Because of this, it is common that the researcher analyzing empirical data is eclectic in choice of method and use elements of different approaches to find a way best suited in accordance with the data collected (Dalen, 2004).

When the purpose of the research is to analyze the meaning of the text, a qualitative text analysis is used (Thagaard, 2018). In an interpretative phenomenological analysis, the focus directs our analytic attention towards our participants' attempts to make sense of their experiences (Smith et al., 2009). First, I read the transcripts carefully several times, to understand the experiential claims and concerns of each participant. The audio recordings were played while reading the transcripts to ensure a more complete analysis.

The process of analysis began during the work of transcribing the interviews, with a mentalization of apparent themes. I printed the transcripts and used a yellow highlighter to mark what I identified as the most important elements and made notes on why this was important and how this could be clustered into some main themes. After sampling some important patterns, I began comparing the commonalities and nuance across the multiple cases. This led to the task of organizing the material into clustering and categorization. In this way I was able to seek out both the individual, idiosyncratic variances of experiences, as well as sorting out some overarching and prevailing themes in common for the participants.

After reading each participants transcripts several times, highlighting and taking notes, I decided to make a summary of each interview. The purpose of this was to enhance readability and to highlight their unique stories and experiences. This was helpful in the work of developing the emergent themes, reducing the volume of details whilst maintaining complexity in terms of mapping the interrelationships, connections, and patterns between exploratory notes. The development of emergent themes involved a deconstruction of the transcripts, breaking up the narrative flow of the interview. Based on the various topics that emerged, I wrote a list of categories. At first this list was organized chronologically. I attributed to each category statements and narratives I

found relevant through analysis. The title of the categories was changed somewhat during the process to best suit the phenomena described by the participants.

Furthermore, the search for connections across themes continued. This led to a rearrangement of main themes, and the creation of sub-categories. Frequency of emergent themes was an indicator of relative importance. During the work of formulating each category first generally, then specifically using the participants lived experience, I became more aware of the possible interconnections between sub-categories and the main category. As the work progressed, I was able to see possible influences and effects between different main categories.

3.5 Me as researcher

Having a mindful view of my role as researcher began immediately entering the leadership development course, where I found myself in a position as both participant, observer, and researcher. My background as a teacher and the tuition I received in the counseling-program for this thesis has strengthened my inherent interest in understanding, influencing, and interacting with people. One of my concerns prior to the interview situation was how I influenced the answers the participant gave. I wanted to lead the person to specific topics, without leading to specific answers. Especially the master's program of counseling science has been very rewarding for conversation techniques. Learning to know emotions and register thoughts, and to formulate it accurately in words has made me a better conversation partner and a more open person.

Lofthus (2017) describes reflexivity as relating systematically to the context in which knowledge is formed. This applies to the role of the researcher, and how the researcher influences data generation. She writes that the researcher always has prejudices and prior knowledge about the field one enters. Reflexivity is not about marginalizing or removing baggage, but more about being honest and transparent about what the prior knowledge entails.

Nevertheless, my role as an observer and participant in the course may have colored my contribution in the interview more than desirable. I think that my prior knowledge of the participants may have led me to avoid some obvious questions, which may have meant that they were not given the opportunity to confirm, deny or correct some of my preconceptions.

3.6 Ethical considerations

This study is based on research on human beings, and this implies a responsibility for ethical execution. To obtain informants for the project, I made an informed consent form (Appendix A). This contains information about the project, the participants' rights, secure storage of information and deletion after completion.

The informants' confidentiality is an important point and was made clear to the informants several times before the interviews. To ensure that their identities are not recognized, I changed their names and left out vital information that can be traced back to them.

The project was reported and approved by NSD (Norwegian Social Science Dataservice) because I processed personal information about the informants. In the application, I

described the project, its purpose and scope, and reported back after processing the information. The letter of approval from NSD is attached as appendix B.

3.7 The quality of the research

Reflections on the quality of research are important for the study's relevance and credibility. For a qualitative researcher, it is a goal to assure the reader that the image given is not incorrect or a distortion of the facts, and to avoid misunderstandings. The epistemological premise is that knowledge is constructed in the meeting between the researcher and the research participants. Since a large part of the data is constructed in interaction, the relationship between them very great importance. A qualitative study can therefore never be carried out in exactly the same way again (Nilssen, 2012). In the following, I will present some considerations I have taken to ensure the quality and verifiability of the research.

3.7.1 Reliability

Reliability is necessary for good research and indicates whether the data in a survey are trustworthy. A synonym can be measurement accuracy, and a common measure of reliability is that independent observations of the same phenomenon should give the same result. Another form of requirement for reliability is called measurement stability and is about measurements of the same phenomenon at different times giving the same result, provided that the phenomenon has not changed between the measurements (Nyeng, 2012). *Reliability refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions* (Silverman, 2014, p. 83). In a qualitative research interview, data is created in collaboration between researcher and participant. Since the relation and situation play an important role for knowledge sharing in qualitative research, it can be challenging to make accurate measurements that support consistency and convergence. *Consistency* in findings means that one discovers more or less the same things over time, and *convergence* refers to whether different research groups find more or less the same findings elsewhere (Nyeng, 2012). To ensure the durability of the data, I have tried to carry out this survey in a transparent way, so that others will have the opportunity to replicate the project. I was also aware of the use of open-ended questions and I have tried to translate and process the information as accurately as possible.

3.7.2 Validity

Validity is another quality parameter in research. An empirical study can be reliable without being valid, but not be valid without being reliable. There are several forms of validity, but conceptual validity is the most basic. This means that you investigate the phenomenon you want to investigate, and nothing else. Random measurement errors are referred to as noise, while systematic errors are referred to as bias (Nyeng, 2012). In qualitative research, the terms triangulation and respondent validation are used as possible sources of validation.

Triangulation involves comparing different forms of data and methods to see whether they corroborate one another (Silverman, 2014). In this study, I have used data from observation, interviews and test scores from mapping tools. This has contributed to a rich and complex data material that has provided a deep insight into the participants' life world. In retrospect, I see that in the interview situation I could have distanced myself somewhat more from the prior knowledge accumulated from observation and mapping. I asked some questions based on prior knowledge, perhaps influenced by fear of appearing

repetitive. On the other hand, these questions granted further insight into the subject matters important for this thesis.

Respondent validation means that the findings are taken back to the subjects being studied, where they are given the opportunity to verify that the findings are correct (Silverman, 2014). Participants were informed of their rights on the consent form, but also before the interview began. One of these rights was access and the ability to change and delete empirical data. After completion of the analysis, the data were sent to the informants for validation.

4.0 Empirical data and findings

In this chapter, I will present empirical data extracted from the interviews I conducted after the last module of the leadership development course. This chapter is divided into three major categories: self-awareness, self-regulation, and psychological safety. Each major category consists of subheadings with themes related to it.

The informants who have consented to participate in this project have been given pseudonyms to protect their anonymity. I chose three common women names, with A, B, and C as the first letter. The initial letter indicates the order in which the interview was conducted. The pseudonyms given to the informants are Anne, Berit and Camilla. All quotes from informants are translated by me from its original Norwegian formulation and written in italic letters.

4.1 Awareness

This first category deals with consciousness and is divided into two subcategories. The main category points to awareness in a larger context, where experience from reflection processes that have contributed to the informants becoming better acquainted with themselves. Through exercises and mapping, the participants have reflected on strengths, blind spots and what might trigger undesirable reactions or action patterns. This elevated perspective reduces the likelihood of becoming the object of one's own ego processes, enabling a more nuanced view in any situation. The two subcategories drives a distinction between awareness of the self and awareness of others.

The informants describe increased levels of reflection on what is going on inside them. As a cause of explicit focus on feeling and mapping emotions and thoughts, they feel more aware of what is affecting their behavior and decision making in diverse situations. By being more able to spectate on their internal ego processes, and to assess their inner dialogue, they feel more able to take appropriate action both towards own needs, but also others.

Anne tells early in the conversation about her experiences of reflecting on what is happening to her inside, about listening to emotions, and seeing oneself from the outside. She feels safer and surer about her own role now, than when she started as a leader. *I compare my old and new profile (ITC) and experiences gained. Increased self-awareness has made my inner dialogue more constructive, which has influenced self-management.*

Berit tells that she has reflected and become more conscious of herself and her own role. She also notes that examining her internal processes has broadened her vision and understanding of her coworkers. *I have gained a different view on one work group now, realizing that they are people with different opinions, and not a homogeneous group.* By reevaluating her biases, she is able to take her patterns of thinking and feeling as subject of consciousness.

Camilla also tells about increased knowledge of herself, others, how others view one, and an understanding of reactions and action logics. She explains an understanding of herself aware of the flow of cognitive and emotional processes continuously going through the self, and that these processes can influence actions in desirable and undesirable ways. *I have taken a lot of action because I wanted recognition, but I have come to see the value in asking what others need to perform their tasks in a good way.*

To gain awareness means actively noticing and interpreting more information and seeing them work in a larger context. Thorough knowledge of oneself and the ability to spectate

internal processes reduces the risk of acting on biased assumptions, but also contribute to better understanding and attentiveness to the needs of others. An alignment of goals may indicate a systemic, contextual view of awareness.

4.1.1 Awareness of self

The informants describe increased levels of reflection on what is going on inside them. As a cause of explicit focus on feeling and mapping emotions and thoughts, the informants feel like they have gained a better understanding of themselves. Practical reflexivity on personal matters, situations, internal processes, and patterns of reasoning is perceived in a systemic fashion.

Anne says that for her, self-awareness is about knowing who I am, and being conscious about what colors her vision and behavior. *If you are conscious of it, you can adapt even if it is not easy. You understand how you influence others and may have to hold something back.* She explains that inner dialogue and self-awareness has given her more safety when facing difficult tasks, or when she is challenged by others. Her understanding of herself and others is helping her be aware of multiple perspectives and the ongoing influence from the properties of these perspectives causing people to make sense of events in a particular way.

Berit explains that increased awareness of the self has made her more attentive to her own feelings, thoughts, and inner processes. She has gained better understanding of herself, but also her own and other people's needs. She now feels less need to go into defense in difficult situations and differentiates between the individual perspective and the perspective this individual currently is identified with. *I have become better at looking for possible opinions that may be behind an intention.* Increased awareness of her own perspectives has made her more open to inquire about other people's thoughts, feelings and opinions.

Camilla says the 360-degree feedback has been valuable in making her aware of herself. She has used situations and certain conflicts to look at it from several angles and describes this as meaningful learning. However, she points out that the reflections did not make her more self-aware until she was willing to change herself. *One of my overall goals is to develop sustained strategies for self-management and self-transformation.* By attending to her own needs, feelings and processes, she feels more available to serve meaningful purpose for others.

From practical reflexivity emerges a self-reflective system, which grant increased insight in one's own role in creating and maintaining the system.

4.1.2 Awareness of others

All informants have expressed increased awareness towards others needs, challenges and objectives. An outward mindset calls for a focus on something larger than the self. By being focused on contributing to the overall goals of a team or organization, and viewing this as part of the work role, it becomes natural to focus on doing work in a way that helps others do theirs. This include the ability to see more perspectives, and increased awareness of how others perceive one, and increased ability to see the needs of others.

Anne also points out her focus on checking out the needs of others with open questions. By internalizing an outward mindset, she has found that: *listening more and asking more*

what others need is the way to go. She also notes that low awareness of others may involve believing everyone is like yourself, with the result of not really knowing how you impact others. *Confusion contributes to less understanding, less involvement, less motivation and poorer communication.* By checking in on others, she is establishing trust and seek to co-create ideas and visions that makes sense to others.

Berit explains that reflecting in the assignments and syllabus has made it easier to understand the situation of others. By practicing looking for multiple reasons behind someone's action, she has been able to see more possible intensions, resulting in less internal stress and irritation on her part. Berit says that she makes more conscious choices than before, and feels more accountable for her own actions. By interpreting and apprehending the narratives, attitudes, meaning-making systems and level of awareness of others with open questions, she is able to check in on others and learn more. *I take greater responsibility for contacting the employees and being present, and ask if there is anything she can contribute to.*

Camilla says she has increased contact with her own and others' needs and does so by asking more often what employees need to succeed in their work tasks. By attending her own needs, and listening to her own body and feelings more, she is now able to better see the needs of her coworkers. *It can be challenging to have high standards for the end product that is delivered, but to give employees the necessary trust and responsibility to learn and develop.* She feels less object to the need of control by establishing clear frames for the work at hand. She is focused on being available and supports her coworkers through ongoing conversations about what they need for good performance.

4.2 Self-regulation

All informants note that increased self-awareness has influenced their ability to monitor their bodily functions. This includes an understanding and acceptance of emotions, and the ability to alter behavior in goal-directed ways and to control impulses in the presence of negative emotions. Anne has reflected on how the surroundings are affecting the self, and that this has made her a different leader now than 10 years ago. Through difficult times and active reflection both individual and in courses, she has been able to see herself from the outside. *In the toughest time was too much pressure and stress, and there came a reactive response where I became more controlling, less open and I was not able to feel safe enough to see the big picture.* Previously, she was offended when people did not do as expected or were critical, but has now gained an understanding that it's not necessarily all about herself, but also the others. She is also aware of the constant process of reflecting and monitoring feelings and thoughts. *It is important not to react spontaneously, but to reflect. If you are having low self-awareness, you reflect after the reaction.*

Berit has noticed that she does not let other people's actions color her thoughts and feelings as much as before. *It's easier not to take things personally, and I move on from bad situations or meetings quicker.* She also feels more able to contain herself, and more able to pitch ideas in a neutral way and wait for responses from her coworkers.

Camilla has expressed a desire to be better in in terms of behavior, not results, and through increased contact with herself, tries to accept that everything does not have to be perfect. By monitoring her own internal processes, she is able to notice what state her

body and mind is in. *I want to be the best version for myself, and take care of myself so that I can be a resource for others.*

4.2.1 Reflection

The informants note that working on their big assumptions has expanded their awareness as they got further into the process of attending to their experiences. By making experiences and dilemmas into objects of consciousness, they gain perspectives that enables them to be more self-regulated in future challenges.

Anne has made reflections on awareness and being humble and explains by a positive attitude to lifelong learning. *To know that you are not finished learning even though you have learned a lot.* She experiences development as positive and something that gives energy. *Nothing is static, individually you are influenced by what happens around one and those around you change one too. The organization is also constantly changing according to the people who are there.* She has also reflected about her own and others journey of learning and growing, and understands that everyone is different, with different needs and wishes. She acknowledges that people are different and delegate tasks with different quantity and complexity.

Berit appreciates the reflection that has come in the process of the 360-degree feedback tool. *I got direct, good, positive and negative feedback from those I work with.* She also mentions that it can be difficult to give and receive such feedback in everyday life, due to stress. By checking own and other people's assumptions, feelings and thoughts, she finds herself in more honest conversations with her coworkers.

Camilla uses lived experience and exercises (four column) to reflect and broaden her perspectives. She has increased contact with herself and her own needs. In the past, she has worked well in excess and treated herself as an object. She has reflected that it negatively affects others. *I want to be the best version of myself, both for others and for my own well-being.*

4.2.2 Reactive patterns of action

Through reflection on big assumptions, situations and experiences, the informants have gained greater perspective on their own presumptions and default modes of action. This meta-perspective moves their patterns of action from subject to object of attention. High awareness, self-regulation and experience in reflecting on possible blind spots over time yield calmness and time to reflect in the moment when facing future challenges.

Anne says that she has experienced being colored by the past, and that increased awareness has helped to break automatic patterns of action. By examining the thoughts and feelings emerging when someone is challenging her, she has gained perspective, and realized that it does not have to mean there is a problem with her personally. She is conscious of how the surroundings are affecting the self and has greater capability to avoid her reactive tendencies. *I use internal dialogue as a tool before I respond or react, to check in. This way I can avoid getting stuck in situations, but rather be constructive, creative and developing in the face of challenges.*

Berit notes that she might have held some presumptions toward one group and perceived them as less optimistic about change and development, and a bit hard to work with. She has become more adept at disposing of preconceived attitudes that colored her vision

and is now seeing more alternative solutions. *I try to see more angles and get more overview, while being aware of possible biases.* She notes that she acted more on automation in the past but now she is more aware of her inner dialogue and thinks a second time before acting now.

One of Camilla's coworkers told her that he had observed three different versions of Camilla depending on her levels of internal stress and external circumstances affecting. Version 1 is described as full of energy, dedication, joy, positivity, laughter, doing things thoroughly and in collaboration with others, but sets demands on others and being clear. *Version two is the middle ground between one and three.* Camilla explains that stress and bad planning causes some action patterns she knows is not optimal for her nor her team, as self-isolation, tiredness, skipping lunch with coworkers, bad moods, sleep-insufficiency, and short temper. *Camilla version 3 usually gets the work done but isn't pleasant.* She is aware that this is reactive tendencies emerging in highly demanding times, but is motivated to lead by good example, and claims that this starts from within.

4.2.3 Balance

Two of the informants described a desire to create a better balance between work and leisure. Times of extra stress, a lot of responsibility and a lot of work can affect thoughts and feelings. Becoming the subject of negative processes can have an impact on actions and interaction, which can be projected onto others. Reactive tendencies to fears that might emerge are more control and less delegation of responsibility.

Camilla explains that she has struggled with poor work-life balance. She has very high standard for the work she delivers and feels she has treated herself as an object. *I work too much and do not (always) write overtime because I do not want to be yelled at for working too much.* This is something she does not want to project on to her employees. She wants to make it visible to employees that she is able to relax and show a more human side, through being honest with herself.

Anne expresses that it is a goal to get more balance between work and leisure. Through 360-degree feedback, I have been made aware that delegation of tasks should be further developed. *I want to assign the responsibility and support me on the team, sometimes go behind and the team in front.* Anne notes that achieving more work-life balance will give her more freedom, and that being creative in form of leadership makes her want to let go of control.

4.3 Psychological safety

The interviewees describe a developing feeling of security and confidence in themselves. This internal safety may have been increased by reflective work assisted by feedback tools, dilemmas and past experiences. Feedback tools (such as 360-degree, LIFO, Myers-Briggs type indicator) can offer insight into personal blind spots, but also gives a view of strengths and assets. Reflecting on one's vulnerabilities and being transparent about feelings may lead to increased presence and less attachment to identity. When facing difficult situations or challenges, a feeling of psychological safety may help slow down the situation as it unravels, reducing the risk of hasty decisions and reactive actions. By reducing the importance of the ego and imagined roles, and experiencing that being vulnerable and receiving feedback feels okay, energy is freed to pursuit constructive conversations and strategies. Increased openness and approachability is describes as

possible effects of experiencing vulnerability in a safe environment, and the informants views this as valuable for creating a where contact is genuine. Freedom is described as a goal for all informants, but is also dependent on the cooperation and progress of their coworkers.

Anne: *I started as a young and insecure leader in need of control. I was offended when people didn't do as expected and they were critical. I took matters personally. With experience and thorough reflection, she is able to delegate more and to see the bigger picture. The 360-degree feedback has contributed to a greater understanding of myself, and a feeling that it is okay to receive feedback from others.* She notes that a valuable lesson for her has been to feel comfortable with vulnerability and uncertainty while receiving feedback, knowing it will contribute to development.

Berit notes that it was difficult to present a new idea in a neutral way earlier. *I went in defense a bit, but now it is easier to wait and listen to what the others have to say.* She now feels able to handle information and situations differently. She feels more honest both to herself and coworkers and is more able to contain composure.

Both Anne and Berit draws on attachment theories and upbringing and see a possible connection between security and openness about feelings in later leadership. Anne:

If you feel safe growing up, trust people and are comfortable with feelings, this may transfer to later leadership. If you have experienced that emotions are something we are not talking about, you will probably practice more micromanagement.

Berit links positive experiences from her own upbringing to discoveries made during the course. *I was well followed up on and received good support from parents without being micromanaged. I learned a lot through experience and decided a lot myself.* As a manager, she wants employees to make their own decisions based on their own experiences and try to find answers without asking first.

Camilla has kept very strict demands on her own work, which has resulted in poor work-life balance. After reflecting and getting more in touch with herself, she now feels more confident that what she is delivering is good enough. She does not want to project her own stress onto employees but wants to contribute to safety. *I now delegate more than I have been comfortable with before.* With increased contact with herself and her team, her internal stress to deliver good work has been reduced.

4.3.1 Openness and approachability

All informants describe a more open relationship with their employees, with more focus on check-in and check-out of thoughts, feelings, and needs. They do this with open-ended questions, to check awareness, identify needs or to offer support. The level of psychological safety in an environment can be crucial for participation and involvement at both individual and group matters.

Anne has found value in creating an environment where it is easy to show vulnerability, and to feel that it is okay to be challenged to evolve. She involves employees with open questions and more listening. *Listening more and asking what others need is the way to go.* She has been told that she delegates well and gives responsibility and interprets this herself as having become more open. She does not want to spend much time on the control and reporting, and believes that open-ended questions can invite employees to

find solutions and create commitment. She believes she has become better at being a facilitator and initiator, and open to others rather than to go ahead herself.

Berit has also focused on creating an environment where you uncover emotions, thoughts, and needs. She now takes more responsibility for contacting employees and does not expect them to always come by themselves. She has been talking to each one lately, getting needs explained in more detail. This makes her understand them better. She also feels that she is more honest about her feelings and thoughts. She believes employees are able to open up more with increased safety, and it feels good to make decisions together. She also notices that she has become better at asking for and receiving feedback, rather than just making changes, thinking that they do not want to contribute. *It turns out that the employees want to make changes and participate in the process.*

Camilla has received feedback from staff that they do not find it difficult to contact her. Yet, her team does not always deliver work that meets her standards. This creates stress and tension. To be proactive, she is now keeping a tighter dialogue to make sure they know what is expected, and to check if they need support to reach their common goal. She also mentions that it probably feels easier for coworkers to contact her now that she has better capacity and excess energy from listening to her own needs more carefully.

4.3.2 Freedom

Freedom is a feeling of detachment, either from role expectations, poor work-life balance, stress or being able to contemplate multiple opportunities for action. Psychological safety is an important factor for enabling freedom, both for someone offering task responsibility and for the one performing the task to the best of abilities with the available resources. Openness and communication during the process aligns the ideas and visions with the result.

Anne wants more work-life balance, but experiences reactive patterns of action such as increased control and less delegation in challenging times. She is aware of her feelings and reactions by continuously monitoring her internal processes. She also feels safe in her own skin and role, which contributes to freedom. By creating a more open environment where employees are invited to engage, she hopes that it will be easier to rely on the team. She also puts effort in internal leadership development, hoping to spark enthusiasm and coworker driven innovation.

Berit wants her coworkers to take responsibility, and to develop self-management strategies. She is more attentive to the needs of her coworkers and has inquired about their interest in co-creating changes. *As a leader I do not want to micromanage my employees, but I have received different needs. Some feel that the leader abdicates responsibility, while others in the group light up more and take more responsibility themselves.*

Camilla has reflected on her own demands and found that she has to listen to her own body and feelings. She has moderated her own demands for perfection somewhat, while also finding ways to help her team towards common, high goals. Through increased support for others towards their goals, she sees that the gap between individual and team goals can be reduced. She also sees the value in taking the extra time to investigate needs, and to support others in the development phase.

Different forms of freedom are described as a goal for all informants, but their ability to maintain it seems to be tightly knit to their ability to offer safety, bracketing and responsibility to others.

5.0 Discussion

In this section I will be looking further into the empirical data accumulated from interviews and observation. This process will be considered with the theoretical backbone presented in chapter two. I have chosen to structure this section around the same three main categories as in chapter four: awareness, self-regulation and psychological safety. I will look at some changes they have gone through and discuss their individual process and progress, with the intent of identifying some factors or outcomes related to increase in self-awareness. No new measurements of the participants developmental level or cognitive capacity has taken place, so descriptions are merely suggestions and not an accurate measurement. They are, however signs coupled with descriptions that can indicate some effects. How can increased self-awareness alter the relation between leader and follower?

5.1 Awareness

All the informants described increased levels of reflection on internal processes. This implicates a refined sense of noticing the coming and going of emotions, desires, thoughts, and biases affecting decision making. Being able to register these phenomena's accurately as they unfold is of major importance for deciding how to interpret and handle it. Describing it accurately with words is often hard but rewarding in the sense that it makes it clearer for the person experiencing it as well for the person listening. Transparent, open and trustful conversations about difficult situations or bodily phenomena is described as a technique for handling reactions in a professional role (Jordan, 2011). Seeking mental and spiritual nourishment in dialogue with carefully selected persons is viewed an action competence related to self-awareness. Coaching is a form of therapeutic and developmental conversation where personal and professional issues are addressed.

The process of developing awareness involves series of deconstruction and integration of lessons learned from reflection on experience or imagined dilemmas. An increasing awareness makes for even more observational data to process, but increased awareness also automates and speed up this process making our minds capable of holding larger, more complex, and systematic interpretations and understanding of the surroundings. Axelrod (2012) notes that influencing others in beneficial and goal-directed ways require highly developed interpersonal and communicative skills and argues that processes promoting self-integration and self-alignment contribute to growth.

Reams & Reams (2015) also describe the process of using awareness-based technologies for facilitating transformative learning and develop leadership competencies with three steps. They describe going from an embeddedness in habituated patterns of reasoning. In the entry to the process they often hold an absolute thinking about matters, which is limiting perspectives and influencing the way we interpret things. The embeddedness in character and the beliefs and values that come with upholding this may arise from fear and the uncertainty of being transparent in chaos. The next phase is where vulnerability is explored, felt and accepted in a safe environment and where the leadership profile and coaching are used to get a view on own perceived strengths and weaknesses including the feedback on the same categories from coworkers. This gives a nuanced picture of style, preference, and habits. Most interesting are the categories where there are a significant gap between own rating and others rating. Unless there are a measurement error or some other technical fault at play, this is a sign of a blind spot. Coaches try to illuminate these possible blind spots by asking questions to inquire into assumptions,

perspectives and narratives that might help explain the phenomena. This is a phase where honesty, reflection and soul-searching often bring confusion when new possibilities of reasoning emerges, and transitional thinking is working. In the last phase contextual thinking is evolving on the basis of integration of more complex interpretations and understanding of perspectives, context, complexity, stakeholders and self. A characteristic of this phase is seen in detachment (Reams & Reams, 2015). Detachment from a fixed sense of identity is an example of developing awareness.

When undergoing subject-object shifts related perception and self-awareness your fixed sense of identity, identifications, perspectives and biases are viewed as variables and lenses. Old patterns of reasoning and action/reaction is viewed from a distance because of addition in complexity and perspectives and interrelationships between observations become more apparent. One other important factor to consider is the release of resources and awareness spent on maintaining figure or posture. Becoming detached from the embeddedness of self is a vital step for becoming present in the moment. Being present in the moment is critical for having a strong awareness.

During the leadership development and organizational transformation course all informants went through the same process, except that they had individual feedback and coaching based on their ITC-profile. They describe increased levels of reflection on their internal ego processes. Coaching is to release ambition, develop self-efficacy and generate creative, purposeful action toward desired goals (Berg & Ribe, 2013, Davidson & Schwarz, 2005). Stelter (2004) describes two important aspects for coaching as developing awareness and the ability to self-regulate. Anne regularly uses coaching and guidance as a tool to better handle internal processes as well as experienced events and the relationship between. This is to be regarded as an action competence within self-awareness because she recognizes the burden of high work pressure and seeks support for processing before it takes over consciousness. In coaching, she is assisted in looking for more perspectives, reflecting on her own developmental journey, and reflecting on herself in contact with others.

While directing awareness towards our own presumptions, thoughts and feelings in a personal situation involving others, and imagining the same for the other person or persons, we are expanding our ability to notice, acknowledge and understand the basis for reasoning. By comparing different perspectives, and investigating the relationship between them, one is able to see different interpretations and visualize possible outcomes (Jordan, 2011). Anne notes that thought processes take over consciousness without an awareness that it is happening, it can influence interpretation, which in turn can have an effect on the choice of action or reaction. She is describing seeing herself from the outside, monitoring her inside and the relationship between which is an indicator of high degree of awareness. By entering the position of meta-awareness, the possibility to take awareness itself as an object of attention prevails (Jordan, 2001). This means that one not only consciously notice things but have the capacity to process information and to select what information to reflect further on. People high in awareness tend to be less self-centered and more updated on the needs of others, as well as having a strong process orientation coupled with a broad field of vision.

Having a conscious awareness towards both observations, but also identifications means taking them as objects of attention. Being able to observe own patterns of feeling, reasoning and acting from a separated meta-perspective yields the opportunity to alter direction if a bias is detected. This meta-perspective involve both deeply engaging in diverse cognitive aspects, perceptions and values, but also detaching and comparing variables viewing them and their interconnections from a distance. This can be viewed as

an inward action competence related to awareness and identifications and is a sign of a developing awareness and contact with the self.

She explains that increased awareness has made her inner dialogue more constructive, which has influenced self-management. When this process becomes habituated and developed, one's own patterns of reasoning comes to view in a systemic way, which tend to weaken the identification with own perspectives (Jordan, 2011, Reams & Reams, 2015). Seeking more perspectives and variables and knowing when a lens is biasing judgement is a continuing task for the self-aware. This points to an established set of sensors to detect when the mind is occupied with dysfunctional interpretations and using techniques for transforming such moods are a sign of both high self-awareness and self-regulation.

Regularly seeing own complex systems of meaning making with a past, a present and a future is a prerequisite for developing comprehensive and sustained strategies for self-transformation and is a task at the high end of the spectrum. Jordan (2011) describes systems thinking as a prerequisite for a fully developed perspective awareness and notes three stages of systemic thinking. In the interview, Anne describes an understanding of how one's level of awareness is influencing the habit of conceptualization, and that this is happening in others too. Her understanding of herself has made her more attentive to understanding perspectives, context, complexity. This is contributing to the development in systems thinking and is coherent with a late stage in Jordan's (2011) conceptualization.

A continuous search for different perspectives, and relevant stakeholders perspectives typically increases the value one sees in reflecting on the contributions from others, and especially from those with contradicting views. (Jordan, 2011). This entails that the fear of not always being right and knowing the answer right away is lower or eradicated in those possessing a high degree of awareness. Anne: *I was offended when people didn't do as expected and they were critical.* She is now able to regulate these feelings, and to shift perspectives in goal-directed ways. *I have made progress at coaching, by listening, asking open-ended questions, being a facilitator and initiator, and opening for others rather than always taking the lead.*

People operating from this ground, free from the fears of maintaining a constructed self are often interested in facilitating processes for exploratory dialogue, checking assumptions, exposing established truths and checking the awareness of others in order to serve meaningful purpose (Jordan, 2011). In the final phase the process is automated and the individual starts developing strategies for keeping in balance. This means influencing the ego processes that cause biases or dysfunctional interpretations, and if unresolved often show up as reactive tendencies consistent with prior subjective action patterns (Jordan, 2011).

Berit describes a process of growing into herself and role, with a broadened vision for perspectives both inside and in others. This is according to Jordan (2011) signs of increasing self-awareness. She reports making more conscious choices on the contrary of earlier automatic patterns of interpretation. These habituated thinking patterns may be rooted in established truths, which untested may bias action in undesirable ways. These self-awareness reflections are a sign of strong and growing awareness (Jordan, 2011). She mentions trying to avoid connecting individual and statement and not letting things upset and affect her after an event. She describes earlier habits of turning defensive when encountering indifference or resistance. Making these cases object of attention is helping her in noticing similar cases in the future. This is her being selective about awareness, probing for developmental reflection with the consciousness of getting stuck

in unproductive or unfavorable thought processes. Having strategies for monitoring and handling blind spots, assumptions and habitual patterns of cognition is an important developmental task for the highly self-aware individual, with the goal of establishing a steady self-transforming mindset.

She mentions that practice in considering different perspectives as variables makes it easier to view a situation from another point of view and that this is making her reflect on possible underlying causes for different interpretations, values and ideas. A strong perspective awareness leads to a more flexible relationship to perspectives, both to own and others (Jordan, 2015). This means that they differentiate between people and perspective. She mentions an increase in checking assumptions and decreased sense of defensiveness when encountering chaotic situations. In the process of checking assumptions in and about self and others she reports increased contact with employees. She also acknowledges being through a process with the result of viewing individuals and a group in a new light, as a cause of shedding an untested established truth.

Camilla also describes a process of illuminating blind spots and increasing the knowledge on patterns of action or reaction, as well as a broadened understanding of herself, others and respective needs. Through participation in the leadership development and organizational transformation course (RAD6505) one gets presented with disorienting dilemmas, discussions of crucial matters and awareness, and exercises to seek out more potential perspectives on lived experience. There is an environment where vulnerability is present and expected at some point. Especially in the Four Column Exercise, where the aim is to seek out possible perspectives, both in self and in others, offers valuable reflection for understanding the perspectives that cause people to make sense of events in particular ways (Jordan, 2011). This is done to create temporary disequilibrium in the meaning-making system (Reams & Reams, 2015). Reflection on relatable problems and dilemmas makes the mind susceptible for new ways of making sense of situations.

She acknowledges having a work-mentality that undermines the bodily needs for restitution and recreation. This mindset may be connected to a variety of factors, but some worth mentioning is fear of underperforming and the feeling of need for personal status. These identifications can be viewed in context with upholding a self-image, but that does not mean it is bad to have high ambitions. The key is managing one-self in a sustainable way. The development of strategies for handling such contradicting feelings is a goal for the highly self-aware. She describes an increase in contact and checking awareness in others with the intention to make sure her employees are able to perform at a high level. By staying updated on others process she is able to delegate responsibility with less fear of discovering a result astray from the intention. By seeing the value in spending more of her time facilitating for others process, she reveals a renewed sense of context awareness for visioning the end goal through bracketing the pieces through the process. This type of systemic thinking contributes to process orientation and engagement in the search for situationally adapted ways of serving meaningful purpose indicates high self-awareness and perspective awareness. She also expressed developing sustained strategies for self-management as an overall goal, which is a possible effect of strong self-awareness.

All informants show signs of increased consciousness on internal processes, with an understanding of emotions, moods, beliefs, perceptions, and values as filters through in which meaning making is constructed. The process of developing awareness and consequently managing the interpretations through strategies for transforming recurring moods and dysfunctional sensemaking is long and complex. My task is not to evaluate the informant's accurate levels of awareness, but to show some signs indicating that an increase has happened, and that a process is evolving. Culminating from these individual

developmental processes in both awareness of self and others are some common action patterns. These developed patterns may have risen from new foundations for understanding oneself and others in larger, more complex, contextual ways of interpreting perspectives. Common patterns seen in relation with increased awareness are a stronger process orientation, increased ability to understand, articulate and manage identifications and an interest in facilitating exploratory dialogue with others. The ability to self-regulate is dependent on the level of self-awareness.

5.2 Self-regulation

All informants describe personal experience related to self-regulation and tie reflections to the process of developing new perspective awareness to guide future action by. Anne views her developmental process in context of time and sees how challenges has contributed to her growth. With the aid of coaching and profiling she has gained understanding of herself and her professional role. Getting a nuanced overview of strengths and weaknesses, and an understanding of big assumptions and blind spots is helping her be proactive in noticing new or similar cases. Over the span of a decade her awareness has expanded with the ability to regulate, which has resulted in an increased sense of safety in uncertainty. This feeling of psychological safety is aiding her in staying balanced in stressful situations and may relate to the detachment of identifications and the burden of upholding a constructed self-image. Emotion self-regulation involves changing the dynamics of feeling, which means adjusting latency, rise time, magnitude, duration and offset of responses (Gross & Thompson, 2007).

By studying both her ITC-profiles from a few years apart she can see how certain attributes have changed, and how some attributes may be showing as reactive tendencies in times of hardship. She acknowledges that during especially demanding times for her business a few years ago, she was struggling with keeping an open mind and to delegate responsibility. Emotions are multifaceted, whole-body phenomena that inflict changes in subjective domains of experience, feelings, and behavior. Emotions are central to both regulative- and awareness-processes because they are influencing mood, decision-making and the way we act in relation to others. These bodily stimuli that often can be felt in the stomach or chest region create impulses the mind interprets, which makes the individual either want to do something or not to do something (Gross & Thompson, 2007).

Due to pressure and stress, her autocratic attributes began overtaking awareness, most likely beginning without her being conscious of the process of it happening. This leads to more controlling and micro-managing, which may lead to decreasing attention to context and perspective awareness. Being able to enter a meta-perspective (Jordan, 2001) and taking this process as object of attention will be of importance for handling this intrinsic emotion process resulting in undesirable action. She describes a feeling of urgency for handling and overcoming the situations that were rising that clouded her broader vision, not feeling safe enough to trust the process and her employees. Reflecting on this has made her internalize a mindset for lifelong learning, viewing development as something safe and positive.

Both Anne and Berit made reflections on earlier cases of reactive tendencies related to other people's actions, absence of action or the identification with perspective. They experienced feelings of offence, disrupt and disappointment when facing chaotic situations involving stakeholders, opposing perspectives or unintended coworker

creativity that disrupt own strategies or planning. These feelings may stick in consciousness without objectivization, and cause emotions to further endure into moods or biased interpretations.

Camilla has expressed goals of becoming more attuned to her internal processes and listening to her physical and mental needs of restitution and replenishing. She holds high standards for herself and her team, which in some periods more than others are taking an unhealthy toll. The need for excellent results can be a heavy burden to bear, and she notices that this does not only affect her own wellbeing. She has received some feedback from a colleague with observations of her way of acting while under different amounts of press and stress. Consciously turning attention to this from a meta-aware perspective is assisting her in this process now, but the main issue may be sort of cognitive dissonance in aligning expectations of results with the steady deliverance. Self-regulation is dependent on the ability to handle intrinsic emotion responses. Self-regulating means consciously noticing and considering information, situations or cases and having strategies for taking control of the ongoing mentalization (Goleman, 2004). She expresses a fear of not performing at top levels, which flows into the working relationship with her colleagues and employees.

Camilla mentions three different moods that she was made aware of. When facing periods of heavy work toll, sleep deprivation and a lack of nutrients these are all factors tearing on balance. Self-regulation can have an inner aspect and an outer aspect. The outer aspect means being able to maintain and observe the inner conversation while also maintaining balance on the outside when confronted with difficult issues. Everyone can have outbreaks of irrational behavior, but those high in self-regulation have them considerably less frequent by finding ways of channeling impulses in a useful way (Goleman, 2004).

If going through version two into version three unnoticed, this will have some implications for people around. Feelings of exhaustion and stress may lead to reactive tendencies such as autocratic behavior, short temperedness, and bad mood. (She scores herself significantly higher than her respondents score her in the control domain. The relating domain show high scores, and relatively modest gaps between own and others assessment, but for the teamwork colon with a slight undersell.) This reduces the level of trust she is able to feel safe with delegating to her employees regarding task fulfillment and choice of strategy. Less delegation and trust often entail more control and fixed goals. More control and less agility are antonyms of what Reams & Reams (2015) described as attributes of self-aware leadership. This overarching fear of underperforming not only inhibits openness and appreciation for differentiating perspectives but may evolve into habits of skewing delegation of important tasks to a few people that she feels have earned the responsibility. If this is the case, and it goes on without consciousness it can lead to more differentiating and a less equal playing field. The consequences for employees can be less developmental learning for some, and in excess for others.

Two of the informants described a desire for acquiring better balance. For Camilla this means keeping awareness towards internal processes and bodily needs, while handling strong feelings of ambition and perfectionism for the work. The tension between these processes may cause unbalance. Cognitive change (Gross & Thompson, 2007) means changing perspective or the attachment to perspective and noticing the emotional change it imposes in relation to a situation. If there is a gap between the demands a situation

poses and our thought ability to manage it, this creates tension and anxiety. This process can be viewed as a result of insight after reflection and concentration, leaving the mind with few options other than changing how we perceive and think about a situation, or altering our perception of own abilities. These kinds of shifts may require awareness, determination, and an override of emotional impulses.

Good self-regulatory strategies refine the ways in which one chooses to act or react to a situation, and this enhances integrity (Goleman, 2004). The overall process of attending to awareness and being able to spectate and regulate internal and external processes in a situation and goal directed way is a matter of consciousness, reflection and directed practice. As with self-awareness, the process of self-regulating can be automated and refined by attending to the matter and integrating insight. The development and choice of regulation strategies for handling the tension Camilla describes, most likely will include several of the processes described by Gross & Thompson (2007). Situation selection and attentional deployment by distraction is procrastinating the issue, and excessive concentration may increase the tension and anxiety. Applying cognitive change may release some tension if she is able to effectively regulate recurring thoughts and emotions. Response modulation relates closely to the concept of self-regulation and has an external focus. Although self-regulation starts from the inside, the external regulation of response is of essence both for self and others. Gross & Thompson (2007) notes that initiating in emotion-expressive behavior slightly increases the feeling of that emotion. Sometimes, it is important to be able to show emotions and to support others, but in a chaotic situation where it is vital to preserve calm, expressing too much emotion may exaggerate the situation. Therefore, finding situationally adapted ways of conducting oneself to handle emotions and situations is important. This process of refining behavior can be expected to evolve with the awareness-process throughout life. The extent to which one is successfully handling emotions and responses can be seen through choice of strategy. Engaging in problem solving and establishing interpersonal exploratory dialogue are to be considered better strategies than venting. *Camilla: increased self-awareness has broadened my vision and overall perspective, and this has made me realize the value in checking in on others.* She is aware of the tension created between gaps in goals and achievements and has directed attention toward bracketing the people doing the tasks on the path to common team goals.

For Anne, the desire to develop better balance between work and leisure may rise from many years of hard work being the leader of her own company. Her score on the balance section marks one of two categories with a rather large gap between own and respondent assessment. The other category is autocratic, and in both categories the self-assessment is significantly higher than the respondent rating. The latter category may be interpreted as a sign of reactive tendencies. Viewed in context, the two categories may point to a capacity and need for more responsibility and creativity. She has been made aware that delegation of tasks should be further developed and expresses a vision of facilitating an environment where responsibility and creativity is shared through exploratory dialogue. In other words, an environment where initiative and collaboration are thriving, and coworkers get to learn and evolve. Employee-driven innovation is a concept where the team goes in front, and the leader follows. Viewed in a longer time-perspective this means actively bracketing future leaders from within the organization. For Anne, this means to some degree entering the role as mentor. This can be viewed a method for developing sustained creativity, growth and developing mindsets. She notes that being creative in form of leadership is something she values and feels good about. This makes

her want to let go of control. She is highly aware of her own processes and is capable of regulating and developing strategies based on many different variables and perspectives.

When engaging in this type of cognition, one is contemplating different possible variables in relation to create a picture of possible outcomes of an event. This requires a high level of awareness in order to be somewhat accurate but having reflected on possible outcomes can have a decreasing effect on the emotional response if it actually unfolds like imagined. Doing this kind of reflection can be tied to awareness-practices like testing assumptions and assessing one's biggest fears.

The ongoing emergence of emotions, thoughts, desires, impressions, and information caused by increasing awareness is ever-present. Self-regulating means acting situationally adapted in goal directed ways including necessary modulation of thought and behavior (Porath & Bateman, 2006). The process of monitoring, interpreting and regulating in accordance with situation and overarching goals in some ways start with habituating these cognitive processes. With experience this process flows from directed, intentional and often hard work into a more streamlined, speedy, and automated inquiry. The danger, however, occurs if the individual developing these structures of reasoning over a period fails to notice a bias occurring in one or more of these domains. In this sense, the internal and external process of self-regulating based on self-awareness is a task that requires regular maintenance by consciousness on the process itself.

The participants in this study and in the leadership development course went through a process of discovery or assisted picturing relating to their leadership identity, role and style, and possible blind spots attached to either interpretation, identification, or perspective. This process is demanding because it requires honesty, transparency, motivation, and courage among other attributes. Vulnerability is part of this process because it means allowing oneself to be susceptible for failure or embarrassment. The feelings of fear connected to vulnerability is likely connected to the self, or the ego. The ITC-process also aims at creating a separated container for self-awareness, which can be viewed in a meta-perspective. By switching between the meta-perspective and the depth of inquiry in other perspectives, one is more likely to also be able to regulate thoughts, emotions and moods connected with fear or irrational interpretations.

Their inquiry into themselves may have contributed in them visioning more perspectives and compelling idea systems, which has influenced the development of strategies for reaching more holistic goals. Effects of this can be viewed in the reported increase in interest for checking in on others awareness, and facilitating exploratory dialogue, creative inquiry, and acceptance of contradicting perspectives. By creating an environment where people feel safe being vulnerable and honest, resources will be released for more productive cognition and action than ones based on or influenced by fear.

5.3 Psychological safety

All informants have described psychological safety as a key aspect in this awareness-process. The term makes its mark in several domains and with different constructs and aspects. Anne describes a developmental journey where her feeling of safety within her own skin and work-role have evolved, enabling changes in perception, interpretation, and regulation of self. Berit also describes a more affirmed sense of own capabilities and notes increased ability to hold tolerate tension in exploratory dialogue. Camilla describes increased awareness to self and others, as well as awareness to the process itself. Her

feeling of safety is connected to an overview of context and progress, and she is aware that self-regulation is connected to her ability to facilitate good working conditions for her employees. Psychological safety is an important factor for maintaining balance and contributes to performance in different ways. From a neuroscientific perspective the awareness on fear consumes resources, resilience, and persistence, and can give rise to feelings of anxiety and demotivation. Being captive in such processes is destructive, detrimental, and unproductive as it inhibits learning. This impairs processes of analytic thinking, creative insight and problem solving (Edmondson, 2018).

During the process of reflecting on awareness-based domains, and evolving a more systemic and holistic view, the fear of extraditing oneself may be reduced. This can be viewed in relation to detaching from maintaining a constructed self-image and engaging in the present with directed and broadened awareness. Edmondson (2018) argues that in a VUCA world, high performance occurs when people are learning as they go. The VUCA world is an expression for volatile, uncertain, complex, and ambiguous variables affecting the present. This may involve sudden, major changes in business, and the ability to adapt to these changes are key to survival and growth. Picking up signs of change can be difficult due to the inherent domains of the concept. It is therefore vital to direct a keen awareness to it, as well as being open to creative problem solving and transformation.

Anne reflects on her creative side and her reactive side in a larger span of time and notice the increase in psychological safety, while feeling less in need of control. This can be considered signs of confidence and agile leadership. She mentions practice in feeling comfortable with vulnerability and uncertainty while receiving feedback as valuable lessons for growth. Vulnerability is of essence in creating psychological safety because everyone experiences feelings of fear sometimes. Being able to manage them in a goal-directed and sometimes transparent ways is important for leaders bracketing this process in others. Being able to admit mistakes and to learn from them is intrinsically tied to handling vulnerability. This means stepping out of comfort and facing fear from the inside with confidence and courage.

Feeling comfortable with vulnerability and uncertainty brings feelings of safety even in unstable environments. This feeling of safety influences the daily mood and assists in facilitating openness and approachability. Overall, there are signs of distal and proximal effects (Reams, 2017). Development in complexity of meaning making and the ability to accurately regulate, with psychological safety may come to show as more dynamic competencies.

Berit describes a feeling of discomfort with silence or anticipation for other people's opinions in some situations. She recalls feeling the urgency to view things from behind a defensive lens, and that this may rise from a fear. During this process she feels more honest to herself and others, with a focus on checking in on awareness through openness and displaying approachability. She draws links to childhood memories feeling safe and receiving bracketing for learning and exploring with the course. This has inspired her to develop a work environment where vulnerability and openness about emotions, thoughts and needs are based on safety.

Establishing and holding exploratory dialogue and receiving feedback is something she sees value in, and she notes the connection and importance of safety in this process. These are signs of a highly developed awareness (Reams & Reams, 2015, Jordan, 2011). Research confirm that the more confident an individual feels about an idea or certain knowledge, the more likely they are to speak up (Edmondson, 2018). Remaining silent is

a threat to exploratory dialogue and creative cooperation. Fear of being viewed negatively, a lack of confidence and self-protection are upholding factors for remaining silent. Developing a psychologically safe work environment is therefore of great essence in facilitating forums where speaking up, offering ideas, and asking questions does not pose a threat. A prerequisite for this is that the leadership is able to self-regulate to avoid maladapted and excessive reactions to bad news. If this is the case, Edmondson (2018) notes that the risk of engaging in counterproductive workarounds is higher. This may also decrease the level of contact and communication between for example leader and follower.

Camilla has experienced periods with a particularly heavy work toll and have felt the tension between the need for delivering high quality work and maintaining balance. This has been observed by coworkers, and she does not want to project this onto her employees. This rises the questions of how good is good enough, and how one might influence the process to reach high goals in a sustainable fashion. Situation selection and distraction will not be sufficient in dealing with this tension. Cognitive change may involve lowering expectations, but that may also influence results in undesirable ways. She is now more actively checking the awareness of others to keep on track with their process. This way, she can serve meaningful purpose by bracketing ideas or identifying needs related to work tasks. By staying more updated on the work-processes of employees, she finds safety and adds that better self-awareness and self-regulatory capacity may have influenced the approachability her employees feel about her presence. She has received some feedback from staff telling her that establishing contact is not an issue.

Feeling detached from either a constructed self-image, from role expectations, stress or other processes that stretch the mind and mood in different directions is liberating and vital for restitution. Emotion regulation and different strategies for handling awareness-processes keeps the mind in balance and can be a source of freedom. As some of the informants have described, the level of psychological safety is influencing their ability to give creative freedom and responsibility as their need of control increases with decrease in safety. These are to be considered reactive tendencies and should be regulated by awareness and action. When they are able to regulate, and create environments that support high-performing teams, with a high degree of positive emotions and engagement freedom can be the result.

For Anne, this can mean that she stays in balance and feel safe delegating more, which lightens the workload and offers more spare time. She expresses visions of internal leadership development and coworker driven innovation. By facilitating and mentoring for an interactive environment where people are driven to engage and not limited by fear she is expecting more balance and ultimately more freedom. Both balance and freedom are dependent on her ability to rely on her team's process. Interest and ability to

Berit expresses desires and visions of self-driven, responsible employees. She is also envisioning co-creation of changes, strategies, and ideas. She is aware of the individual differences between her employees, and that they may have different needs. These can be considered factors in her increased focus on checking others awareness, thoughts and needs during their process with tasks. Not feeling the need to micromanage, but to rely on her coworkers to be honest about the process may bring feelings of freedom. Positive feelings like those involved in trust, confidence, curiosity, and inspiration help build psychological, social, and physical resources for feeling safe. Delizonna (2017) argues

that psychological safety affects open-mindedness, resilience, motivation, and persistence. In high performing teams these are important attributes for maintaining results and sustainability in those performing. Open-mindedness and trust between coworkers decrease tension and difference and is thought to be important factors for creative cooperation. By having a culture based on these attributes one can expect that the trust and persistence contributes to an integrated feeling of belonging in a team where people can depend on each other.

For Camilla, freedom may be about regulating the need for perfection and monitoring self-awareness while focusing awareness toward bracketing the process for her employees. She has reflected on her increased self-awareness leading to enhanced focus on others as well. Jordan (2011) confirms an outward awareness toward providing helpful support as a sign of high self-awareness. She acknowledges the tension between performing at top levels and maintaining balance and wellbeing. By staying closer to the work tasks and people executing them and engaging in exploratory dialogue about strategies and progress she feels reduced fear of failure. By regulating own internal processes and delegating work she might feel freedom and satisfaction knowing she has contributed at the best of abilities to assist in others developmental progress while reaching common goals.

6 Conclusion

In this last section of the thesis I will gather and summarize findings in order to answer the research question *how can increased self-awareness alter the relationship between leader and follower?* This is done based on a qualitative phenomenological-hermeneutical study utilizing in-depth interviews to unpack the subjective experience of three leaders participating in the course *Leadership development and organizational transformation* (RAD6505) by NTNU. An interpretative analytic approach to exploration of data, information and experience has led to findings in different aspects of leadership. These findings have been studied through related theoretical perspectives, and some connections have been explored.

6.1 Concluding comments

All informants have described a deep personal process of reflecting on themselves and their leadership role. They report getting better acquainted with themselves in terms of strengths and weaknesses through the TLCP-mapping and 360-degree feedback.

They describe enhanced ability to observe internal processes of emotions, thoughts, and desires. Awareness-based technologies and exercises like the Four Column reportedly have aided in broadening several domains of consciousness related to own perceptions and interpretations. Informants describe entering a meta-awareness when taking own patterns of reasoning as objects of attention they were able to contemplate on the properties of upholding factors for a bias. To varying degree, they showed signs of strategies for evaluating the need of shift in structure or perspective. Coaching has helped them illuminate blind spots in consciousness. This increased understanding of self, and of emotions, thoughts, values, and perspective as filters in which meaning making is constructed has contributed to their understanding of others as well.

Increased self-awareness is influencing the participants capability of handling larger, more complex, and contextual ways of interpreting the surroundings. Integrating more systemic thinking patterns may have contributed to more deliberate focus on understanding and accepting other people's thoughts, needs, and actions. Common patterns displayed by informants seen in relation to increased self-awareness are stronger process orientation and interest in facilitating exploratory dialogue. This dialogue focuses on involvement, co-creation of ideas and strategy, and identification of needs.

All three leaders have expressed increased ability to regulate thoughts, emotions, and desires as a cause of self-awareness and the habit of assessing own processes and possible biases affecting judgement. The creation of strategies for regulating emotion and reaction is showing as more refined ways of handling vulnerability, uncertainty and finding ways of serving meaningful purpose for others through curious inquiry and facilitation. Increased search for perspectives, tolerance of ambiguity and ability to regulate action has influenced their way of engaging co-workers and employees in terms of openness and approachability. They seem to focus more on listening, asking open-ended questions, checking awareness and needs.

Establishing a learning environment where employees are invited and expected to participate with their ideas, perspectives and concerns seems to be of increasing importance. For some more than others this is viewed a strategy for checking awareness, and to follow up on progress with work tasks. This can be seen in context with

broadening of self-awareness, perspectives, and process orientation. Being able to hold such dialogues promoting contradicting views and creative problem solving requires a level of psychological safety. This feeling of safety is can be limited by upholding a fixed sense of identity, which may influence meaning making in ways of fear for not being right and fear of losing control. Vulnerability is experienced as part of this process of detachment. Being able to stay in process and find situationally adapted ways of serving meaningful purpose is a testament of high self-awareness, high self-regulation, and agile leadership.

These are important attributes for high-performing teams in the modern business environment characterized by uncertainty, ambiguity, and volatile changes. Being able to handle and adapt to changes is viewed key for survival and growth. This does not constitute to leaders only. For an organization to thrive in these kinds of environments, the people within will have to adopt mindsets for creative collaboration and openness to transformation. The level of psychological safety in a team is a factor influencing the self-confidence needed for speaking up about important matters. If the work environment is characterized by fear of being viewed negatively or that contradicting perspectives are experienced as threats, the level of interaction will be affected in a less desirable way.

The task of maintaining a psychologically safe and engaging work environment is dependent on the leader's ability to facilitate stimulating dialogue and the ability to regulate own reactions in case of mistakes, bad news or unintended action. Self-regulating in situationally adapted ways is dependent on the level of self-awareness. This process of evaluating own role and actions is a recurring task for the highly self-aware leader.

6.2 Limitations of this study and implications for further research

During the work of gathering data for this thesis I realized I would not be able to grasp the full extent of their knowledge and experience. Since the research is based on semi-structured life-world interviews and observations, the accumulation of data and information could and likely would have looked somewhat different with another researcher. This is natural due to the importance and relevance of the relationship between researcher and participant (Thagaard, 2018). Experiences are subjective and vary from individual to individual. A possible limitation that may have affected results are if the participants felt restrained or limited by compatible linguistics for describing complex thoughts, feelings, and situations.

The experiences provided by the participants and the results discussed in this thesis are a small part of the data material accumulated, and I do not claim that it captures all of the informants lessons and learning from the process. They are merely connections of similar experience viewed in context with adult developmental theory and the research question.

7 Literature

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8 Appendixes

Appendix A – Informed consent form

Forespørsel om deltakelse i forskningsprosjektet

Masteroppgave om endring og relasjonsledelse

Bakgrunn og formål

Mitt navn er Jørgen Vorseth Graneggen, og jeg er student ved Institutt for pedagogikk og livslang læring ved NTNU. Jeg skal denne våren utforme en masteroppgave i Rådgivningsvitenskap under veiledning av Jonathan Reams. Jeg ønsker å undersøke hvordan økt selvbevissthet (self-awareness) kan virke på, eller skape endring i relasjon mellom følger og leder. Selvbevissthet kan handle om personlig og interpersonlig utvikling.

Studiet innebærer observasjon av og intervju med noen ledere eller personer med ledererfaring. Man står fritt til å velge om man vil bidra med å enten la seg observere, la seg intervju eller begge deler. Intervjuene vil vare i omtrent en time. Under intervju vil jeg benytte notatark i tillegg til en lydopptaker.

Hva skjer med informasjonen om deg?

Alle personopplysninger vil bli behandlet konfidensielt. Kun veileder og student vil ha tilgang til personopplysningene, og alle vil kodes med fiktive navn og bakgrunn. Direkte personopplysninger vil ikke lagres noe sted, og notater/lydopptak vil bli lagret på en passordbeskyttet mappe på en datamaskin som kun benyttes til formålet. Deltakerne skal ikke kunne gjenkjennes i publikasjonen. Prosjektet skal etter planen avsluttes 02.06.2020, og da vil alle opplysninger, notater og opptak slettes og makuleres.

Frivillig deltakelse

Opplysninger om de registrerte behandles basert på samtykke. Det er frivillig å delta i prosjektet, og du kan når som helst trekke ditt samtykke uten å oppgi noen grunn. Studien er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste AS. Som deltaker har man rett til innsyn, retting, sletting, begrensning og dataportabilitet. Deltakere har også rett til å klage til Datatilsynet.

Behandlingsansvarlig institusjon

Institutt for pedagogikk og livslang læring, ved fakultet for samfunns- og utdanningsvitenskap (NTNU).

Institusjonens personvernombud:

rune.dahl@ntnu.no

73591637

Studiens ansvarlige

Jonathan Reams (veileder)
jonathan.reams@ntnu.no
73591651

Jørgen Graneggen (student)
jorgenvg@stud.ntnu.no
92291735

Samtykke til deltakelse i studien

Jeg har mottatt informasjon om studien, og er villig til å delta i:

Observasjon

Intervju

(Signert av prosjektdeltaker, dato)

Appendix B – Letter from NSD

13.8.2020

Meldeskjema for behandling av personopplysninger



NSD sin vurdering

Prosjekttittel

Self-awareness in leadership. (Selvbevissthet i lederskap)

Referansenummer

200342

Registrert

20.02.2020 av Jørgen Vorseth Graneggen - jorgenvg@stud.ntnu.no

Behandlingsansvarlig institusjon

Norges teknisk-naturvitenskapelige universitet / Fakultet for samfunns- og utdanningsvitenskap (SU) / Institutt for pedagogikk og livslang læring

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Jonathan Reams, jonathan.reams@ntnu.no, tlf: 73591651

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Jørgen Graneggen, jorgenvg@stud.ntnu.no, tlf: 92291735

Prosjektperiode

10.01.2020 - 25.08.2020

Status

01.07.2020 - Vurdert med vilkår

Vurdering (4)

01.07.2020 - Vurdert med vilkår

NSD har vurdert endringen registrert 01.07.2020.

Vi har nå registrert 25.08.2020 som ny sluttdato for forskningsperioden.

NSD vil følge opp ved ny planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til videre med prosjektet!

Kontaktperson hos NSD: Simon Gogl
Tlf. Personverntjenester: 55 58 21 17 (tast 1)

15.05.2020 - Vurdert med vilkår

NSD har vurdert endringen registrert 15.05.2020.

Vi har nå registrert 02.07.2020 som ny sluttdato for forskningsperioden.

NSD vil følge opp ved ny planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til videre med prosjektet!

Kontaktperson hos NSD: Simon Gogl
Tlf. Personverntjenester: 55 58 21 17 (tast 1)

07.04.2020 - Vurdert med vilkår

NSD bekrefter å ha mottatt et revidert informasjonsskriv/endret dokument. Vi gjør oppmerksom på at vi ikke foretar en vurdering av skrevet/dokumentet, og vi forutsetter at du har foretatt de endringene vi ba om. Dokumentasjonen legges ut i Meldingsarkivet og er tilgjengelig for din institusjon sammen med øvrig prosjektdokumentasjon. Vurderingen med vilkår gjelder fortsatt.

24.02.2020 - Vurdert med vilkår

NSD har vurdert at personvernulempen i denne studien er lav. Du har derfor fått en forenklet vurdering med vilkår.

HVA MÅ DU GJØRE VIDERE?

Du har et selvstendig ansvar for å følge vilkårene under og sette deg inn i veiledningen i denne vurderingen. Når du har gjort dette kan du gå i gang med datainnsamlingen din.

HVORFOR LAV PERSONVERNULEMPE?

NSD vurderer at studien har lav personvernulempe fordi det ikke behandles særlige (sensitive) kategorier eller personopplysninger om straffedommer og lovovertridelser, eller inkluderer sårbare grupper. Prosjektet har rimelig varighet og er basert på samtykke. Dette har vi vurdert basert på de opplysningene du har gitt i meldeskjemaet og i dokumentene vedlagt meldeskjemaet.

VILKÅR

Vår vurdering forutsetter:

1. At du gjennomfører datainnsamlingen i tråd med opplysningene gitt i meldeskjemaet
2. At du følger kravene til informert samtykke (se mer om dette under)
3. At du laster opp oppdatert(e) informasjonsskriv i meldeskjemaet og sender inn meldeskjemaet på nytt.
4. At du ikke innhenter særlige kategorier eller personopplysninger om straffedommer og lovovertridelser
5. At du følger retningslinjene for informasjonssikkerhet ved den institusjonen du studerer/forsker ved (behandlingsansvarlig institusjon)

KRAV TIL INFORMERT SAMTYKKE

De registrerte (utvalget ditt) skal få informasjon om behandlingen og samtykke til deltakelse. Informasjonen du gir må minst inneholde:

- Studiens formål (din problemstilling) og hva opplysningene skal brukes til
- Hvilken institusjon som er behandlingsansvarlig
- Hvilke opplysninger som innhentes og hvordan opplysningene innhentes
- At det er frivillig å delta og at man kan trekke seg så lenge studien pågår uten at man må oppgi grunn
- Når behandlingen av personopplysninger skal avsluttes og hva som skal skje med personopplysningene da: sletting, anonymisering eller videre lagring
- At du behandler opplysninger om de registrerte (utvalget ditt) basert på deres samtykke

- At utvalget ditt har rett til innsyn, retting, sletting, begrensning og dataportabilitet (kopi)
- At utvalget ditt har rett til å klage til Datatilsynet
- Kontaktopplysninger til prosjektleder (evt. student og veileder)
- Kontaktopplysninger til institusjonens personvernombud

Ta gjerne en titt på våre nettsider og vår mal for informasjonsskriv for hjelp til formuleringer:
http://www.nsd.uib.no/personvernombud/hjelp/informasjon_samtykke/informere_om.html

Når du har oppdatert informasjonsskrivet med alle punktene over laster du det opp i meldeskjemaet og trykker på «Bekreft innsending» på siden «Send inn» i meldeskjemaet.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 15.05.2020.

FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

Dersom du benytter en databehandler i prosjektet, må behandlingen oppfylle kravene til bruk av databehandler, jf. art 28 og 29.

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.

NSD SIN VURDERING

NSDs vurdering av lovlig grunnlag, personvernprinsipper og de registrertes rettigheter følger under, men forutsetter at vilkårene nevnt over følges.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Forutsatt at vilkårene følges, er det NSD sin vurdering at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

Forutsatt at vilkårene følges, vurderer NSD at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet, vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19) og dataportabilitet (art. 20).

Forutsatt at informasjonen oppfyller kravene i vilkårene nevnt over, vurderer NSD at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:

https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html

Du må vente på svar fra NSD før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

Tlf. Personverntjenester: 55 58 21 17 (tast 1)

Appendix C – Interview guide

Informasjon før intervjuet starter

- Presentere seg, prosjektet og fokusområde. Minne om at det handler om din personlige opplevelse og erfaring. Ta den tiden du trenger til å tenke, og svar det som føles relevant og komfortabelt for deg.
- Hvem får tilgang til opplysninger og materialet? Anonymitet.
- Rettigheter til innsyn og redigering av resultatkapittel.
- Informere om hvordan intervjuet dokumenteres, og starte lydopptaker.
- Estimere varighet, og minne om retten til å når som helst avbryte intervjuet.

Introduksjon

1. Åpen runde om informant, arbeidsoppgaver og lederrolle.

Bakgrunn og motivasjon for kursdeltakelse

2. Kan du fortelle litt om din motivasjon for å utvikle kompetanse innen relasjons- og endringsledelse?
3. Hvilke forventninger hadde du til kurset?
4. Hva tenker du på når du hører begrepet selvbevissthet?
5. Hvordan har din selvbevissthet endret seg gjennom kursperioden?
6. Hvordan tror du økt selvbevissthet kan bidra til å utvikle deg som leder?
7. Har du lagt merke til noen endring i evne til å beholde fatning i kaotiske situasjoner?
8. Hvordan har økt selvbevissthet påvirket din evne til å se etter kreative, heller enn reaktive løsninger?
9. Hvordan påvirker økt selvbevissthet din evne til å regulere egne skyggesider?
10. Har du merket noen endring i syn på egen lederrolle?
11. Hvordan har ditt syn på endring utviklet seg gjennom denne perioden?
12. Hvordan tror du økt kjennskap til seg selv kan påvirke de man interagerer med?
13. Hvilke endringer har du opplevd i deg selv i denne perioden? Har andre bemerket en endring hos deg?
14. På hvilke måter gjorde du oppdagelser om deg selv?
15. I hvor stor grad kunne du koble nye innsikter til jobb eller hverdagsliv?
16. Har du gjort noen endringer i egen praksis som følge av nye innsikter?
17. Hvilke personlige endringer har du (og andre) lagt merke til gjennom denne perioden?
18. Hvordan har økt selvbevissthet påvirket din evne til å handle kreativt heller enn reaktivt i møte med utfordringer i arbeidsgruppa?
19. Kan du si litt om hvordan du har implementert læring fra kurset tilbake til arbeidsgruppa?

Appendix D – Blank ITC profile



