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**HOLISTIC DEBRIEFING:
A PARADIGM SHIFT IN LEADERSHIP**

by

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Preface

In the last eight years I have been a leader for combat helicopter units in the Royal Norwegian Air Force. I have served as a squadron commander twice; once at the Norwegian Coast Guard helicopter squadron and a second tour as commander of the Norwegian Search and Rescue helicopter squadron. In both situations I was responsible for a 24-hour a day 365 days a year response capability, where the crewmembers had to be capable of performing life-saving missions under extreme conditions. Attention to human performance under stress has evolved by experiential means. Several experiences from these missions and their follow-on debriefings have made me question our concepts of learning. As the years passed it seemed obvious to me that there is a hidden potential of growth and development in the questions we do not ask – the questions that deal with our emotional experiences. I like to view it as the invisible part of an “iceberg of information” – we know it is there but we do not dive into the cold water to have a closer look.

In 2001, I decided to initiate a new form of debriefing to address the hidden part of the “iceberg.” At that time we called it *psychological debriefing* because we used the same procedures as used to debrief traumatic events. As time went on we decided to integrate the emotional aspect into the regular debriefing. The title has evolved to “holistic” debriefing because this method integrates all relevant aspects of the learning process, cognitional, behavioral and emotional, and better represents the intent of the debriefing style. The effects of this holistic approach exceeded all the expectations we had at the time. First, I witnessed

strengthened relations and a more open atmosphere among colleagues. Moreover, I received feedback from my flight commanders that several crewmembers actually functioned better in their role on the aircraft. A concept that initially started as an experiment proved to have an operational value of improved mission effectiveness, both cognitive and skill improvements.

I wish to recognize the inspiration, assistance and support of several individuals and groups who have helped me in the development of “holistic” debriefing and the preparation of this research paper. First, I owe a special debt of gratitude to the Royal Norwegian Air Force which accepts innovative thinking and has given me the freedom I need to try this new concept of debriefing. Second, I like to thank my friend and instructor at the Norwegian Air War Academy, Lt Col Ole Asbjorn Solberg, for supporting me and guiding me through the implementation of psychological debriefing into the 330 squadron. Third, I like to thank the personnel at 330/337 squadron for being open to innovation, change and development, and having trust in the concept. Finally, I like to thank my course instructor at ACSC, Lt Col Brian W. Landry, for his enthusiasm in guiding me through the process that resulted in this research paper.

The views expressed in this research paper are mine and do not reflect the official policy or position of the Royal Norwegian Air Force.

Abstract

From time to time, paradigm shifts occur in leadership in the sense that fundamental assumptions about the mechanisms in human performance change. We are currently undergoing a paradigm shift in society that might highlight Servant leadership as highly effective in the context of military operations. The reason is that Servant leadership facilitates the growth of motivational mechanisms when confronting extreme situations like war. In essence military subordinates expect their leaders to have more interpersonal skills than was required before. This is partly a result of the shift in community where employers now are expected to take responsibility for individuals' life-long personal growth and partly a result of increased stress due to higher demands in international operations.

This paper explores the utility of a debriefing method resulting in individual, unit, and organizational transcendence towards increased effectiveness in stressful military operations. This paper offers for consideration a methodology termed "holistic" debriefing as a structured method for achieving both individualistic and unit inner growth and efficiency. The problem examined is the lack of proper leadership tools in the RNOAF's operational units to understand and cope with the affects of increased stress. Based on theory and examples from operational practice, "holistic" debriefing is presented as a possible solution for leaders to increase mission effectiveness through improved stress-coping mechanisms. The secondary effects from people engaging with themselves and each other through "holistic" debriefing is increased self-knowledge, interpersonal trust, group confidence and an improved working environment.

Introduction

One Search and Rescue mission in the northern part of Norway in July 2000 gave me new insight in how the negative effect of stress can have devastating impact on performance. We had first been scrambled on a car accident with several injured children. After having landed the helicopter on the road we tried to save the four young siblings that were thrown out of the wrecked car. It was a terrible scene. We did our best, but only one of the children survived. When we were about to hand over the child to the hospital we got another mission. A seventeen year old girl was missing after a class excursion in the mountains nearby. The weather was perfect with blue sky and the terrain was clearly set out with grass-grown hills. The girl was dressed in white T-shirt and red trousers. This should be an easy task. After three fuel-loads we still could not find her. A search patrol on the ground found her some hours later. She told them that we had flown over her at least 20 times while she was waving with her white T-shirt. Six professional Search and Rescue crewmembers had not seen her. Why?¹

Norwegian Sea-King pilot

Emotions have for a long time been a neglected area in both civilian and military leadership. Few researchers have focused on the emotional aspect of leadership and literature related to leadership has given very little attention to the theme. Leadership has been dominated by a cognitive focus, where emotions have been viewed as a negative element for rationality and efficiency. In the 1990's the emotional element in leadership was the subject for growing interests and focus. As an example, Bass (1990) introduced the term "transformational leadership" where the emotional aspect has important significance for effective leadership. The idea of transformational leadership is that the leader influences the followers with emotional connection through trust, admiration and respect. But leadership is also a rational process where the assumption is mutual cooperation between the leader and the follower. Thus, the leader is also a team player. A team is better conditioned for success when the team members experience a feeling of mutual trust, openness and respect. And when team members exchange emotional experiences it contributes to a stronger attachment and mutual connection that breaks down the anonymity. Effective leadership can therefore be viewed in this context as a result of the

leader's ability to integrate the emotional aspect in relation to the followers to achieve mission effectiveness.

Debriefing, in the traditional military context, has been used to analyze the mission to increase effectiveness by gaining experience through behavioral and cognitive learning. An emphasis on these aspects will amplify operational learning and improved tactical knowledge and skills. But, learning is more than just an accumulation of knowledge. Learning causes a change in an individual's behavior, in the manner of dealing with things that the individual chooses in the future, and the individual's opinions and personality. It involves change in one form or another, either the inner, experience-based level or in the external behavior that can be observed by others.² Therefore, since it is difficult to imagine human behavior and cognition with no emotions present, the traditional debriefing is insufficient. Stressors like high-risk missions and accidents involve strong emotional and physiological activation, and if the emotional activation and experience are not included in the debriefing, valuable knowledge can be lost and stress may be accumulated. Because of this, mission effectiveness may be degraded.

After the accident I experienced nightmares. I was always on the same approach for landing, but the outcome could vary. Some nights I handled the situation well, other nights I crashed and burned. But it was not only the nightmares that were difficult. In connection with approaches for landing I experienced discomfort, especially with corresponding weather conditions. I felt my reputation as a good pilot was weakened and was afraid of situations where I once again could fail. My self-confidence reduced to a level that made me avoid challenging situations at work. And I did not even discuss the problems with my wife. On the contrary, I got annoyed by comments about the accident and fled away from the difficulties instead of facing them.³

Norwegian F-16 pilot

Speaking of emotions has often been perceived as negative since they were often associated with a lack of control and difficulties with learning.⁴ Bruner introduced an optimal learning process (fig. 1) with the integration of three aspects: behavior, cognition and emotion.⁵ This process is useful when establishing a holistic approach for debriefing in the modern military unit.

Viewed against this holistic background, it is essential that feelings and emotions are given attention in the debriefing. Individual emotions experienced before, during or after the mission may or may not have an impact on the operational effectiveness of the group.

Communication of emotions by military members is often difficult, and is dependent of the amount of trust and confidence established within the unit. The establishment of a sufficient level of trust and confidence is the leader`s responsibility, and it is therefore necessary to focus on the emotional and relational aspect in leadership training. The military leader is responsible for the effective use of given resources to accomplish quality missions in hostile environments. The personnel are his most important resource, and mission effectiveness is dependent on individual maturity and knowledge. Using a more holistic debriefing, the military leader can build trust and confidence within units to a level that makes growth and development possible. The result can be increased mission effectiveness in a robust working environment characterized by openness, confidence and mutual respect.

This discussion explores the benefits of “holistic” debriefing as a method of individual, unit, and organizational transcendence towards increased effectiveness in the Royal Norwegian Air Force (RNOAF). The paper is presented in the context of the transformational and complexity theories of leadership science. This paper offers for consideration a methodology termed “holistic” debriefing as a way of achieving both individualistic and unit inner growth and efficiency. The problem examined is the lack of proper tools given leaders in the RNOAF`s operational units to understand and cope with the affects of increased stress. “Holistic” debriefing is a possible solution for leaders to mitigate the threat to operational personnel exposed to cumulative stress by creating a process for sharing experienced stressors valid for learning, including the emotional elements.

Debriefing: Old versus New

In traditional military debriefings, the focus has been on reflection of the behavioral and cognitional aspects to provide the opportunity to review how the mission was conducted regarding procedures and tactics. It takes place through a structured dialogue between colleagues in a unit after a mission and is often lead by the mission commander. “Holistic” debriefing addresses the emotional, cognitional and behavioral aspect of military missions. By utilizing the psychological debriefing model “Stress and its Mastery” (fig. 3) as a framework to understand the emotional aspect of individual reactions, “holistic” debriefing integrates the emotional aspect in the traditional debriefing with a structured dialogue.⁶ While the traditional debriefing focuses on facts and action in relation to procedures and tactics, the “holistic” debriefing integrates facts and action in relation to emotional tension experienced by the individual. The essence of “holistic” debriefing in a military context is improvement of individual self-knowledge and interpersonal trust through effective integration of behavior, cognition and emotional aspects to a level that makes further growth and development possible.⁷ The ultimate goal of incorporating “holistic” debriefing in the RNOAF is to increase mission effectiveness.

Significance of Debriefing

The RNOAF has recognized the leaders of the organization, the officers, as the key element in the debriefing process. The leader constantly has to balance shortfalls because there is never enough time, money or manpower to accomplish the missions with a guaranteed success. It is therefore important for military leaders to understand and develop both themselves and those under their command to meet the challenges with confidence and robustness. Leadership

training is one of the most important means available for the organization to achieve exactly that. The Chief of the Norwegian Defence Staff stated that “leadership training through personal development is the starting point for leaders who are responsible for individuals’ performance in a stressful environment.”⁸ Furthermore, he has stated that the development of leaders and the exercising of leadership must go hand in hand and be a part of normal operations.⁹ The Chief of the Norwegian Defence Staff’s approach to leadership highlights that military leaders must be able to lead their people in life or death combat situations. Therefore, in peacetime, the leaders must train and develop personnel to create combat ready units and functionally efficient staffs.¹⁰ This sets clear guidance for the Armed Forces’ training plans. Training in the management of crisis and combat, using learning by experience under guidance, is a declared area of emphasis.¹¹ In times of great transition and change, the situation demands not only more leadership but also newer forms of leadership.¹² A holistic view on human performance is one improvement towards this goal.

Since 1990, the amount of risk and stress for operational personnel in the RNOAF has increased due to a step up in international engagement and higher demands for efficiency. Several air crews have experienced the emotions related to the fear of death. Norwegian pilots have bombed live targets in Afghanistan. The tempo and intensity of and requirements for training and exercises have increased. At the same time there have been political demands for workforce reduction and increased focus on financial management. The RNOAF has fulfilled the operational requirements, but the signs of negative effects are present. “Pilots are applying for the War Academy because they need some rest from the operational environment. The maintenance personnel resign due to stress. Officers are advertising for a better care-taking system after a traumatic event.”¹³ Therefore the RNOAF is focusing on tools that can help the

organization to sustain its proficiency in this “new” reality, and maintain the RNOAF as an attractive future employer and effective contributor of airpower.

Emotional debriefing has been used as a supplement to the traditional debriefing in two RNOAF squadrons since 2001, and the positive effects have raised the question of whether this concept can be integrated in the entire organization. Will the integration of emotional aspects in the traditional debriefing help leaders to increase mission effectiveness in operational units and mitigate stress? First of all, it depends on the leader’s confidence of bringing emotions to the surface within the unit. The sufficient confidence level can only be reached through education and practice in a safe environment, and it is crucial that perception of insufficiency and failures in the training period do not lead to resistance and rejection later in the leader’s career.

Holistic view on debriefing

After the near-miss I started to back off. I was no longer the first one to volunteer for the difficult missions. I felt both anxiety and shame. Me – the best, toughest and roughest pilot in the squadron... And since I did not manage to talk about it to the other pilots in the squadron the tension grew inside me. I only did it worse.¹⁴

Norwegian F-16 pilot

This chapter explores the emotional aspects in our personality and their central function in regard to cognition and behavior in the professional arena. Explicitly, the existence of emotions and their functions in addition to the cognitional and behavioral elements are highlighted. Jerome Bruner, an American psychologist who is seen as one of the principal architects of the cognitive revolution and educational reform in the United States and Great Britain in the second half of the 21st century, argues that there is a close connection between cognition, emotion and behavior in the human mind.¹⁵ David Krech used the expression “*perfink*,” which means that people perceive, feel and think at the same time.¹⁶ Bruner claimed that they also act as a result of what they “*perfink*,” and that the three elements have to be viewed in a holistic manner. He

posited that “we can abstract each of these functions from the unified whole, but if we do so too rigidly we lose sight of the fact that it is one of the functions of a culture to keep them related and together in those images, stories, and the like by which our experience is given coherence and cultural relevance.”¹⁷ It can be fruitful to pursue the linkages between cognition, emotion and behavior when designing a tool for learning from experience and reflection, and the military debriefing is meant to be such a tool. Its function in the military environment is to improve mission effectiveness through a strengthened learning process with reflection of past performance. The problem is that the traditional debriefing is not balanced in relation to Bruner’s *tripartism* because the emotional aspect is not given enough attention, if any at all. In other words, we do not reflect on what and how we were feeling as we executed the mission.

Bruner’s classical triad visualizes the learning process consisting of action, cognition and emotion.¹⁸

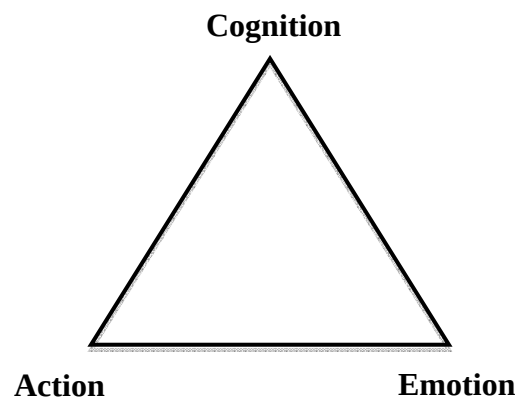


Figure 1. A visual picture of Bruner’s Triad

(Adapted from J. S. Bruner, “Actual Minds, Possible Worlds,” Cambridge, MA: Harvard University Press, 1986.)

This can be expressed as a learning process where the three human operative systems are fully integrated in the learning environment. The components of behavior, emotions, cognitions and

actions are not isolated from each other, but are aspects of a larger whole that achieves its integration only within a cultural system.¹⁹ Furthermore, Bruner claims that emotion should not be isolated from the knowledge of the situation that arouses it, and that action is a final common path based both on what one knows and feels. It is important to recognize that “all three terms represent abstractions.”²⁰ They are constructions that are structurally independent and constitute a unified whole in our personality. Personality has a number of meanings, but the three human operative systems can define the term. Personality can be defined as “the characteristic patterns of behavior, thought and emotion that determine a person’s adjustment to the environment.”²¹

The reason for focusing on emotions is the perception that feelings, emotions or affections have a tendency to be living in the shadow of cognition and action in the military environment. Military personnel are traditionally trained to base their analysis, decisions and interacting on cognition with minimum influence from emotions. Emotions and feelings are traditionally viewed as signs of weakness in the professional military environment. The importance of emotional and relational aspects in human interaction, both in war and peace, can therefore be viewed as underestimated in the military environment. Misjudgment of the situation, suboptimal decision-making and difficult interaction can, in this context, be seen as a result of inadequate knowledge and/or acceptance of the emotional aspects in human interaction. Stress is a matter of regulating emotions, and the same difficulties that are discussed above can therefore be present when dealing with stress.

Stress

Stress is influential on holistic debriefings along two lines. First, sharing emotional aspects in a group can be stressful by itself. Secondly, sharing emotional experiences can be a relief valve

that mitigates stress. Both aspects are important when integrating emotional aspects in the traditional debriefing.

The precondition for growth is the will and ability to challenge established structures, and thereby security. Through holistic debriefing one gets the chance to challenge existing self-knowledge, in spite of insecurity and anxiety appearing from the challenge. Fromm (1947) asserted that man's internal strength depends to a large extent on the truth about his real self.²² But such training can be hard and the truth about oneself can be too tough for the individual. Carl Rogers (1967) asserted that personal learning involves a good deal of pain and anxiety. And according to Moxnes "the word anxiety contains a meaning that is very similar to the term insecurity."²³ However, Kierkegaard describes anxiety "as the possibility of freedom, where life is a synthesis between what is given and what we can choose."²⁴ Nevertheless, standing face to face with the opportunity to choose may be a frightening experience, because freedom to choose may involve endless consequences. Kierkegaard articulated that "anxiety is an experience of the possibility of freedom. It is only by relating to ourselves that we are in a position to undertake an existential choice."²⁵ Moxnes claimed that "anxiety is an experience, and how the situation is perceived is the critical factor for anxiety, not how real the actual danger is."²⁶ In other words, anxiety is the object of perceptual interpretation. From this perspective, participants in holistic debriefing could experience different degrees of anxiety and some will not experience any anxiety at all. There are many factors that can influence this, including the individual's self-perception, previous experience, motivation and so on. Thus participants will have differing suppositions regarding the activities to be undertaken and they will have differing perceptions of whatever it is that they will be attempting to do. Anxiety arises when there is lack of congruence in the relationship between the nature of a person's self-perception and the new experiences that

are to be undertaken. Bjartveit and Kjærstad posited that anxiety can express itself as "a vague, uncomfortable feeling where one perceives oneself as insecure, tense and helpless."²⁷

In spite of this potential insecurity and anxiety about the unknown, the assumption is that the personnel will participate in holistic debriefing to undergo new experiences that contribute to development. The challenge in relation to self-development consists of finding the optimal level of security for each individual, that is to say a level of stress sufficient to motivate growth.

Stress, Panic and Performance

There is energy in stress, and this is often the source of motivation and improved performance.²⁸ The problem is that if stress becomes too powerful it destroys motivation and worsens performance. The model "Panic and Performance," developed by Useem, shows the basic relationship between stress and performance. The critical point on the curve is the "panic point" where the performance level is at its highest.

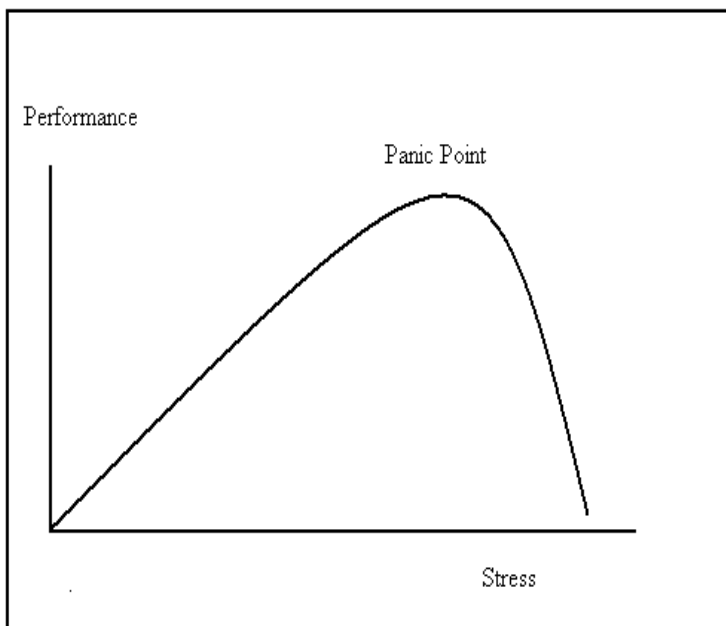


Figure 2. Panic and Performance

(Adapted from M. Useem, "The Leadership Moment: nine true stories of triumph and disaster and their lessons for us all," New York, NW, 1998.)

To the right of the “panic point” the performance level will decrease rapidly due to overwhelming stress. According to Useem, “psychologists tell us that panic sets in when the mind succumbs to stress and fails to take in new information about a threatening event, or fails for similar reasons to take advantage of prior experience germane to the threat.”²⁹ Nevertheless, the object should never be to remove stress, but to build up the necessary confidence so that stress is reduced to an acceptable level.³⁰ A leader should therefore want stress at a level that makes growth and development possible. Kierkegaard analyzed Abraham’s willingness to sacrifice Isaac to show that through experiencing stress one will experience growth in the strength of the self.³¹ The self and security is strengthened by saying yes to challenging one’s fears. In this way stress facilitates positive development.

Coping with stress

One assumption is that holistic debriefing allows personnel to access the skills needed to cope with stress simply by establishing a dialogue that does not stigmatize emotional aspects in military activity. After all, everyone experiences stress and there is little stigma attached to improving coping skills in the military organization. For example, some military personnel are suffering the effects of Post Traumatic Stress Disorder and are forced to leave the organization because of their inability to cope. Historically, the professional military environment has not been able to meet the psychological or emotional impact of combat with the same seriousness as the physical injury. Emotional disorder has often been labeled as cowardice, desertion and lack of moral fiber. The cause of the problem has been isolated to the individual’s inability to cope with stress. In truth, it is more likely that the cause is the accuser’s own inadequacy to deal with the stigmatized emotional aspect. Certainly, some individuals are more vulnerable than others.

But the modern military organizations are investing more and more resources in each individual for specialization and professionalism, and it is not efficient to prevent highly skilled personnel from achieving their potential because of organizational inability to cope with the negative effects of stress. It is much easier to create an environment that gives the individual ability to bring his or hers emotional experiences to the surface among colleagues to prevent stress accumulation. As much stress arises from the interaction between the person and the environment, stress management may require both organizational and personal change.³² The strength of holistic debriefing lies in its flexibility. It gives the leader ability to respond both to the requirements of the organization and to personal needs. Through holistic debriefing, personnel can learn new skills, either in self or others and the organization can establish a strong connection to the individual.

The Individual's Needs and Tendencies

Holistic debriefing can be a tool for learning more about "the unknown self." Part of the reason for this lies in the fundamental needs possessed by human beings. We find these described in Maslow's Hierarchy of Needs and elsewhere.³³ Maslow describes the need for self-realization as the only need that, in principle, cannot be satisfied.³⁴ The most important aspect of Maslow's theory is that it points out the need for growth and development. Learning that involves a change in self-understanding and self-perception is threatening and can lead to opposition and defensive reactions in some people. Giving up one's defensive behavior and thereby broadening one's horizons is often difficult for the individual. This is why it has to be accomplished under conditions that are hallmarked by trust and confidence.

Primary and Secondary Needs

Moxnes (1995) describes two fundamental levels of needs, *primary needs* and *secondary needs*, which contain dimensions that may be seen as frustrating because they are contradictory. *Primary needs* concern security and growth. *Growth* is influenced by man's curiosity, which leads him to seek excitement in his life and which drives him towards the maximization of achievement. In the opposite direction, man is driven to seek *security*. We flee from dangerous and threatening situations, resist change and oppose new learning. Moxnes claimed that "these two needs are to be found in every person and they conflict with one another."³⁵ In essence, there exists a paradox when man seeks growth. Growth is usually at the expense of security, and contrarily, when man seeks security, it is usually at the expense of growth.

Secondary needs relate to the need for control (meaning) and freedom. Deduced from security, man has a need for *meaning and control*. We seek values and norms, we want order and system. At the same time we have a need for *freedom* and the ability to choose. We desire to stretch our boundaries and want the fewest possible restrictions.³⁶ These two secondary needs are more concrete than the primary needs. Moxnes articulated that "a desire for freedom indicates an underlying growth need, and a quest after meaning expresses an underlying security need."³⁷

In addition to the primary and secondary needs, *two fundamental tendencies* are found in most people, courage and fear. On the one hand is the tendency towards courage or heroism. On the other is the tendency towards fear or cowardice. Moxnes described that "these two tendencies can be present in one and the same individual, and they will mutually try to exclude one another."³⁸ *Courage* is hallmarked by people being persistent, being willing to take risks and thus being willing to take the consequences that follow from that. On the opposite side we see that the consequences of *fear* are that people keep within themselves and withdraw. We want to

preserve what we are used to, what we feel safe with. Thus, the result can be that we shy away from the possibility of freedom and growth. Courage and fear are not needs, but tendencies that follow man through the whole of his life. Moxnes claimed that “people can change from the one tendency to the other, but when they do so they also change personality.”³⁹ Traumatic experiences can make people change personality, and one can assume that powerful mental stressors experienced in extremely uncertain situations can create personal crisis. Prolonged presence in the environment of war will in some way or another affect a person’s feelings and reactions. Unofficial surveys indicate that the divorce rate among Norwegian military officers with multiple deployments is as high as 70 percent.⁴⁰ The U.S. Army reports suicide rates among active-duty soldiers to be at an all-time high since they started tracking soldier suicide rates in 1980.⁴¹ The reason for the rising numbers is most likely compound. Nevertheless, the numbers indicate two important aspects for any military commander in war. First, military organizations in war are morally obliged to develop systems and procedures that can mitigate long-term negative effects on the personnel. In addition, the numbers indicate that our current systems and tools are not sufficient.

War challenges the individual’s primary and secondary needs because of its uncertain and brutal nature. Thus, it is crucial for military personnel to understand the emotional impact of traumatic events and develop a secure collegial arena where experiences can be shared and diffused. Growth, freedom and courage are dimensions that relate to holistic debriefing. The assumption is that most personnel will consciously seek growth in spite of this being at the expense of increased fear, reduced meaning and security. These dimensions create a fundamental starting point in the person. According to Moxnes “the question becomes simply to

what extent one can teach oneself to know oneself, how painful this will be, and what consequences it will have?"⁴²

Learning and Transfer of Learning

The purpose of the military debriefing is to filter the most important elements from the mission for learning and growth so that the next mission can be performed with higher proficiency. It is a common perception that learning has to do with change. Rogers (1969) said that meaningful learning is learning that is more than just an accumulation of knowledge. "It is learning that causes a change in an individual's behavior, in the manner of dealing with things that the individual chooses in the future and in the individual's opinions and personality. Learning involves change in one form or another, either at the inner, experience-based level or in external behavior that can be observed by others."⁴³

Transfer of learning is a very important problem within educational theory.⁴⁴ The question is whether what one discovers in debriefing is transferable to operational performance. Moxnes (1995) says that transfer of learning often has its limits. It is known that methods such as sensitivity training seem to have great meaning for the individual participant in the short-term, but have little effect on the organizational productivity in the long-term.⁴⁵ These training programs have often been short-lived and taken place in an unfamiliar environment that makes it difficult to transfer the learning back to the working environment. Viewed against this potential pitfall holistic debriefing can offer an easier way to transfer new individual insight from the debriefing process to the performance of the next mission. Holistic debriefing builds on and expands from the traditional debriefing well known to all airmen, and the basic security necessary for learning is therefore already established. Furthermore, the emotional part of the

debriefing will always build on trust, voluntariness and individual adaption. And the core of the concept is that the group decides how fast and deep the emotional process shall progress – not the leader. The individual drive for growth must come from within, and it is the individual that must transfer the new insight from theory to practice. However, the fact that the process is open will secure common insight and the relations within the group will aid the individual learning to occur in practice.

The Psycho Dynamic Model

The human mind is complex and diffuse, and a common model for simplification is necessary to make the journey towards better understanding possible in the military working environment. Holistic debriefing is a structured dialogue where the purpose is to bring all potential learning aspects of a certain situation to the surface, including the emotional aspect. Several conditions have to be present for individuals to share emotional and often diffuse experiences with colleagues. The keywords are trust and confidence. The individual must feel that the colleagues will listen openly and try to understand the shared information in a constructive context. This requires a common language and a shared reference point. The primary premise for a successful holistic debriefing is to work on a basic level with tools that make our behavior and actions understandable. Bruner's classical triad represents an example of a basic visual picture of personality, where the balance between the three human operative systems forms the personality and the individual's behavior. Nevertheless, one premise in this kind of debriefing is to establish a common understanding of some central mechanisms for human behavior. One central aspect in this context is the protecting layer between our inner feelings and our visible behavior.

In psychodynamic literature, different labels are used for the concept of the human core. Higgins (1987) labels the human core as “the actual self.”⁴⁶ Other terms in literature are “the

true self” (Winnicot 1960), “the authentically human” (Nyeng 2000), “the loving human” (Monsen 1987), “the higher self” (Pierrakos 1987), “the natural self” (Lowen 1995) and so on.⁴⁷ All these different names are calling attention to the essence in holistic debriefing; there must be a proper balance between cognition, action and emotion *in* the individual, and *between* the individual and the situation it is facing.

Higgins (1987) is indicating three self-conditions: “the actual self,” which is the attributes that are believed to be possessed by an individual; “the ideal self,” which is the attributes that someone would like to possess; and “the ought self,” which refers to the attributes that someone believes one should possess.⁴⁸ Furthermore, he outlines two types of standpoints on the individual self: one's own personal standpoint and the standpoint of a significant other (for example, a colleague).⁴⁹ According to Higgins, when discrepancies involve the self and standpoints on the self, emotional tensions can be heightened (anxiety and stress).⁵⁰

Different development programs within the RNOAF have used Joar Skjevdal’s “Core Model” as a basic tool for analysis and understanding of the human core.⁵¹

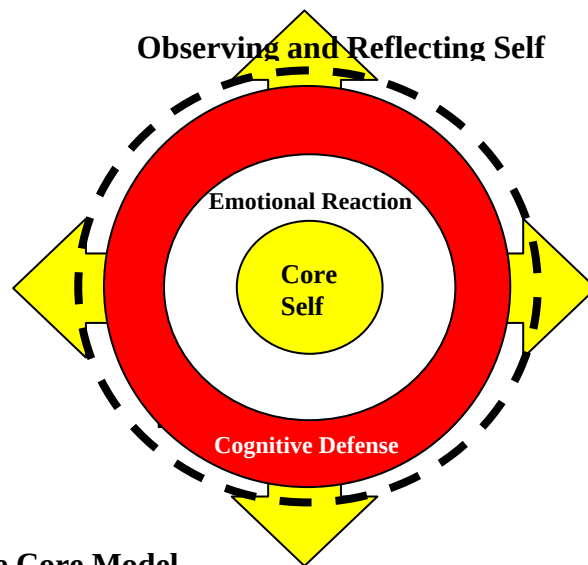


Figure 3. The Core Model

(Reproduced and simplified with permission from J. Skjevdal, AFF Consulting, Oslo, Norway)

This is an idealistic model of the human being where different layers or elements form the total “self.”⁵² Joar Skjevdal (2007) articulated that the “Core Model” contributes to a common language on the inner journey for better understanding oneself in relationship with others.⁵³ In this way, the model provides the foundation for the collegial relationship in holistic debriefing. The basic assumption is that the natural core-self first of all wants to relate to the environment with sufficient openness, acceptance and trust for safe self-actualization. The two fundamental sources for human motivation, the need for appreciation and development, work in a mutual dependence in the real life. And the drive for development is dependent on sufficient openness, acceptance and trust.⁵⁴ This idea compliments Higgins’ self-discrepancy theory. He states that there are two major motivational tendencies associated with self- discrepancy theory. First, self-discrepancy theory assumes that people are motivated to reach a condition in which their self-concept matches their personally relevant self-guides; and second, relations between and among different types of self-state representations relates to different kinds of psychological situations, which in turn are associated with distinct emotional-motivational states.⁵⁵

Some people do not have a large discrepancy between their actual self-conception and their ideal self. These people are presumed to be more motivated and to have greater self-esteem. The individual illustrated in the ideal “Core Model” is a person with an accessible core self and a growing observing and reflecting self characterized by empathy, understanding and boundary setting for him and the environment.⁵⁶ With flexibility this individual can use his innate ability for openness, intellectual development, creativity, trust, vitality, empathy, care and energy depending on the situation. This is fundamental for the individual’s ability to regulate emotions and cope with stress. When these capacities are present, the individual has a good capacity for self-regulation because of highly developed self-knowledge. The holistic debriefing can be a

valuable tool to build a better capacity for self-regulation. Increased ability to regulate emotions and cope with stress will intentionally increase mission effectiveness because each individual will be able to meet the challenges with more mental robustness and the colleagues will be able to understand the individual's reactions in a more constructive way.

The Holistic Debriefing Model

The model “Stress and its Mastery” (fig. 3) is taken from the RNOAF Academy's manual “Emotional Debriefing.”⁵⁷ This model creates a clear and lucid framework for understanding the individual affects of stress and the resulting stress reactions, and has mainly been used for debriefing traumatic events. The model visualizes some of the mechanisms that are in play when a person experiences stressful events, and can therefore be a viable tool when establishing a structured approach for holistic debriefing. The intent is to integrate the emotional aspect into the traditional debriefing with a structure that is understandable. This model represents a visualization of the framework used in psychological debriefing in the RNOAF's 330 and the 337 squadrons in the period 2001-2007.

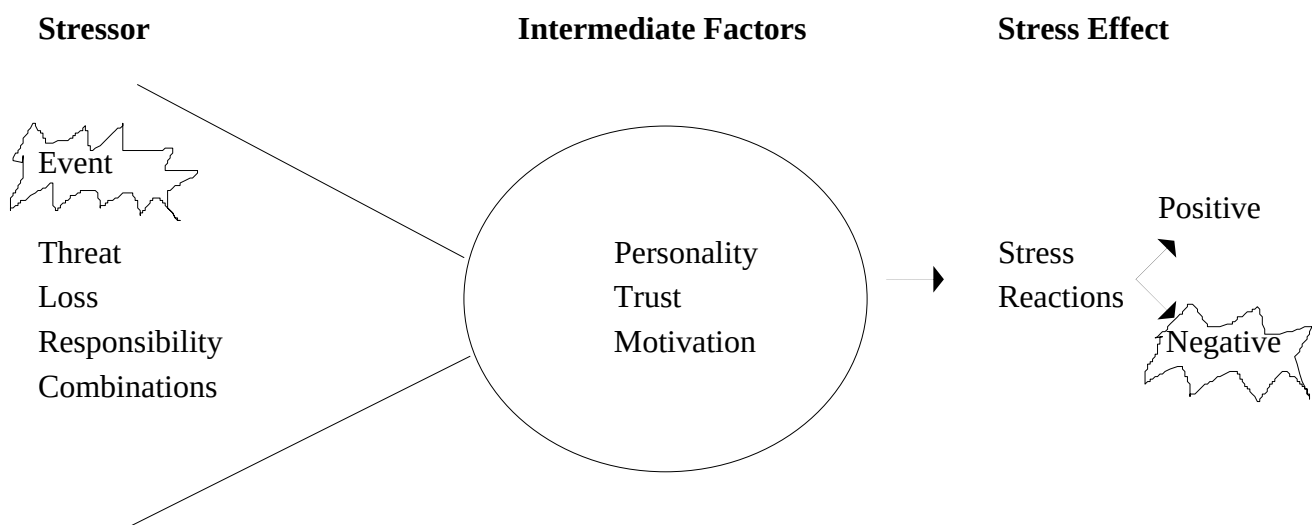


Figure 4. Stress and Its Mastery

(Adapted from Ole A. Solberg, *Krisehaandtering – Emosjonell debrief. A compendium at Norwegian Air War Academy. 1997.*)

This model illustrates that the effect of stressors is modified by intermediate variables like personality factors, trust and motivation, and that stress reactions are the result of interplay between stressors and intermediate variables. In reality the concepts are far more complex.

Stress has traditionally been used as a collective concept with a large degree of subjectivity and is measureable only to a limited extent. In the context of holistic debriefing, stress is regarded as experienced emotional reactions within the individual and the unit. Hytten and Ursin label a stressor as “external loads on the organism.”⁵⁸ This can be present as a psychosocial threat. Psychosocial threats can be further divided into “threats to other’s lives”, “threats to social values and the values of others”, “the stress of responsibility” and “the fear of making mistakes.”⁵⁹ The intensity and effect on the individual seems to be dependent upon proximity to the event, exposure time and distance from the center of the event.⁶⁰ The stressor becomes overwhelming when it jerks the individual out of his normal equilibrium and when the external event represents a threat to the person’s fundamental values.⁶¹ The stressor-concept used in the holistic debriefing relates to Hytten and Ursin’s definition, and is viewed as “external stimuli that represents a potential burden.” In the holistic debriefing the stressor is detected by focusing on facts and perception by answering the question; *what happened?* The key is to create a common understanding of the entire situation. Typical follow-up questions are; *where did it happen, what was said, and what made you react?*

Individuals measure or filter stress through several mechanisms. In the debriefing process the intermediate variables are detected and analyzed through asking the questions; *what did you hear, what did you see, what did you think, and what did you feel?* The skill in this phase is to understand the background or framework for decisions and actions that have been made, to include the sense impressions that had a potential impact on the individual’s judgments. This is

then followed up with the question; *how did you react?* The purpose is to integrate the emotional aspects with the cognitive and behavioral aspects to create a better understanding and normalization of the individual's reactions and behavior.

Initially, it is recommended to establish a basic structure of variables when integrating emotional aspects in the debriefing process. The assumption is that this will help the participants avoid an amorphous discussion that confuses the process. As the concept of holistic debriefing becomes more integrated into the unit's regular debriefing the structure should preferably be looser. The structured elements used in the psychological debriefing initiated in the two maritime RNOAF helicopter squadrons have been personality factors, motivation and trust. The reason for choosing those variables in holistic debriefing is that they seem to be important when trying to understand human growth and development.

Personality Factors

Most definitions of personality build upon the assumption that the individual's characteristics remain fairly stable over time. There are different ways of conceptualizing personality depending on the approach. Personality was viewed by Allport (1937) as "the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment."⁶² This definition represents a holistic dynamic perspective. There is no agreement among psychologists on the question of the degree of consistency in personality, but most psychologists agree that people are predisposed to act in certain ways based on individual characteristics and situational conditions. If we as military leaders are interested in effecting change, growth and development, it is vital to focus on developing greater individual self-knowledge as well as knowledge of each other within the unit. In her book *Leadership and the New Science* Wheatley claimed that if we want to bring health to a system we must "connect

it more to itself.”⁶³ She says that “the system needs to learn more about itself from itself.”⁶⁴ This applies to the individual as well as to the whole organization. Furthermore, Wheatley asserted that “the system needs processes to bring it together.”⁶⁵ Holistic debriefing can be the process or framework that establishes an arena for officers to connect, develop relationships, and learn how to better cope with stress based on new insight. By using the framework of emotional debriefing, visualized in the model “Stress and Its Mastery,” holistic debriefing can contribute to increased self-awareness. By establishing a cognitive map and offering time for reflection in small groups, holistic debriefing can be a way for the leader to help subordinates understand their personal characteristics and mechanisms that make them behave in a certain way. The new insight may lead to change if the individual is motivated. One of the respondents in a survey that asked about the perceived effects of psychological debriefing at the RNOAF’s 337 Squadron responded:

*Many of the flight safety initiatives, the way we debrief and interact with each other leads to increased self-knowledge. Self-knowledge makes it easier to understand a colleague’s situation – and thereby we have increased empathy and trust within the unit.*⁶⁶

Several of the respondents from the RNOAF’s 330 and 337 squadrons reported a perceived improvement in the working environment together with leaders that have become more focused on both the operational and emotional aspects in the daily management.⁶⁷

Motivation

Motivation for lasting individual change is not in response to a leader’s demand or wishes. For a change to be more than transitory, the motivation has to come from the individual himself. The concept of motivation comes from the Latin word “movere,” which means “to set in motion.” It can be viewed as a force that makes a person take action in a particular way and drives the person towards achieving something. Motivation is connected to emotion since there is primarily a driving feeling that starts off or creates a physical action. And as Moxnes (1995)

described, the individual's primary (security and growth) and secondary needs (meaning and freedom) are fundamental for the individual. Since new insight in all three aspects of Bruner's triad is the central factor in holistic debriefing, the creation of an environment that is able to meet the individual's primary and secondary needs is crucial for success.

Motivation, in the holistic debriefing context, is related to the individual wish and desire to be more effective through personal growth and development. The assumption is that by engaging together to learn more about themselves, people tend to establish strong relations and a collective identity that lead to increased motivation for improvement. The experiences after introducing psychological debriefing to the RNOAF's 330 and 337 squadrons indicated that the assumption is right. One subjective example of this is the author's personal experience as a Pilot-In-Command on a Search and Rescue mission where twelve Icelandic fishermen were about to be crushed against the North Cape during a hard winter storm.

The weather was terrible with heavy snowfall and gusts of 50 knots. It was night and total darkness. But we had a job to do. As we lifted off everything seemed to be fine. But five minutes after take-off the winds changed direction and increased due to the Venturi effect from the steep Stabburs Valley. And the snowfall intensified. The helicopter was more or less uncontrollable for a while due to turbulence and we started to pick up some ice. I remember telling myself, "I should never have lifted off tonight!" I asked the crew how they felt and indicated that I wanted to continue for a mile or so, and then turn back home. They understood that I was uncertain about the situation, and that I was about to lose confidence of our ability to perform a safe pick-up under these conditions. One by one they started to give me positive feedback. I remember the Rescue Swimmer said he trusted my skills and that he would go down the wire if I wanted him to! My confidence increased, and we continued. We accomplished the mission successfully.

This example indicates that the bonding of the unit and individuals' will and commitment to each other's performance had been strengthened after the integration of emotional aspects into debriefing.

Trust

Trust is another critical variable that is closely related to motivation because an environment of trust is the foundation for relationships and open feedback. It is difficult to define trust since

it is a vague term that depends on individual perception, and literature on leadership does not contribute with a blueprint of the term. Heifetz (1994) describes trust in authority relationships “as a matter of predictability along two dimensions – values and skill.”⁶⁸ Mayer (1995) explained trust as “the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other party will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party.”⁶⁹ In the holistic debriefing model, the meaning of trust is viewed as a positive expectation that another will not act opportunistically, where the term opportunistically refers to the risk and vulnerability that exist in any trusting relationship. Positive expectation means that there already exist relationships with the other party and that the trust is built on earlier experiences. It takes time to build trust and it is preserved through a continuous process. Unfortunately, trust can easily be lost if the positive expectations are not met. Dyer (1995) stated that trust is “the glue that keeps team members working together, and when trust is lost, it is very difficult to regain.”⁷⁰ Zemke (2000) asserted that “trust develops over time, can be dashed in an instant and repairs very slowly.”⁷¹ In holistic debriefing trust is the central factor for the processes to be successful because trust provides the foundation for sufficient openness among individuals in the group. To build trust, the leader must know what generates it.

Mayer (1995) asserted three important leader characteristics for creating an environment of trust: ability, benevolence and integrity.⁷² The introduction of psychological debriefing in the RNOAF’s 330 and 337 squadrons in the period 2001-2008 was internally supported by several feedback-sessions where the squadron commander together with the wing commanders tried to summarize and categorize the feedback from subordinates to define the leader’s role in this type of debriefing. This feedback indicated that the leader had to be perceived as honest,

interpersonally competent, loyal and consistent before the subordinates responded with trust. Honesty is linked to integrity, and this was seen as the most critical dimension of trust. The leader's willingness and effort to establish an environment of trust within the unit is critical because it signals to the personnel that he/she believes in them and the potential of growth within the unit. This type of community building is a central factor in servant leadership based on the concept that true leadership occurs from the deep desire to serve others.⁷³ Nevertheless, the element of trust must go further than the leader-subordinate perspective within the unit itself.

The organizational community as a whole should ideally signal trust and care-taking as a foundational element that "runs like a red thread" through the entire RNOAF. The feedback gained from the initial introduction of psychological debriefing in the two RNOAF's maritime helicopter squadrons indicated a perception among the personnel of insufficient organizational focus of these elements. As one helicopter pilot expressed during one feedback session:

In the operational environment it always comes down to focusing on the operations – how you accomplish the mission. The RNOAF does not have a strong culture of benevolence. If you are strong and do your things right, then everything is fine. But if you do some mistakes and show uncertainty you will lose your respect, authority and support. So, I do not feel the need to share my inner experiences and show my weaknesses outside this squadron...it is difficult enough to share them with you.

This statement highlights the contradiction that exists between the dimensions of security and growth, and the challenges associated with it. A sense of distrust, insecurity or lack of organizational foundation will represent a challenge for the leader when implementing holistic debriefing to the unit. Organizational cohesion is critical because the leader must be perceived as trustworthy by the subordinates for them to give up some security for growth. If the subordinates sense a lack of support or organizational foundation they will most likely be more skeptical and reserved. So, for an organization to facilitate growth, it must be able to signal coherent trust from top to bottom.

Recommendations

After the accident I experienced many strong emotions and difficult feelings. I wanted a confirmation on that I had done the right thing – but I never got it. The response I got was just; “It’s good you are safe on ground. Can you fly again tomorrow?” The surroundings did not understand my emotions and experiences. I think this is very sad.⁷⁴

Norwegian F-16 pilot 2006

After an accident most people will experience reactions. In most situations these reactions will disappear quickly, but in other situations they will not. The central question is always how the individual experienced the situation. What kind of emotions and thoughts did the individual have? And how did the surroundings help the individual to freely express those emotions and thoughts afterwards? As mentioned earlier emotions have a tendency to be shadowed by cognitional and behavioral aspects of the traditional military debriefing. To be able to bring the emotions to the surface there has to be an established routine for sharing all aspects of valid experiences in the regular debriefing. This means that the debriefing guide has to be changed, and that all personnel must be familiar with the new concept. In other words, the sufficient trust and confidence level must be established within the unit at an early stage. To be able to successfully create a debriefing concept with sufficient trust and confidence the leader must clearly state the intentions of the holistic debriefing concept, and bring it to realization through training. There are many reasons why the RNOAF would benefit from bringing the emotional aspect to surface.

First of all, airmen are valuable resources with critical professional competence that the RNOAF cannot afford to lose because of an inability to cope with accumulated stress. Secondly, solidarity and loyalty will be strengthened if the leadership shows insight in and acknowledgement for the individual needs. In other words, the practice of true servant

leadership can lead to increased trust and confidence. Last but not least, one positive spin-off effect of establishing an environment where colleagues can share their inner feelings is strengthened unity. This is an effect that has increased importance because of the shift in community. The family, hometown and church have traditionally been the vital sources for community, while today, our workplace is more and more becoming this vital source.⁷⁵ The RNOAF should therefore aim to build the competence and interpersonal skills necessary to build the trustful community that make employees loyal and united. One effective way of doing this is to implement the emotional aspect into leadership through holistic debriefing, and make it a regular element of daily operations.

In times of great transition and shift in community, leadership becomes the key to mission accomplishment. The leader points the direction and establishes confidence in the midst of seeming chaos. Conger (1993) claims that the magnitude of today's changes will demand not only more leadership but also newer forms of leadership.⁷⁶ He tells us that "the danger in any period of paradigm shift is that we will turn to our old tried-and-true ways to answer the new paradigm's demands."⁷⁷ The essence in our context is that military subordinates expect their leaders to have more interpersonal skills than before. This is partly a result of the shift in community where the employer now is expected to take responsibility for the individual's well-being and partly as a result of the desire for life-long personal growth in the western world. Servant leadership offers a leadership philosophy that facilitates people to become more than a mere worker in an organization.⁷⁸ "With servant leadership, people grow as individuals and find meaning in and through their work."⁷⁹ The servant leader may be like a coach and teaching supervisor. Covey (2004) described characteristics of a servant leader as being a whole person, similar to the ideal individual visualized in the "Core Model."⁸⁰ These skills can be trained in

supportive and constructive environments that assist in deeper learning experiences. The educational entity within the RNOAF can represent such an environment because the setting is operationally safe and there is room for failure. But the critical transition back to the operational environment has traditionally not safeguarded the leaders newly learned skills.

Coaching is critically important, and it should not end the moment the participants leave the classroom. Active and persistent coaching must be a continuous activity for new leadership skills to take hold. It is therefore important that leaders in the RNOAF are not only given the opportunity, but are enrolled in a mandatory coaching program. Continual contact and follow-up support through coaching is the key to success when bringing the emotional aspect of leadership into play at the operational level. Further support and coaching for leaders can take place by creating three- or four-person teams of peers. The idea is that these leaders learn from each other in “a mutual support system with encouragement, wisdom and truth.”⁸¹

Conclusion

The reason for incorporating holistic debriefing in the RNOAF is to increase mission effectiveness. By integrating the emotional aspect into the traditional debriefing the leader can establish a more holistic arena for learning that covers all essential aspects of individual growth and development: behavioral, cognitional and emotional. This is important for individuals, units and organizations because emotions that were experienced before, during or after the mission may have an impact on operational effectiveness. The leader is responsible for mission effectiveness, and for holistic debriefing to be successful the leader is the key. Hence, the practice of holistic debriefing has to be stated as a standardized concept throughout the organization to be fully integrated in the RNOAF. Knowledge of essential elements for human growth and development must be integrated in the leadership training at educational entities

throughout the RNOAF. This should include basic understanding for individual needs and tendencies, motivation and trust. This paper has shown how theory relates to practice by exploring some of the positive effects experienced after integrating emotional aspects into the traditional debriefing at the RNOAF's maritime helicopter squadrons. It is difficult to objectively measure how the integration of emotional aspects into the traditional debriefing has affected mission effectiveness. However, the use of a holistic approach indicates that the working-environment has improved due to increased trust and confidence, better inter-personal exchange of information and increased individual self-knowledge. The assumption is that these variables are important for mitigating the negative effects of stress. Hence, stress can be kept below the threatening level and thereby improve overall mission performance. Literature on the theme supports these assumptions.

The positive effects of a holistic approach in leadership through debriefing create a hope for the RNOAF's future as an attractive employer and a professional producer of airpower. The community is in many ways going through a paradigm shift in that the personnel now expect the RNOAF to take more responsibility for their well-being and life-long personal growth. The holistic approach in the practice of leadership is an important step for the RNOAF to achieve exactly that and the holistic debriefing described in this paper can be a valuable tool.

I am not longer afraid of my own feelings. Frankly, I am more confident with them. So, if they appear in cockpit, which I expect them to do, I know how to handle them. As a result, I can lead myself through the difficult situations and still have excessive energy to guide my colleagues. The best part is that I no longer have anxiety for diffuse emotions and difficult feelings that previously could degrade my mission performance. So, the positive value of this holistic approach on debriefing is obvious to me. Even though I consider myself as a rational and reserved person who is not easily dragged along on new "waves" by new leaders, this new debriefing concept is too good to be neglected. You know, when a concept obviously has such a direct, positive value for my performance as a pilot, it gives me a lot of positive energy and motivation.⁸²

Norwegian pilot 2006

Notes

- ¹ Briefing held by Commanding Officer Rolf Folland for the RNOAF 330 Squadron on the subject “debriefing”, 8 October 2005.
- ² Bjartveit and Kjærstad, *Fra kaos til kosmos*, 17
- ³ Moldjord et al., *Liv og lære i operative miljøer*, 177
- ⁴ Bruner, *Actual Minds, Possible Words*, 111
- ⁵ *Ibid*, 61
- ⁶ Solberg, *Krisehaandtering – Emosjonell Debrief. A Compendium at Air War Academy*.
- ⁷ Moldjord et al., *Liv og lære i operative miljøer*, 390
- ⁸ Chief of the Norwegian Defense Staff. *The approach to leadership in the Armed Forces*
- ⁹ *Ibid*
- ¹⁰ *Handbok i lederskap for Luftforsvaret (Handbook in leadership for the RNOAF)*, 348
- ¹¹ Chief of the Norwegian Defense Staff. *The approach to leadership in the Armed Forces*
- ¹² Conger, *Brave New World of Leadership Training*, 46
- ¹³ Moldjord et al., *Liv og lære i operative miljøer*, 11
- ¹⁴ *Ibid*, 178
- ¹⁵ Bruner, *Actual Minds, Possible Words*, 69
- ¹⁶ *Ibid*
- ¹⁷ *Ibid*
- ¹⁸ *Ibid*, 61
- ¹⁹ *Ibid*, 117
- ²⁰ *Ibid*, 118
- ²¹ Atkinson, *Introduction to Psychology*, 417
- ²² Fromm, *Man for Himself*, 45
- ²³ Moxnes, *Hverdagens Angst*, 33
- ²⁴ Bjartveit and Kjærstad, *Fra kaos til kosmos*, 22
- ²⁵ *Ibid*, 23
- ²⁶ Moxnes, *Hverdagens Angst*, 194
- ²⁷ Bjartveit and Kjærstad, *Fra kaos til kosmos*, 17
- ²⁸ Useem, *The Leadership Moment*, 60
- ²⁹ *Ibid*, 59
- ³⁰ Moxnes, *Hverdagens Angst*, 48
- ³¹ Kierkegaard, *Fear and Trembling*, 30
- ³² Aldwin, *Stress, Coping and Development*, 79
- ³³ Maslow, *Motivation and Personality*, 77-97
- ³⁴ *Ibid*, 273
- ³⁵ Moxnes, *Hverdagens Angst*, 46
- ³⁶ *Ibid*, 47
- ³⁷ *Ibid*, 46
- ³⁸ *Ibid*, 47
- ³⁹ *Ibid*, 49
- ⁴⁰ Moldjord et al., *Liv og lære i operative miljøer*, 11
- ⁴¹ Burnette, “Suicide Rates at All-Time High Among Active Duty Soldiers.”
<http://www.nationalacademies.org/headlines/20080205.html>

Notes

- ⁴² Moxnes, Hverdagens Angst, 52
- ⁴³ Bjørvik, Arbeids- og lederpsykologi, 132
- ⁴⁴ Ibid, 133
- ⁴⁵ Moxnes, Hverdagens Angst, 78
- ⁴⁶ Higgins, Self Discrepancy, 319-340
- ⁴⁷ Moldjord et al., Liv og lære i operative miljøer, 373
- ⁴⁸ Higgins, Self Discrepancy, 319-340
- ⁴⁹ Ibid
- ⁵⁰ Ibid
- ⁵¹ Moldjord et al., Liv og lære i operative miljøer, 369
- ⁵² Ibid, 370
- ⁵³ Ibid, 369
- ⁵⁴ Bowlby, Caring for Children & The Origins for Attachment Theory, 1-38
- ⁵⁵ Higgins, Self Discrepancy, 319-340
- ⁵⁶ Moldjord et al., Liv og lære i operative miljøer, 373
- ⁵⁷ Solberg, Krisehandtering – Emosjonell Debrief. A Compendium at Air War Academy.
- ⁵⁸ Hytten, Outcome expectancies and psychosomatic consequences, 171-184
- ⁵⁹ Retterstøl, Katastrofer og kriser, 67
- ⁶⁰ Ibid
- ⁶¹ Christianson, Traumatiska minnen, 48
- ⁶² Allport, Personality. A Psychological Interpretation, 48
- ⁶³ Wheatley, Leadership and the New Science, 145
- ⁶⁴ Ibid
- ⁶⁵ Ibid
- ⁶⁶ Stueland, Mental follow-up after incidents, 48
- ⁶⁷ Ibid, 31
- ⁶⁸ Heifetz, Leadership without Easy Answers, 107
- ⁶⁹ Mayer, An Integrative Model of Organizational Trust, 712
- ⁷⁰ Dyer, Team Building, 22
- ⁷¹ Zemke, Can You Manage Trust, 77
- ⁷² Mayer, An Integrative Model of Organizational Trust, 714
- ⁷³ Greenleaf, Servant Leadership,
- ⁷⁴ Moldjord et al., Liv og lære i operative miljøer, 181
- ⁷⁵ Conger, Brave New World of Leadership Training, 49
- ⁷⁶ Ibid, 46
- ⁷⁷ Ibid, 47
- ⁷⁸ Ruschman, Servant-Leadership and the best companies to work for in America
- ⁷⁹ Landry, Servant Leadership, Building of Community, and Pows, 219
- ⁸⁰ Covey, The 8th Habit, 21
- ⁸¹ Conger, Brave New World of Leadership Training, 56
- ⁸² Moldjord et al., Liv og lære i operative miljøer, 440

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