TRANSFORMATIONAL LEADERSHIP IN MILITARY EDUCATION: LITHUANIAN CASE STUDY

Vesa Nissinen [1], Aistė Dormantaitė [2], Linas Dungveckis [3]

[1]*Dr. Adj. Prof. University of Helsinki, Finland, E-mail address: vesa.nissinen@deeplead.com*

[2]*Dr. Assoc. Prof. Public governance and Business Faculty, Mykolas Romeris university, Vilnius, Lithuania, E-mail address: aistes@mruni.eu*

[3]*Major, Gen. J. Žemaitis Military Academy, Vilnius, Lithuania, E-mail address: dungveckis@gmail.com*

Abstract

The aim of this paper is to demonstrate the successful transfer of transformational leadership program and coaching practice to Lithuanian military education. The authors of this paper propose that the universal nature and theory of transformational leadership is fully applicable to any military organization. Through enhanced learning, feedback and interaction practices any organization will achieve a permanent competitive advantage. A case study of educational system transfer from Finland to Lithuania based on results in Gen. J. Žemaitis Military Academy (MAL) is presented. As a conclusion further interest should be placed on troop level competence development and measurement.

Keywords: transformational leadership, military education, coaching, human capital, human resource management.
JEL Codes: M12, M53, O15.

Introduction

The relationship in between leadership and management has been a famous topic of studies and discussions for many decades. For advanced leadership researchers and practitioners, the presence of paradoxes in the era of leadership is also well-known point of view (Haves et al., 2020). The change in our operational environment is getting faster. Foreseeing the future challenges is becoming more and more complex. Disruptive technologies and artificial intelligence will soon bring totally new possibilities and threats for the business and also armed forces globally. The demand of continuous learning is growing

also in the militaries globally (Nissinen, 2001).

In the Finnish Defense Forces (FDF), a systematic approach to apply transformational leadership for leadership development was introduced already in the late 1990s. Since then, a comprehensive transformational leadership program as a Deep Lead model and program has been successfully used in the FDF for over twenty years (Braw, 2017). Evidence-based transformation of the military culture in Finland has been widely noted internally and internationally (Dromantaite, 2021).

Transformational Leadership as a deep leadership form

All leaders are active or potential wielders of power, but all wielders of power are not truly leaders. The basic function of leadership is to unite the individual objectives of the leader and subordinates in order to achieve the higher objective (vision). This thought therefore includes the possibility that people do not have to agree on everything, but the vision and direction of activity have to unite individuals (Patrick et al., 2021; Gal, 1987).

There are two main concepts of authority in moral philosophy: command and respect. Command is based on organizational structure and official positions – hierarchical relations are "lines of command". Respect is based on mutual trust, and it is something that can not be ordered. In traditional organizations, both sources of authority are needed. Thus, the most effective leadership is based on respect. In the end, leadership and ethics are inseparable – unethical leadership is an oxymoron (Hartog, 1997).

Transactional leadership is the most typical manifestation of leadership. It is based on command and reciprocal activity in which a leader approaches a subordinate in order to exchange something, like a salary for work. In transactional leadership it is essential that the leader attempts to achieve certain goals by influencing his subordinates, irrespective of the objectives of the subordinates. The extraordinary wide possibilities to punish subordinates are reflecting the transactional nature of military cultures all over the world (Bass, 1985).

Transformational leadership is more complex and more effective. Authentic transformational leadership must be grounded in moral foundations. Its primary source of power is respect. Here a leader recognizes and exploits the needs and demands of other people. Furthermore, a transformational leader aims to recognize the motives of her/his subordinate, fulfill their needs at increasingly higher levels and thus make the subordinates commit themselves comprehensively. The result at best is a stimulating and constructive interactive relationship, in which the objectives of the leader and subordinates approach each other and in which leaders can become supporters and coaches of the professional growth of their subordinates. These leaders also set a good example of learning for their subordinates and therefore support all learning activities through their behavior. The leader and the subordinates share the path of human development: personal growth (Atwater et al., 1994).

A transactional leader functions according to an organization's prevailing culture, but a transformational leader can change and develop organizational culture. Culture is unavoidably an important part of an organization, and leaders have many ways to communicate for example the key values and ethics of the organization. Implicit means lean on the value foundation, traditions and rituals that rise from history (Avolio, 1999). Training programs, among other things, belong to strategic means. The significance of culture is great in military organizations, as well. Inefficient leaders lean on the organization, its routines and their formal positions. Efficient leaders show with their behavior the direction and policy for other people, changing established procedures if need be (Jamieson et al., 2020).

Jamieson and others (2020), Soosay and others (2015) as well as Lai and others (2020) deal with the transformational leadership and learning process of development as a leader in an organizational or work engagement context. In the area of organization researches, behavioral sciences,

and especially in pedagogy and in the conceptual field of the constructive conception of learning can be found the established term deep learning that is the antonym of surface learning. In the process of deep learning the learner concentrates on the significance and goal of information, attempting to understand its fundamental purpose and its connection to his own experiences and previous knowledge. Weighing the reasons for preconceived ideas is also related to this process. Deep learning therefore has to do with the reformulation of individual perspectives of meaning at least on a mental level. It deals with learning strategies, concluding that deep learning is connected to internal source of motivation (Golvin, 2021).

How does deep learning manifest itself in the knowledge and skills of an individual in organizations? Deep learning is taking place when the learner understands the entity related to information, is able to use this information in a new problem situation and is able to make choices and function effectively in new and surprising conditions Fullan, 2016). Deep learning also includes the development of one's own conceptions, appreciations and activities and their critical assessment.

As a conclusion of the theoretical and conceptual review, leadership is based on the same human mechanisms as deep learning in the context of individual development (Mezirow, 1991).

Transformational Leadership Model and a feedback tool

The transformational leadership model – Deep Leadership Model (DLM) is a tool that has been developed for the Finnish cultural environment firstly in the military context in late 1990's. It leans on the basic assumptions of the transformational leadership and the empirical research that has been done to formulate the change leadership paradigm since 1980's. Secondly, DLM is based constructivist approach to deep learning (Hall et al., 1993). The research done by the leading schools of these paradigms – transformational leadership and deep learning –formulate the basic scientific pillars of the DLM.

The DLM coaching process has been designed to enhance the leadership culture in any operational environment. The four cornerstones of deep leadership describe the content of excellent leadership behavior and this information does not change in time. The DLM contains information that should be deepened in coaching and applied to the needs of different professions. The model consists of the constructivist framework of leadership behavior.

The concrete developmental tool based on the model is the Deep Leadership Questionnaire (DLQ) with the help of which 360° profile information is collected for individuals - not only the leaders but for all employees. This viewpoint restricts the structure of the model: the model only includes those dimensions that can be evaluated in a reliable manner with external feedback. The model includes only one dimension from the foundation of behavior, i.e. the potential of the leader, and that is the "Professional skills". From all possible outcomes the model includes three dimensions: efficiency, satisfaction and extra effort. The structure of the DLM with three main dimensions and 10 factors is shown in Figure 1.
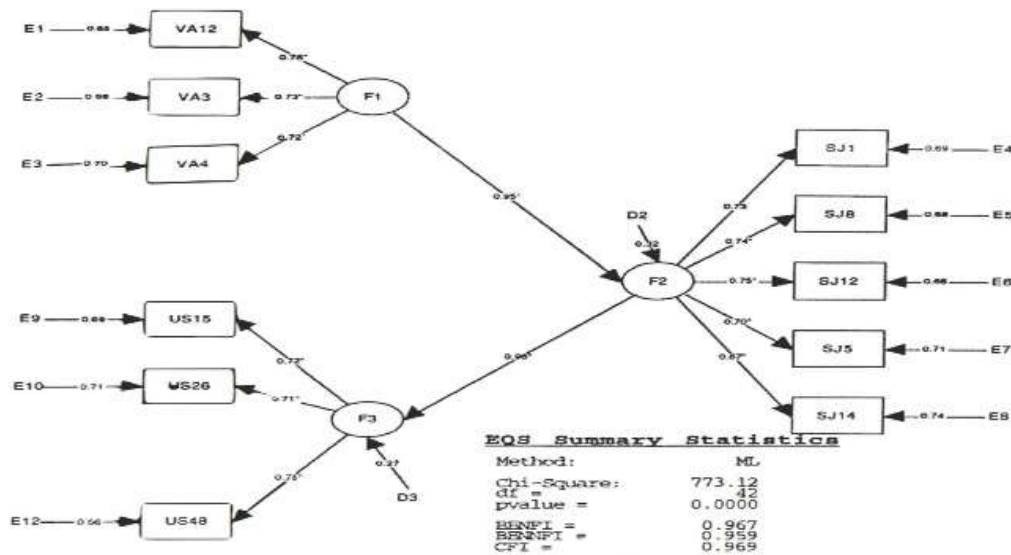
Figure 1. The Deep Leadership Model (DLM)

Leadership behavior is modelled with three main dimensions, which are deep leadership (DL), controlling/corrective leadership (CL) and passive leadership (PL). The main dimension of deep leadership (DL) behavior is divided into four factors (cornerstones), which are building trust, and confidence (BT), inspirational motivation (IM), intellectual stimulation (IS) and individualized consideration (IC). The model and the related questionnaire are built up from 10 factors, the main contents of which are summarized in the following.

Professional skills (PO) measures the knowledge and practical skills needed by a leader in his current assignment.

Building trust and confidence (BT) is the first of the cornerstones of deep leadership. A leader offers a behavioral model to his subordinates. This kind of leaders are respected and even admired, thus this is not a personal goal for this kind of a leader.

Inspirational motivation (IM) becomes evident when a leader paints an challenging vision and gets other people to find from their work new meaning and new features. The unity of the group increases with shared goals and experiences.

Intellectual stimulation (IS) is manifested when the leader supports the innovativeness and creativity of is subordinates by questioning the basic assumptions, seeking new possible solutions to problems and new approaches to work.

Individualized consideration (IC) is based on a positive conception of people in general and genuine interest in subordinates as human beings.

Controlling and corrective leadership (CL) is the dimension of transactional leadership in the model. Control becomes evident especially in coaching procedures. These kinds of leaders do not have sufficient trust in their subordinates.

Passive leadership (PL) is in practice non-leadership. This type of a leader mainly keeps to him/her. The leader becomes involved only when he has to: a mistake has already been made and the powers of the subordinates are not enough to solve the situation.

Effectiveness (EF) is the efficiency of the entire organization on which the leader has an effect.

Satisfaction (SA) is extensive, related to the efficiency and success of the organization, but also to the leader.

Extra effort (EE) grows under the leader. Subordinates' commitment to the work community, to the leader and to the goals of the activity creates a phenomenon in which people voluntarily increase their work contribution.

The DLM has been built to act as a tool for coaching that gives a direction to personal development aspirations. At organization level the greatest challenges have to do with established structures and routines as well as feedback culture. The development of leadership behavior at individual level requires also the logical development of feedback culture in the entire organization [19]. Finally, it has to be noticed that the most critical outcome of effective leadership coaching is the enhanced learning attitude of the trainees – without willingness to learn the tools of development are useless.

Lithuanian Leadership Culture development

Culture in Lithuanian military, as in many public organizations, is still suffering from the damage Soviet regime did during half century of occupation in 1940-1941, 1944-1991 m. After the occupation and annexation of the Lithuanian state by the Soviet Union in 1940, the demolition of its political-social and economic cohesion, the destruction of cultural and traditional spiritual values, and the forced introduction of a communist worldview and ideology in society began. This process was interrupted in 1941-1944 by the Nazi occupation during World War II. After it, in 1944 the Soviet reoccupation began and ended only in 1991, when Lithuania de jure became an independent and sovereign state recognized by the international community of states. The almost 50-year period of the Soviet occupation left a deep mark on the consciousness and historical memory of the Lithuanian population, especially the years of the Stalinist era (1940–1941, 1944–1953).

Sovietization of Lithuania, Soviet political and economic repression, terror, unjustified massacres of civilians (crimes against humanity), deportations, suppression of spiritual life, Russification of society and other coercive actions in recent Lithuanian history are relevant to the political, social and cultural life of modern society. freedom of the nation and the independence of the state, human freedoms and rights, freedom of conscience, heroism, patriotism, education of the younger generation (Žlabys, 2015).

During this sovietization process, it was a lot of loss. For example, the first big loss was the banishment of educated people and their families – during 1948–1951 about 100 thousand people were deported from Lithuania to Siberia and other places (*Maps of Memory,* 2012). Teachers, policemen, journalists, politicians, businessmen and officers were among them including 10,897 children under 15 years of age. Moreover, whole families were banished together or separately in order to get rid of all intellectual and cultural heritage (Dundovich et al., 2003). Second loss was collectivization. People were deprived of private property, thus forgetting any business acumen (Žilinskienė, 2019). The third loss, which has endured for almost half the century,

was massive educational and institutional effort to suppress critical thinking (Dundovich et al., 2003). These losses and all historical changes, and systemic transformations have had a significant impact on family, organizational, leadership values and experiences, and intergenerational relationships overall.

Having in mind such historical context, we can understand that older generation in case to have a good career or to be a functional leader needed to adapt to the system and became a member of communist party. According to L. Žilinskienė (2019), the choice of adaptation strategy depended on how intergenerational communication took place. "There was often as much communication with the existing system as needed, depending on one's professional ambitions. At the same time, however, efforts were often made to preserve the Lithuanian traditions followed by parents and grandparents - religious holidays are celebrated (St. Christmas, Christmas, and Easter). In such situations, double thinking emerges - one is treated in one public space, another in a private space". Thus, a dual mentality was formed during that period. A number of nomenclature-style leaders emerged during this period, leaders as formal administrators, carrying out party instructions, realizing goals, etc. others, refusing to adapt to the system, were opposing leaders and several personalities with courage to go against the system and fight for national values. After the beginning of the repression against the country's population and the forced conscription of the occupied country's people for Soviet military service, Lithuanian partisans started an organized struggle against the Soviet repressive apparatus and its local supporters after retaliating and calling for military service. In their documents, the partisans emphasized that their ultimate goal was the restoration of an independent Lithuanian state. The partisans

fought against Soviet government officials and special NKVD fighter battalions, carried out attacks on Soviet institutions, killed local communist activists and officials, printed underground publications and thus significantly delayed the consolidation of Soviet power in the Lithuanian countryside (Daumantas, 1990).

Partisan supporters where rural residents often partisan supporters became family members and relatives (Novagrockiene, 2005). So, with the partisan movement we could see the first signs of Lithuanian leadership approach. Of course, we can't say that it started only during sovietisation period, of course not. Grand Dukes, such as Mindaugas (13th century), Gediminas (14th century), Vytautas (15th century) and others, showed some courage and offered certain solutions that were not always very popular or too bold at the time, and which historians continue to discuss through the prism of value to the context of the country's history. Despite what they offered at the time, it changed the political situation in Lithuania to a more favourable one, allowed the acquisition of certain allies and the temporary cessation of wars. So grand dukes already showed first leadership skills and interests, and some of them proclaimed peaceful ideas and sought to help the people, others sought power, titles, and wealth. And here is most important part, that grand dukes showed leadership, not only management skills. They leaded country to changes and by example showed the way of behaviour, courage and importance of knowledge.

Returning to the topic of partisans, their distinguished leadership in the fight for national values, for spirituality, for the dehumanization and the right to live in its own lands and property deprivation.

Later on, after regaining independence, it was necessary to survive in the conditions of

wild capitalism. Some did well, others needed new survival strategies instead of working in factories and collective farms. People took up various illegal businesses - they were trafficked for fraud, without paying taxes to the state. So how much you earned, how much you had. A significant number of people also emigrated. "During that period, two main strategies for survival emerged: some wanted to make money quickly - they turned to illegal activities, while others invested, for example, in education and made a profit in the future. Representatives of the last generation of the Soviet era, who chose a strategy of short-term financial success, took the view that education is worthless and those who pursue it are losers. However, with the end of the days of wild capitalism and the clear contours of the market economy, they could no longer adapt so well due to a lack of relevant professional knowledge. Therefore, it was these subjects who paid close attention to the education of their children" (Dundovich et al., 2003).

Historical changes and system transformations have had a significant impact on people's work values and on experiences and intergenerational relationships in organizations. The "coming" of the Soviet era and the restoration of independence are reflected in the life stories of three generations of Lithuania. Depending on personal values and memory communication activity during this period, different adaptation strategies were chosen. Older generation employers have had and continue to have a significant impact on employee change in the system. And not only what was passed on affected their ways of adapting, but also what was silenced. Those who suffered from it or were less ideologically active at that time are more likely to share their experiences of the Soviet system more openly and in more detail, and those whose life experiences were successful tend to share their memories more restrainedly. This critical Soviet-era narrative in public discourse adjusts organizational communicative memory and its content and influences leadership.

Research on leadership in Lithuania

When we try to describe leadership research in Lithuania or look for specific leadership style research, we notice that most of them are based on Western management paradigms and are analytical in various fields - pedagogy, business, science, andragogy, in general, education, social sciences, psychology and others. According to different theories, it is quite difficult to unambiguously define leadership and name it precisely because there is no single common approach to leadership. R. M. Stogdill (1990) reviewed leadership theories and research and argue that there are almost as many different definitions of the term leadership as there are people who have tried to describe it.

What is important and what we can distinguish from previous examples is the crucial context for leadership, where it is the value factors of the environment and time that determine and demand the appropriate leadership style and traits. The context defines what we need – a management or leadership, or both. Leadership and management are separated by purpose and their main functions: the most important function of management is to ensure consistency and order in organizations, and the most important function of leadership is to cause change and movement; the purpose of management is to seek order and

stability, the goal of leadership is to seek adaptive and constructive change. According to W. Bennis and B. Nanus (1985), to be a manager is to get the job done and to know the procedures well, and to be a leader is to do it influence others and create visions for the future (Jamieson et al., 2020, p. 221). Thus, the current context of rapidly changing organizations determines who is able to adapt to these circumstances, i. e. has the necessary personality traits, at the same time has the ability to engage in processes and involve others, and at the same time achieve the goals, i. e. combines leadership and managerial competencies as well.

There are no such separate leadership studies in management field in Lithuania. There are individual researches in the history, psychology, sociology, political science, management or military, which is largely based on Western theories of management and leadership. So, these ideas are one of the first attempts to define the origins and tradition of Lithuanian leadership in management field. Thus, based on the perspective of the history described above, Lithuanian leadership traditions are formed from a vertical career (position) to a horizontal one (cultivation of personal and professional competencies and their realization). The post-Soviet period was encompassed by a tradition of recruitment, selection, and career stages. These are features of a vertical career as typical of the public sector, but are also could be found in the private sector too. Unfortunately, other competencies, such as emotional intelligence, communication and cooperation, were strongly left out. Thus, the nomenclature, the post-Soviet legacy in organizations presupposes two notions of leadership and leadership from which contradiction arises. Leadership is understood as a legislative power, an administrative function according to the paradigm of the new public management, while leadership and the modern, 21st century where leadership is the ability to take initiative and inflammation. Here the model of a leadership by leader's example becomes very strong - I behave and I show it (latin *examplum trahunt* - examples teach). Further, independent Lithuanian management traditions have refined the leadership from the need for lifelong learning, having certain distinct competencies, accessing and formalizing relevant learning competencies (e.g., MRU University Leadership Study Program) to opportunities to develop a certain personal trait in decision-making in certain situations. Here, the features of value-based, or in other words, theory of chance and theory of situational leadership resonate strongly. This was particularly evident in the pandemic situation. Thus, although on the one hand, leadership in Lithuania is a constructor of Western management theories, recognized in its various forms of expression, at the same time on the path of leadership from Lithuanian nomenclature and independent struggles, the Baltic Way, Independence Movement (Sąjūdis) examples and leaders in those situations. Here, the values of the leader are quite strong, which need to be clearly declared and according to them the circles of followers crystallize accordingly. So, while in previous theories it is possible to talk about leadership at a hierarchical level, then the trends of the last days draw when a leader is a member of a certain team with certain clear and loud demonstrable values. Accordingly, coaching competencies, support and training, as well as one's field of excellence, become such important competencies for the leadership nowadays, and of course, the team. Without a team, no leadership is possible.

Leadership culture in the Lithuanian military

The military leadership culture in Lithuania was severely affected by Soviet military culture and traditions of bullying, hazing and harassment (Janowitz, 1973, p. 211). These customs were extremely obvious during the first years of independence, but trend was decreasing gradually. One reason of this is own and new officer educational system, another – collaboration with western militaries in course and exercises, which impacted the style of leadership and cooperation (Stoner et al., 200, p. 5).

Lithuanian armed forces is only now, 30 years after gaining independence, starting to have high ranking military commanders in the major positions, who did not learn in Soviet military education system. That naturally changes organizational culture in the military units.

Doctrine. Leadership is separated from command and management as a separate action of motivating and influencing people in "Lithuanian Armed Forces Command Doctrine" (Žlabys, 2015, p. 1-10). Leadership is stated as one of the components of combat power. Doctrine does not define leadership model for the Armed Forces. It lists major leadership theories and advices on instances, where and why those might be used.

Mission Command style of leadership and command is recommended by Doctrine. Also, all combat orders must follow Mission Command principles – be short and allow subordinates freedom of action. Though, doctrine states, that Mission Command is only one of possible styles and commander has to choose the style himself accor

ding to situation (Žlabys, 2015, p. 2-17).

Reality. There is a scarcity of studies, researching the leadership culture in Lithuanian Armed Forces and effectiveness of leadership styles. Most of these are bachelor and master theses. Here is provided the major findings of existing studies.

Studies show that current state (as 2016-2017) of doctrine and professional military education is not imperfect strategic alignment.

Stankus (2015) writes, that leadership training program in the Gen. J. Žemaitis Military Academy is not oriented to the mission command (from Žlabys, 2015). Pūras concludes, that "Lithuania military academy does not have a clear leadership theories, all leadership training is based on the experiences of West countries" (from Žlabys, 2015, p. 41).

Mickus argues, that Lithuanian Navy is mainly operating in detailed command style, though majority of respondents agree that Mission Command would give better results (from Žlabys, 2015, p.5).

Žlabys study shows, that universally accepted leadership principles work in Lithuanian National Defence Volunteer Force – ability to create the climate of empowerment and engagement of soldiers pays off in results of the soldier and the unit. Company commanders, capable of creating cohesive teams, follow through with Mission Command style of leadership, this way achieving results in shorter time, or better results overall. Though, not all commanders and leaders are having this ability (Stoner, et al., 2000, p.63).

Diliūnas study concludes, that leadership behavior is predicting commitment of subordinates, and also – correlates positively

with work satisfaction of leader himself (*Sovietization of Lithuania…,* 2021, p. 56). Motiekaitis is adding, that Transformational leadership style is considered to be the most favorable to innovation simulation in the military courses. He also states that bureaucracy and strict adherence to the documents limit creativity and critical thinking in organisation (from Diliūnas, 2016, p. 3).

On the other hand, if adequate leadership behaviour is missing, demotivated soldiers impact batalion results by showing negative example to young soldiers in skipping exercises, keeping low standards for performance. This impedes all unit performance results (from Diliūnas, 2016, p. 15).

Zavackis states, that military organizations are turning towards people oriented styles of leadership. His study respondents – officers and non-commissioned officers in the NATO Force Integration Unit - answers are showing the positive command climate in the unit. Though, he found that micromanagement is rarely used in this unit. Nevertheless, the least preferred of Situational Leadership styles there is Delegating, which makes some confusions – how can leaders, capable of leading without micromanagement, still not use delegative style? (Diliūnas, 2016, p. 61).

Micromanagement part of leadership has come toLithuanian Armed Forces from Soviet military. Soviet command success was based on strategic plans, not leaving much freedom of action for subordinate units, thsu shortening the decision taking cycle and winning operational tempo (Motiekaitis, 2016, p. 82).

Case Study: The transfer of DLM to Gen. J. Žemaitis Military Academy of Lithuania (MAL)

Military Academy of Lithuania introduced Leadership development initiative in 2001, after the visit to USMA (United States Military Academy at West Point). Cadets were assigned as leaders and commanders of cadet units, and got array of responsibilities ranging from administration duties to tactical command of cadet units in field exercise. Developmental officers were assigned to support the chain of command of cadets.

Though, idea how cadet chain of command is supported by coaching and counselling in USMA, was not broght back to MAL. That was the missing part, which delegation could not see or understand, while participating in the formal visit and also – being so far culturally from the culture of institution and country.

In 2018, Finnish Defence Force's leadership development model "Deep Leadership" was
introduced to MAL personnel and several Armed Forces unit commanders. The model found much support, but also – some criticism among receivers. Major question was – "How such liberal leadership behavior would enforce required discipline in peace and war time? Finland and Lithuania are so different cultures!"

Though, Hofstede tool "Country insights" show that Lithuania is close to in 3 Hofstede Finland culture dimensions. Only Estonian, Latvian and German culture characteristics are closer to Lithuania than Finnish (Huettinger, 2008).

Table 1. Comparing countries according 3 dimensions by Hofstede

	Power distance		Individualism		Masculinity		Uncertainty avoidance		Long term orientation		Indulgence		Total
		Difference from Lithuania		Difference from Lithuania		Difference from Lithuania		Difference from Lithuania		Difference from Lithuania		Difference from Lithuania	Difference from Lithuania
Lithuania	42		60		19		65		82		16		
Estonia	40	2	60	0	30	11	60	5	82	0	16	0	18
Latvia	44	2	70	10	9	10	63	2	69	13	13	3	40
Germany	35	7	67	7	66	47	65	0	83	1	40	24	86
Finland	33	9	63	3	26	7	59	6	38	44	57	41	110
Belorus	95	53	25	35	20	1	95	30	81	1	15	1	121
Russia	93	51	39	21	36	17	95	30	81	1	20	4	124
France	68	26	71	11	43	24	86	21	63	19	48	32	133
Poland	68	26	60	0	64	45	93	28	38	44	29	13	156
UK	35	7	67	7	66	47	35	30	51	31	69	53	175
USA	40	2	91	31	62	43	46	19	26	56	68	52	203

*Source: https://www.hofstede-insights.com/product/compare-countries/.

The Pilot Project 2018 – 2020. Goals, phases and execution in practice

The Deep Leadership implementation plan was set in September 2018. Main goal was to test the program's applicability to Lithuanian Armed Forces leadership development. The testing of model was planned in 4 units – 2 infantry companies with conscript soldiers in Grand Duke of Lithuania Vaidotas Mechanized Infantry Battalion, 1 honor guard company with professional soldiers in Grand Duke of Lithuania Gediminas Staff Battalion, and Cadet Battalion in the MAL. The feedback of the very first group of Lithuanian officers in 2018 shows, that the Deep Leadership model and ideas were accepted and respected in a high level. All this could be explained by the outcome factors (see Figure 2).

Model Coefficients	Models (dependent variable)					
	Model 1 (EF factor)		Model 2 (SA factor)		Model 3 (EE factor)	
	Beta	Sig.	Beta	Sig.	Beta	Sig.
BT factor	.194	.004	.094	.238	.281	.000
IM factor	.552	.000	.076	.296	.360	.000
IS factor	.054	.395	.144	.060	.087	.193
IC factor	.155	.004	.558	.000	.280	.000
CL factor	.073	.049	-.067	.133	-.061	.117
PL factor	-.078	.051	-.034	.474	.103	.015

Figure 2. The DLM behavioral factors explaining the outcome factors

First group of 16 coaches were prepared in the course December 2018. Coaches were intended to guide coaching discussions in the units. Deep leadership program was presented to the units in January 2019. Initial number of leaders, getting the developmental program, was 90, ranging from section leader to battalion commander. It was followed by first 360-degree assessment, using Deep Leadership Questionnaire. Respondents were subordinates, colleagues, superiors and leaders themselves.

After the Deep Leadership Profiles were available to the participants, one-to-one coaching discussions followed with intention to create developmental plans. 24 of 90 of leaders were able or willing to participate in coaching discussions, 21 – did not participate in coaching discussion, but did second 360-degree assessment. In November-December 2019 the 360-degree assessment with Deep Leadership Questionnaire, was repeated. The pilot project showed the applicability of the Deep Leadership model and effectiveness of development program in the Armed Forces of Lithuania.

There was time for second round of coaching in 2020. Instead of scaling, quality approach was chosen. Project for 2020 was aimed at improving leadership culture in MAL, as it plays major role by showing example to the studying cadets. Deep Leadership project was planned and prepared for all leaders in MAL, from cadets-leaders to the commandant himself. This time 23 leaders (of those, who had second 360-degree assessment) attended in coaching discussions and 21, who did not attend in coaching sessions.

Some empirical results of the coaching experiment

The Figure 3 (below) shows dramatically, how important the coaching process is to reach real change and effectiveness in the program. The persons who received the feedback but did not join the coaching stayed at the same level they originally were when re-measuring the leadership behaviors evaluated by their subordinates. On the other hand, the persons how did join the Deep Lead coaching program in between the measuring, gained statistically significant improvement as a group. The conclusion is, that the 360-degree tool works fine only when accompanied with an effective coaching process.
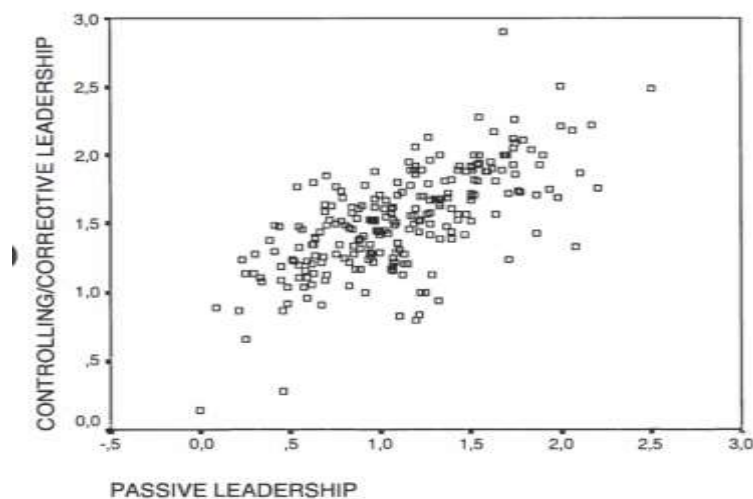

Figure 3. Comparative results of Deep Lead process in MAL and DLM Intercorrelation between Controlling and Passive behavior dimensions

Conclusions and further steps in Lithuanian Military

MAL accepted a Leadership Development Concept in 2020, where the basis of transformational leadership is chosen to be the framework for leader development activities. Three major parts comprise the concept.

1. Knowledge part describes the courses needed during the career of military officer from cadet to major rank. Five incremental courses set leadership knowledge and guide officers from self-leadership, direct leadership towards organizational leadership.

2. Practice part sets the activities, that will make sure knowledge is used in practice, measured and leaders will be coached/supported to improve. Practice is achieved assigning cadet leaders important learning missions and providing developmental coaching and feedback.

3. Culture part says, that all instructors, coaches, lecturers and all personnel in the MAL are impacting leadership style of cadets – future officers. Thus, continuous leadership development for all leaders inside MAL is set as requirement. Leadership development program is based on 360 assessment of leader behavior and continuous coaching, aiming in continuous improvement of all leaders.

References

Hayes, S. D., Burkett, J. R. (2020). Almost a principal: Coaching and Training Assistant Principals for the Next Level of Leadership. Journal of School Leadership. Sage Journals. Avaliable online: https://doi.org/10.1177/1052684620912673. 2020

Nissinen, V. (2001). Military Leadership. Critical Constructivist Approach to Conceptualizing, Modeling and Measuring Military Leadership in the Finnish Defense Forces. Academic Dissertation to the University of Helsinki: Defense Staff Training Division. Printed by Oy Edita Ab, Helsinki. National defense College, 2001

Braw, E. (2017). The Finnish Model: To Improve Europe's Militaries, Look North. Foreign Affairs, October 9.

Dromantaite, A. (2021). Scientific sources and benefits of Coaching in the organization. Logos: Lithuania, 2021; pp. 207-214. Available online: http://www.litlogos.eu/L108/Logos_108_207_214_Dromantaite.pdf

Patrick, S. K., Goldring, E., Rogers, L.k., Neumerski, M. Ch., Robinson, V. (2021). Opening the black box of leadership coaching: an examination of coaching behaviors. Journal of Education Administration. Volume 59. Issue 5, pp. 549-563.

Gal, R. Military Leadership for the 1990s: Commitment-Derived Leadership. (1987). Paper presented at International Conference in US Naval Academy, June.

Hartog, D., Muijen, V. J., Koopman, P. (1997). Transactional Versus Transformational Leadership: An Analysis of the MLQ. Journal of Occupational and Organizational Psychology, 1997, Vol.70; pp.19-34.

Bass, B. (1985). Leadership and Performance Beyond Expectations. The Free Press, A Division of MacMillan lnc, New York, 1985.

Atwater, L., Atwater, D. (1994). Organizational Transformation: Strategies for Change and lmprovement. ln the book lmproving Orgazational Effectiveness through Transformational Leadership, Ed. by Bass, B. & Avolio, B. SAGE Publications, lnc, Thousand Oaks, CA, 1994; pp. 146 - 172Mukarram, M. (2021). Ivermectin Use Associated with Reduced Duration of Covid-19 Febrile Illness in a Community Setting. International Journal Of Clinical Studies And Medical Case Reports, 13(4). doi: 10.46998/ijcmcr.2021.13.000320

Avolio, B. (1999). Review of Five Training interventions. Paper presented in the World Conference on Transformational Leadership at Karlstad, Sweden, June 1999.

Jamieson, M., Wall, T., Moore, N. (2020). Why Evaluation of Leadership Coaching Counts. International Journal of Evidence Based Coaching and Mentoring. Published by Oxford Brookes University. S. 14, pp. 3-18. Avaliable online: DOI: 10.24384/prb0-s320DOI

Soosay, C., Reaiche, C., Ghasabeh, M.S. (2015). The Emerging Role of Transformational Leadership. The Journal of Developing Areas. Volume 49. No. 6, pp. 459 -467. Available online: https://web.p.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=cc9df15e-5942-4638-8990-6fa99d63dda4%40redis

Lai, F., Tang, H., Lu, S., Lee, Y., Lin, C. (2020). Transformational Leadership and Job performance: The mediating Role of Work Engagement. I – II. Sage Journals. Avaliable online: https://journals.sagepub.com/doi/pdf/10.1177/2158244019899085

Nissinen, V. (2001). Military Leadership Training. Finnish National Defence College. 2001; pp. 117-118.

Golvin, G. (2021). The AI Revolution: Why You Need to Learn About Deep Learning. Fortune Magazine, October, 5th. Available online: http://fortune.com/2016/10/05/ai-artificial-intelligence-deep-learning-employers .

Fullan, M. (2016). Indelible Leadership. Always Leave Them Learning. Thousand Oaks, California. Corwin, a SAGE Company.

Mezirow, J. (1991). Transformative Dimensions of Adult Learning. Jossey-Bass lnc, San Francisco.

Hall, P., Norris, P. (1993). Learning for Leadership. Leadership & Organization Development Journal, vol.14, no. 7. pp. 35 - 40.

Novagrodckienė, J. (2021). The Transformation of the Army in the 21st Century: The case of Lithuania (Lithuanian language). Avaliable online: http://talpykla.elaba.lt/elaba-fedora/objects/elaba:6173331/datastreams/MAIN/content.

Maps of Memory: Trauma, Identity and Exile in Deportation Memoirs from the Baltic States. (2012). Vilnius: Institute of Lithuanian Literature and Folklore. P. 125.

Skebas, V. (2012). Bolševikinė žemės reforma, mokesčiai ir prievolės (1940–1941)

Žilinskienė, L. (2021). Sovietmečio kartos: kaip jos prisitaikė gyventi šiandien? // *Spectrum*. VU Filsofijos fakulteto žurnalas, 2019. Avaliable online: https://naujienos.vu.lt/sovietmecio-kartos-kaip-jos-prisitaike-gyventi-siandien

Dundovich, E., Gori, F., Guercett, E. (2003). Reflections on the gulag. With a documentary appendix on the Italian victims of repression in the USSR, Feltrinelli Editore IT.

Daumantas, J. (1990). Partizanai. Vilnius: Vaga. Avaliable online: http://partizanai.org/juozas-daumantas-partizanai

Novagrockienė, J. (2005). Professional Armed Forces: Western Experience and Perspectives in Lithuania (Lithuanian language). Vilnius: Gen. Jono Žemaičio Military Academy of Lithuania, p. 14.

Janowitz, M. (1973). US Forces and the Zero Draft. Adelphi Paper. No. 94, p. 211.

Stogdill R.M. (1990). Handbook of leadership: a Survey of Theory and Research. New York: Free Press.

Stoner J. A. R. , Freeman R. E., Gilbert D. R. (2000). Vadyba. Kaunas: Poligrafija ir informatika.

Žlabys, A. (2015) The influence of leadership leadership on organizational activities for efficiency. Lithuanian language. Gen. J. Žemaitis Military Academy of Lithuania, LKA. P. 5.

Lithuanian Armed Forces. Lithuanian defence system: Facts and Trends, 2018. Ministry of National Defence of the Republic of Lithuania, 2021.

Sovietization of Lithuania in 1940-1941, 1944-1988. Genocide and Resistance Reserach Center in Lithuania, 2021.

Diliūnas, P. (2016). The significance of leadership behavior to the military satisfaction service and commitment to the organization. Lithuanian language. Gen J. Žemaitis Military Academy of Lithuania, LKA.

Motiekaitis, D. (2016). Development of innovative culture in a military organization: Gen. J. Žemaitis Military Academy of Lithuania.

Huettinger, M. (2008). Cultural dimensions in business life: Hofstede's indices for Latvia and Lithuaniap. Emerald Group Publishing Limited.