



BI Norwegian Business School - campus Oslo

GRA 19502

Master Thesis

Component of continuous assessment: Thesis Master of Science

Final master thesis – Counts 80% of total grade

The soldiers new clothes: How transfer of training may facilitate or impede organizational change in the Norwegian Armed Forces

Navn: Helena Ruud Gundersen, Helene Frantzen

Start: 02.03.2018 09.00

Finish: 03.09.2018 12.00

Name of student(s): Helena Ruud Gundersen

Helene Frantzen

Programme:

Master of Science in Leadership and Organisational Psychology

Date of submission:

30.08.2018

This thesis is a part of the MSc programme at BI Norwegian Business School. The school takes no responsibility for the methods used, results found and conclusions drawn.

ACKNOWLEDGEMENTS

This thesis has been written as a final thesis in the MSc program in Leadership and Organisational Psychology at BI Norwegian Business School in Oslo. During the past two years we have been fortunate enough to be educated by excellent professors in exciting and interesting topics, and with this thesis we conclude our educational journey at BI. Upon finalizing our thesis there are a number of people we would like to thank.

We would first like to express our greatest gratitude to our supervisor, Jan Ketil Arnulf, who has been a tremendous support and an excellent sparring partner. He has encouraged us to make this thesis our own, and we would like to thank you for all the enlightened discussions and for all the comforting words on this journey.

We would also like to thank the Norwegian Armed Forces for allowing us to use their implementation of the new military personnel system as a case to enlighten our topic, and for taking the time to let us conduct our interviews.

Lastly, we would like to thank our family and friends for their support and encouragement throughout our academic journey.

Innholdsfortegnelse

ABSTRACT.....	III
1 INTRODUCTION.....	1
2 THEORY.....	3
2.1 LEADERSHIP DEVELOPMENT AND CONDITIONS OF TRANSFER.....	3
2.2 MINDSET THEORY.....	5
2.2.1 <i>Pre-decisional goal-setting phase</i>	6
2.2.2 <i>Pre-actional planning phase</i>	8
2.2.2.1 How well do intentions predict behavior.....	9
2.2.3 <i>Action phase</i>	10
3 PROBLEM FORMULATION.....	11
3.1 RESEARCH QUESTION.....	14
4 THE 3 HOW'S.....	14
4.1 SUPERVISORY AND PEER SUPPORT.....	15
4.2 BEHAVIORAL CONTROL.....	15
4.3 PRIOR BEHAVIORS.....	16
5 TERMINOLOGY AND CASE DESCRIPTION.....	17
5.1 LEADERSHIP IN THE ARMED FORCES.....	18
5.2 TERMINOLOGY.....	20
5.3 THE NEW MILITARY PERSONNEL-SYSTEM.....	20
6 METHOD.....	23
6.1 MEASUREMENTS.....	23
6.2 PARTICIPANTS.....	23
6.3 EXECUTION OF THE STUDY.....	24
7 ANALYSIS AND RESULTS.....	25
7.1 SUPERVISORY AND PEER SUPPORT.....	25
7.2 BEHAVIORAL CONTROL.....	29
7.3 PRIOR BEHAVIORS.....	32
7.4 OTHER FINDINGS.....	35
8 DISCUSSION.....	36
8.1 THE INCLINED ACTORS.....	37
8.2 THE INCLINED ABSTAINERS.....	39
8.3 WHY THE ARMED FORCES EXPERIENCE INCLINED ACTORS AND INCLINED ABSTAINERS....	41
9 CONCLUSION.....	43

10	IMPLICATIONS.....	45
11	LIMITATIONS	46
12	BIBLIOGRAPHY:	49
	APPENDIX I: INTERVIEW GUIDE	55
	APPENDIX II: INFORMATION AND CONSENT FORM.....	57
	APPENDIX III: MODELS AND TABLES	59

Abstract

This dissertation seeks to develop the field of research on leadership development, and the reasons why long-term training transfer in some cases are problematic or even, in worst cases, non-existent. Based on the theory of Baldwin and Ford (1988) on conditions of transfer, as well as mindset theory regarding how goals are implemented and enacted, we aim to broaden the understanding of how organizations might enhance the possible benefits of training transfer.

According to Baldwin and Ford (1988) more research is needed in order to understand how learned material is generalized and maintained during the course of action in the job context, and such conditions are rarely assessed by the organization, nor the field of research. In this dissertation we have used Gollwitzer's (1990) theory of mindsets and action phases combined with Baldwin and Ford's (1988) conditions of transfer to help explain *how conditions of transfer affect the enactment of planned behavior in an organization*.

In order to investigate this problem formulation we have developed three exploratory research questions based on a study by Webb and Sheeran (2006). The three questions we seek to answer is; (1) *How can perceived supervisory and peer support affect the conditions of learning transfer?*, (2) *How can perceived behavioral control influence the intention to generalize and maintain learned material to the job context?*, and (3) *How can prior behaviors affect the conditions of learning transfer negatively?*

A case study of the Norwegian Armed Forces has been conducted in order to investigate the problem formulation, as they have recently implemented a new military personnel system. The new system for military personnel is aimed at facilitating experience-based and specialized competencies, with the intention of providing the personnel with more continuity and professional career opportunities (Forsvaret, 2016b). The new military personnel system promotes two different career hierarchies for personnel within the Norwegian Armed Forces, forcing changes in leadership role and responsibility. As such, it should be interesting to look at whether the Norwegian army has been able to enact their

intended role changes, and the training transfer this requires, or if there exists a gap between planned behavior and transfer of training.

The study was conducted through semi-structured interviews of 14 participants in the Norwegian Armed Forces. These participants were separated into 3 categories; OF, OR and Converts. Whereas the Converts were to only participants who transferred from OF to OR as a result of the new military personnel system. However, each group experienced new roles and responsibilities.

The results of this study suggests that all participants experienced high supervisory support, high behavioral control and they did not experience any trouble with previous learnt behavior in their new role. As such, the Norwegian Armed Forces should have experienced training transfer on all levels of the organization. However, the study showed that Officers and Specialists at the lower levels of the organization had the intention to act, but failed to change their role. As such, other factors than those mentioned in this dissertation could be to blame.

We suggest that it might be the structural support that has created the gap between intentions and actions, and thus affected the enactment of planned behavior (Training transfer) in a negative way. As the participants belonging to the convert category reported that they had been able to change their role, but the participants in the OR and OF category still found the implementation to be ambiguous it might seem as this is due to the lack of resources and knowledge at the lower levels in the organization. However, this will require further research.

1 Introduction

“If we want to change the world of work and leadership conduct in many workplaces, we need to act on what we know rather than what we wish and hope for. It is also imperative that we understand why we are stuck where we are” (Pfeffer, 2015, p. 203).

Annually, billions of US dollars are spent on both the design and implementation of training programs in organizations, which is typically aimed at developing long-term learning and transfer (Mesmer-Magnus & Viswesvaran, 2010, p. 275). Most of the initiatives behind organizational training and development programs is conducted with the hope and expectation that the positive transfer back to the job will lead to meaningful changes and increases in job performance (Blume, Ford, Baldwin & Huang, 2010, p. 1066). This is what ultimately determine the effectiveness of various training and development programs (Blume et al., 2010, p. 1066), and is what researchers define as *transfer of training* (Spector, 2012, p. 164). Meaning that transfer of training occurs when trainees “effectively apply the knowledge, skills and attitudes gained in a training context to the job” (Ladyshevsky, 2007, p. 427), and for it to be considered both effective and successful the trainees must apply their knowledge to the job context and maintain the knowledge over a period of time (Ladyshevsky, 2007, p. 427).

Significant resources are being invested by organizations on developing and training its leaders. However, it has been reported that long-term transfer of learning to the workplace only occurs in approximately 10 to 15 percent of the cases where employees undergo leadership development (Cromwell & Kolb, 2004, p. 450). Ladyshevsky (2007) therefore argues that if organizations desire a return on their training investments, strategies that transfers the learning made from leadership development back into the organization are needed (p. 426). This dissertation will thus seek to develop the field of research on leadership development, and the reasons why long-term learning and generalization in some cases are non-existent. Based on the theory of Baldwin and Ford (1988) on conditions of transfer, as well as mindset theory regarding how goals are implemented an enacted, we aim to broaden the understanding of how organizations might enhance the possible benefits of leadership development. As

such, the main problem formulation for this dissertation is *how conditions of transfer affect the enactment of planned behavior in an organization*. Later to be developed into three exploratory questions.

A case study of the Norwegian Armed Forces has been used to investigate this problem formulation. The Norwegian Armed Forces is an interesting case to study, as leadership and leadership development is considered as vital in the organizations work (Johnsen & Lunde, 2011), and the organization recently implemented structural hierarchy leading to changes in leaders roles and responsibility. As these changes might pose demands on transfer of training, this case could be helpful in investigating how transfer of training works, and which factors may affect the successfulness of training transfer.

Up until 2016, Norway was the only NATO-member without a professional Non-Commissioned Officer (NCO) or Other Ranks (OR) structure (Forsvaret, 2016a), and Bade (2013) argued that many consider the Norwegian Army as “at odds with a world that requires a very different emphasis today” (p. 32). Due to such concerns the Norwegian Government decided to modernize the command order, and by the beginning of 2016 non-commissioned officers in all service branches were reintroduced by the Norwegian Armed Forces (Regjeringen, 2015) following the new system for military personnel (OMT).

According to Brunsson (2006) “organizations tend to change constantly” (p. 41). It is often perceived as natural for managers to aim for improvement of organizational processes, structures, and ideologies, convinced of their own good intentions, as to bring these changes in accordance to the rational model which exists in their intentions (Brunsson, 2006, p. 41). The demand for change or reform does not always happen due to the intentions of the leader, but can also occur based on external demands (Brunsson, 2006, p. 41). It can be argued that the demand for a reform in the Norwegian Army was brought about by demands from NATO, which prerequisites a change in how the Norwegian Army is organized. The new system for military personnel constitutes a complementary hierarchical system, which would pose changes, or differences, in leadership behaviors/roles depending on which hierarchy one is located. Hence, these

changes should be reflected in the practical leadership development in the Norwegian Army, as well as the successful enactment of these changes should be dependent on successful transfer of training.

2 Theory

In order to shed light on how different conditions may influence the successfulness of transfer of training we will use mindset theories combined with theories on conditions of transfer, as these approaches may help explain how intention can form, and guide, action. In the following we will first present relevant literature regarding leadership development and conditions of transfer before elaborating on mindset theory. These theories will form the basis for our problem formulation, which will later be developed into three research questions which will help our investigation of how organizations better can reap the benefits of leadership development.

2.1 Leadership Development and Conditions of transfer

The term “leadership” is a quite popular concept, which is reflected in the enormous amount of research conducted on the subject (Pfeffer, 2015, p. 8). Pfeffer (2015) found, when searching the term ‘leadership’ on the Google Scholar search platform, a total of 2,640 entries (p. 8). We also tried this, and searched for the term “leadership” on Google, which revealed a total of 620 million links, which again show the increasing popularity and interest in the term leadership and the activities included. A reason for this might be, according to Pfeffer (2015), that both scholars and practitioners alike “view leadership as a construct important, if not fundamental, to explaining business and organizational performance” (p. 8). Even though scientific evidence on the efficiency of leadership is mixed, this unequivocal belief persists (Pfeffer, 2015, p. 8). Seeing as leadership is a construct that has grown in popularity over the years, training and developing leaders have become an important aspect of the organizational life.

The definition and understanding of what leadership development entails differ, and the term itself refers to a variety of different activities (Arnulf, Glasø, Andreassen & Martinsen, 2016). As such, it could seem as leadership

development activities has no clear limits, and as a result much of the leadership development programs have unknown effects (Arnulf, 2014, p. 105). For simplicity we have chosen to adapt the definition of leadership development proposed by Brungardt (1997) which states that leadership development is “every form of growth or stage of development in the life cycles that promotes, encourages, and assists the expansion of knowledge and expertise required to optimize one’s leadership potential and performance” (p. 83).

According to Arnulf (2014), in order for the leadership development program to be effective one should tailor the tasks to fit the job, perform a needs assessment, create an arena for feedback, as well as enable reflection; either through the use of an external supervisor or peer tutoring (p.112). He argues that “despite the good intention behind teaching people to cooperate by climbing a glacier together, it turns out that it is hardly applicable to their daily job in the office” (Arnulf, 2014, p. 106).

Despite the good intentions underlying leadership development programs, long term transfer of knowledge is poor. Mesmer-Magnus and Viswesvaran (2010) argues that it is important for both practitioners and researchers to understand the different factors that promote effective training initiatives, since the importance of training and development and the costs associated are significant (Mesmer-Magnus & Viswesvaran, 2010, p. 261). Baldwin and Ford (1988) developed a framework examining training transfer, to understand the different factors that may affect the process of transfer of learning (p. 64). The framework is consistent of three levels, *training-input factors*, *outcomes*, and *conditions of transfer*. Accordingly, they found three specific training inputs that influences training transfer, including trainee characteristics, training design, and work-environment factors (Baldwin & Ford, 1988, p. 64). Training outcomes are according to Baldwin & Ford (1988) the “amount of original learning that occurs during the training program and the retention of that material” (p. 64). Conditions of transfer includes both the transfer of learned material to the job context (generalization), and the upkeep of said material over a longer period of time on the job (maintenance) (Baldwin & Ford, 1988, p. 64). Whereas generalization involves the extent to which trained behaviors and skills are present in the specific transfer

setting, maintenance refers to the length of the time period trained behavior and skills are used in the job context (Baldwin & Ford, 1988, p. 95). However, this is rarely assessed by the organization (Arnulf et al., 2016).

Baldwin & Ford (1988) further argued that both the training input factors and training outcomes are said to have both a direct and indirect effect on the transfer of training (p. 65). We are however, in this dissertation, interested in looking at whether or not the *conditions of transfer* may affect the successfulness of the enactment of long-term training transfer. As such we seek to broaden the understanding of these conditions of transfer by investigating an organization which seemingly experience successful training transfer due to their good reputation in leadership education, that is the Norwegian Armed Forces.

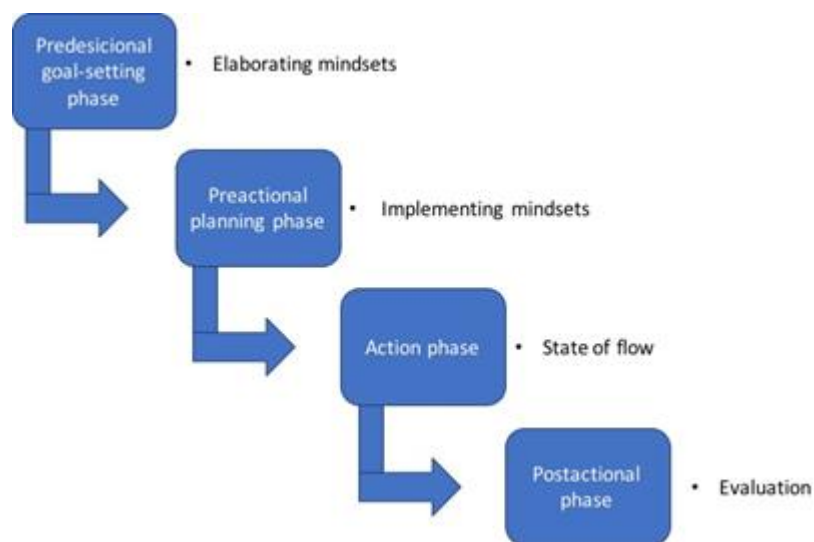
Organizations take use of leadership development and education programs in the hope of achieving positive outcomes. Brunsson (2006) argues that “western culture is a culture of hope” (p. 11), where hope includes desire and expectation (Brunsson, 2006, p. 11). Many researchers argue that organizations and individuals strive and hope to act, behave and make rational choices and decisions. However, research have shown that organizations, as well as individuals rarely act according to the rational principle, nevertheless every formal organization exhibits some form of the dream of rationality (Brunsson, 2006, p. 13). Ultimately, Brunsson (2006) argues that “organizations are continually subjected to reform attempts aimed at creating rational organizational practice, despite the difficulty of achieving this objective” (Brunsson, 2006, p.13).

It can be argued that the goal of leadership development is to transfer relevant learning material to the job context. As such, leaders undertaking such programs should have an intention, and hope, to transfer learned material to specific organizational actions. However, Baldwin and Ford (1998) argues that more research and conceptualization of the conditions of transfer is needed (p. 94).

2.2 Mindset theory

We propose that Gollwitzer’s (1990) theory of mindsets and action phases can help explain why a gap may exist between learnt material (planned behavior) and

the enactment of such material (Training transfer). Gollwitzer (1990) describes the course of action as a “temporal, horizontal path starting with a person’s desires and ending with the evaluation of the achieved action outcome” (p.53). Situated in between is, according to Gollwitzer (1990), the deciding upon an action goal, commencing suitable actions, and enacting these actions (p. 53). In this perspective the course of action is seen as distinct phases, which is executed consecutively, and it highlights important questions regarding “how people *choose* action goals, *plan* and *enact* their execution, and *evaluate* their efforts” (Gollwitzer, 1990, p. 53). These four individual steps are depicted in the model below.



Model 1 (Mathisen, 2016)

In the following we will present the three first phases of the model: *Predecisional goal-setting phase*, *preactional planning phase* and *action phase*.

2.2.1 *Pre-decisional goal-setting phase*

The first phase is the predecisional goal-setting phase, where one argues that wishes are produced by people’s motives (Gollwitzer, 1990, p. 56). These wishes are also called goals, and, in this phase, individuals seek to deliberate and decide upon which goals to pursue (Mathisen, 2016, p. 14). Gollwitzer (1990) argues that some goals may be contradicting, and others can be difficult to carry out or strive towards, and it is thus difficult for people to act on all their wishes (p. 56). As

such, individuals must choose between the goals they want to pursue (Gollwitzer, 1990, p. 56).

In order to decide upon which goals to pursue individuals typically try to take into consideration the desirability and feasibility of the different goals (Mathisen, 2016, p. 14). Desirability can be understood as the motives and incentives an individual possesses, and is said to be determined by a reflection of the expected value (Gollwitzer, 1990, p. 56). Reflecting on the expected value can be done by estimating the positive or negative short-term and long-term consequences, and by evaluating the likelihood that these consequences will be caused by the desired outcome (Gollwitzer, 1990, p. 56). Feasibility, on the other hand, refers to the individuals or organizations understanding of “whether the outcome implied by a given wish can be obtained by one’s own activities and whether the situational context is facilitating or impeding insofar as one having the necessary resources, skills and knowledge to bring about the end state” (Mathisen, 2016, p. 14 - 15).

Individuals engaged in the predecisional goal-setting phase typically develop an elaborating mindset, seeking to answer the “why” question. As in “Why should I become more cost effective?” (Mathisen, 2016, p. 15). Accordingly, when elaborating mindsets are activated, the individuals often start with an open-minded state, impartially weighing the advantages and disadvantages of deciding upon a specific goal (Mathisen, 2016, p. 15). Here, it is assumed that all available information relevant to the feasibility and desirability of the goal is processed in an ‘objective’ way, and individuals in this state “typically consider multiple perspectives” (Mathisen, 2016, p. 15).

However, this suggests that one is able to objectively consider all relevant information available to oneself and rationally choose the most desired and feasible goal. According to Habermas (1984) when referring to the concept of rationality, it is often presumed that there is a close connection between knowledge and rationality (p. 8). Our knowledge is said to have a *propositional structure*, where “beliefs can be represented in the form of statements” (Habermas, 1984, p. 8). However, it is difficult to understand what it really implies to argue that people's expressions can count as rational or to say that

people behave ‘rationally’ in specific situations. Habermas (1984) argues that this is because an individual's knowledge is unreliable, suggesting that “the rationality of an expression depends on the reliability of the knowledge embodied in it” (Habermas, 1984, p. 8).

In addition, elaborating mindsets are often associated with a fluid state of “should I or should I not” (Mathisen, 2016, p. 15), in other words, related to procrastination, uncertainty and doubt. Nevertheless, the outcome of this phase might be a purpose leading to determination and/or an intention to act (Mathisen, 2016, p. 15).

2.2.2 *Pre-actional planning phase*

According to Gollwitzer (1990) the model of action phases presume that fulfillment of a wish high in desirability and feasibility further demands the transformation of the chosen goal into an intention (p. 57). Such a transformation is assumed to result in a feeling of determination towards achievement of the goal, and the focus here is on desired goal states (Gollwitzer, 1990, p. 57). Once an individual feels committed and determined to reach a desired goal state, he/she move onward to the next phase: the *pre-actional phase* (Mathisen, 2016, p. 15). In this phase planning goal-oriented behavior is essential, and this ‘planning-phase’ is more proximal to action and more specific than the elaborating phase (Mathisen, 2016, p. 15). According to Gollwitzer (1990) planning goal-directed behavior is usually necessary as individuals cannot implement a newly formed goal immediately, especially if alternative activities need to be completed first or the availability of relevant opportunities to act are not present (p. 57).

The pre-actional planning phase is according to Mathisen (2016) named implemental intention (p. 15). This phase is concerned with thoughts regarding when, where and how to implement a plan, ultimately transforming a goal into a readiness for action (Mathisen, 2016, p. 15). It is important to stress the difference between goal intentions and implemental intention in this context. The former focus on desired goal states (i.e. I want a raise), whereas the latter concerns establishing a specific behavior “one will perform in the service of the goal and the situational context in which one will enact it” (Sheeran, Webb & Gollwitzer,

2005, p. 87). In other words, implementation intentions is when individuals commits themselves to a particular implementation course, and it is assumed that behavioral intentions support the continuous initiation, execution, and halt of action in the pursuit of an individual's goal intentions (Gollwitzer, 1990, p.57)

People engaging in planning for goal-oriented behavior, often move towards an implemental mindset. Implemental mindset, on the contrary to elaborating mindsets, typically give rise to close-mindedness towards stored and incoming information, which again leads to processing and emphasis only on information closely related to the achievement of the set goal (Mathisen, 2016, p. 15).

Mathisen (2016) argues that this state seeks to provide an answer to the 'how' question, in example "how can I save more money?" (p. 15).

2.2.2.1 How well do intentions predict behavior

Intentions have for a long time been used to predict different forms of behaviors, including e.g. consumer decision, dieting, physical activity, weight loss, gambling, voting, illicit drug use and smoking (Sheeran, 2007, p. 3). Intentions can be defined as self-instructions to elicit and perform particular desired behaviours or obtain specific outcomes (Webb & Sheeran, 2006, p. 249). The deliberation regarding what one will do in order to reach desired outcomes is assumed to end once individuals have formed a behavioral or goal intention, which again signals how hard one are willing to work to achieve a goal (Webb & Sheeran, 2006, p. 249). Intentions are therefore often assumed to capture different motivational factors that ultimately influence a behavior. Numerous theories, such as theories of attitude-behavior relations, goal theories and models of health behavior, believe that intentions is a key determinant of behavior (Webb & Sheeran, 2006, p. 249).

Sheeran, Webb & Gollwitzer (2005) advocates for evidence showing that action initiation may proceed in an automated manner, this despite that implementation intentions typically are formed through a conscious act of will (p. 87). Further, Wegner and Wheatley (1999) argues that "the real causal mechanisms underlying behavior are never present in consciousness" (p. 490). Rather, what drives causation are the unconscious mechanisms situated within the individual mind

(Sheeran, 2007, p. 24). Accordingly, based on this analysis the notion that intentions motivate behaviors is regarded as an illusion (Sheeran, 2007, p. 24). As such, more research is needed to identify which factors can affect a person's planned behavior, and this is ultimately why we are interested in looking beyond the intention itself, to see if other factors than 'will' can impede or facilitate e.g. transfer of training.

2.2.3 *Action phase*

Having a strong desire to reach a goal (a strong goal intention), does not necessarily guarantee goal achievement. This mainly because individuals during goal striving may be unsuccessful to deal with self-regulatory problems effectively (Gollwitzer & Sheeran, 2006, p. 69). Framing the goals in a convenient manner and forming strong goal commitments does not secure goal attainment (Gollwitzer & Sheeran, 2006, p. 69). People may still encounter problems when implementing a goal, which is often referred to as implementation issues.

Gollwitzer, Parks-Stamm and Oettingen (2009) argues that some of the problems that characterize goal implementation involves starting the goal pursuit, not derailing and not overextending oneself (p. 604). Seen from a cognitive social learning perspective, individuals can overcome these problems by engaging in conscious self-regulatory thought (Gollwitzer et al, 2009, p. 605). Nevertheless, in recent times within the psychology of goals, both conscious and unconscious goal striving is believed to affect people's thoughts, feelings and actions (Gollwitzer et al, 2009, p. 605).

Gollwitzer et al (2009) advocates that "goal representations should also be capable of automatic activation through contact with features of the contexts in which those goals have been pursued often and consistently in the past" (p. 605). They argue that this is because goals become activated automatically, and are represented mentally, by the same principles (Gollwitzer et al., 2009, p. 605).

It is said that whether a goal intention lead to an initiation of action depends on how committed an individual is towards implementing the chosen goal, also referred to as the goal intentions volitional strength (Gollwitzer, 1990, p. 58). The desirability and feasibility perceived prior to choosing a goal might be positively

influenced by the amount of volitional strength. However, the volitional strength typically varies, mainly depending on the individual's experiences with the initiation of relevant action. Volitional strength may decrease over time if good opportunities to initiate action is ignored by the individual. On the contrary, volitional strength may increase momentarily or spontaneously when obstacles are encountered (Gollwitzer, 1990, p. 58).

3 Problem Formulation

As mentioned previously, intentions may not always result in subsequent behavior, and studies have found that changes in goal intention strength generate only a modest change in goal achievement, indicating a gap between goal intentions and the subsequent attainment (Gollwitzer & Sheeran, 2006, p. 72). As such, it is this gap we seek to investigate in this dissertation. It is important to investigate possible reasons why people experience problems with training transfer, as millions of dollars are spent each year on developing leaders. We propose that combining mindset theory and theories of training transfer might help create a broader understanding of how people act and why they act as they do, as well as the processes that might inhibit or facilitate training transfer.

According to Webb and Sheeran (2006) several studies conducted within the field of social and health psychology suspect that intentions cause behavior (p. 249). Yet, “most tests of the intention-behaviour relation involve correlational studies that preclude causal inferences” (Webb & Sheeran, 2006, p. 249). Sheeran (2007) found in his study that inclined abstainers, in other words participants who intended to act but did not act, were ultimately responsible for an intention-behavior gap (p. 7), and the people who successfully translated their intentions into action only accounted for half of the people who originally intended to act (Gollwitzer & Sheeran, 2006, p. 73).

Table 1 The intention-behavior relationship collected from Sheeran (2007)

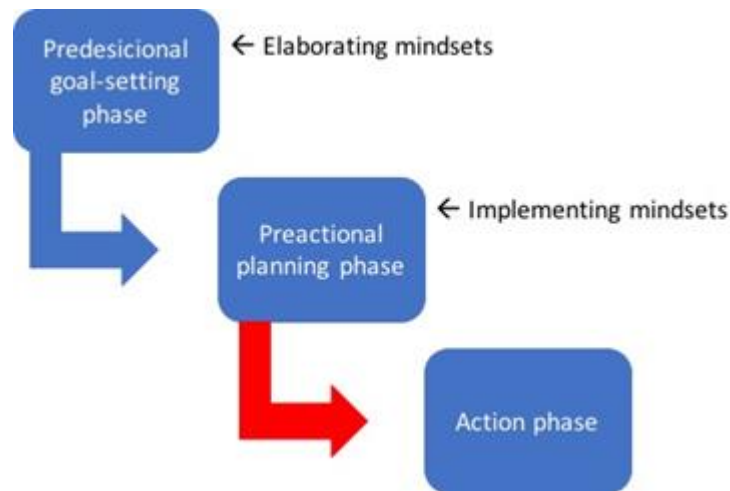
Subsequent behavior	Intention	
	Positive	Negative
Acted	Inclined actor	Disinclined actor
Did not act	Inclined abstainer	Disinclined abstainer

According to Sheeran (2007) “A ‘positive’ intention or being ‘inclined’ can refer both to an intention to perform a behavior and to an intention not to perform a behavior” (p. 6). Similarly, the terms abstainer and actor refers to non-performance versus performance (Sheeran, 2007, p. 6). As such, if you have an intent to act, and act subsequently, you are an inclined actor.

Setting goals and forming good intentions is often understood as the commitment towards a particular desired outcome, or a desired behavior. However, the distance between goal setting and the attainment of a goal is often long, even though an individual make goal commitments (Gollwitzer, 1999, p. 493). Traditional models of goal pursuit are typically concerned with the implicit assumption that the intensity of goal striving is dependent on the formation on goal intentions from appropriate evaluation of desirability and feasibility considerations (Gollwitzer & Sheeran, 2006, p. 73). However, this is not strongly supported (Gollwitzer & Sheeran, 2006, p. 73).

Based on these findings we suggest that the combination of Gollwitzer’s mind-set theory and Baldwin & Ford’s conditions of training transfer can help expand the understanding of why training transfer may not always occur in an organization, and thus explain why some employees can be defined as inclined abstainers. In order to understand better how transfer of training works, Gollwitzer (1990)’s mindset theory can provide important insight on how the cognitive processes occurs when people strive towards goals. This because, people undergoing leadership development should have a goal to transfer the learnt material into organizational action. Seeing these theories, mindset theory and conditions of transfer, in combination with each other might help increase the chances of understanding how best to facilitate training transfer. Based on this combination we suggest that the reason why transfer of training can be problematic, and in worst cases non-existent, is because of a cognitive gap that might be located

between the planning phase (how, when and where to apply the learnt material) and the action phase (actually applying the learnt material in an organizational context). This is presented below in the form of a model, which is based on the model presented in Mathisen (2016):



Model 2

Note: Illustration of three of the four action phases (on the left) and the ensuing mindsets (on the right).

As seen in the model above, as well as presented in the theory of mindsets, one first needs to decide upon which goals it is desirable and feasible to pursue. In the sense of leadership development it would be feasible to believe that this goal is to better the leader in some way or another (e.g. more focused on change leadership). Once a goal is decided upon, the preactional planning phase begins where it is decided how, when and where the enactment of goal achievement (transfer of training to organizational action) should commence. Once the opportunity to begin goal achievement has presented itself the action phase should begin, and here the ‘how, when and where’ should guide action. However, various research within the field of contemporary psychology argues that much of human functioning is rooted in unconscious mental processes, in the sense that these processes do not require conscious control (Bargh, Gollwitzer, Chai, Barndollar & Trötschel, 2001, p. 1014). It is thus reasonable to believe that the plans (how,

when and where) created in the preactional planning phase would also be influenced by nonconscious processes, which may result in a lack of generalization and maintenance of learnt behavior (training transfer), ultimately leading to inclined abstainers. Presented by the red arrow in the model, we propose that a gap exists between the preactional planning phase and the action phase. This could lead to inclined abstainers due to a lack of training transfer, and it is our mission with this dissertation to explore possible reasons why this gap exists.

3.1 Research Question

Based on the theory reviewed, we wish to examine whether a cognitive gap exists between the behavioural action plan to transfer learning to organizational action, and the enactment of those behaviors, or whether this cognitive gap can hinder leadership development in reaching its full potential. To shed light on this subject, we have chosen the following research question:

How can conditions of transfer affect the enactment of planned behavior in an organization?

Planned behavior is here decided upon in the pre-actional planning phase and enacted upon in the action phase. We believe that this cognitive gap may cause individuals to not employ learnt behavior, and thus leading the organization to have a minimal effect of their development programs.

4 The 3 how's

A study conducted by Webb and Sheeran (2006) revealed that behavior was less impacted by intentions when there is potential for social reactions, a lack of participant control, and “when circumstances of the performance are conducive to habit formation” (Webb & Sheeran, 2006, p. 262). As we seek to expand and generalize the theory of training transfer these factors could help us describe *how* conditions of transfers can affect the enactment of planned behavior in an organization. In the following we will present some of the assumptions we have developed in the form of exploratory questions.

4.1 Supervisory and peer support

In relation to Baldwin and Ford's (1988) framework, transfer of training is affected by several components, including input factors regarding work-environment factors such as supervisory and peer support, as well as opportunities and constraints to performed learned behavior on the job (p. 65). Meaning that work-environmental factors could be detrimental and/or crucial for the transfer of learning. Webb and Sheeran (2006) argues that social pressure from others could inhibit the translation of intention into action, thus an intention to act might not trigger the favorable action if subjective norms not to perform the behavior is present (p. 249). Accordingly, perceived peer and supervisory support (in the form of subjective norms supporting the use of learned material) is important to enact upon the goal to transfer learning back to the job context.

Seen that environmental cues are crucial for the activation of implementation intentions (Sheeran, 2007, p. 14), hence transforming intentions into action, we have deduced the following exploratory question:

How can perceived supervisory and peer support affect the conditions of learning transfer?

4.2 Behavioral control

Sheeran (2007) hypothesized that low levels of perceived behavioral control might be what inhibits the inclined abstainers from translating their intentions into action, and that inclined actors have higher levels of perceived behavioral control (p. 7). However, generally, it is not possible to determine the degree of actual control participants have over the performance of certain behavior (Sheeran, 2007, p. 11). Thus, several researchers have relied on the construct of perceived behavioral control, which is participants' own thoughts of how much control they possess over the performance of behavior (Sheeran, 2007, p. 11). This with the belief that "perceptions of control are reasonably accurate reflections of actual control" (Sheeran, 2007, p. 11).

The theory of planned behavior proposes that perceived behavioral control is an additional predictor of intention, and assumes that the most important determinant

of behavior is intention (Webb & Sheeran, 2006, p. 250). Nevertheless, it also suggests that perceived behavioral control can moderate and/or directly predict the relationship between behavior and intention when perceived behavioral control is accurately reflected by the degree of actual control in a specific situation (Webb & Sheeran, 2006, p. 250). However, Mathisen (2016) argues that individuals who lack control, may become too obsessed with the outcome of the performance of a certain behavior, rather than the necessary steps to reach their goals (p. 106). Gollwitzer (1990) assumes that such illusions of control might be dependent upon an implemental mindset, as individuals with a implemental mindset often experience inaccurate, optimistic assessments (p. 75).

In relation to behavioral control, Webb and Sheeran (2006) argues that perceived behavioral control may affect the intention to perform a behavior, in example unless the performance of a behavior is perceived as under personal control the intention to act is reduced (p. 249). As well as the degree of actual control over the behavior affects the successful enactment of the behavioral intention (Webb & Sheeran, 2006, p. 249). In addition, Brunsson (2006) argues that “in order to act, it helps to assume that we can change things in the desired way” (p. 223). Thus, the second exploratory question is as follows:

How can perceived behavioral control influence the intention to generalize and maintain learned material to the job context?

4.3 Prior behaviors

When individuals encounter situations that can be perceived as helpful in implementing the goal intention, the goal intention should become activated, despite the fact that chances of implementation are slim (Gollwitzer, 1990, p. 60). As activation of goal intention occupies an individual's cognitive capacity, Gollwitzer (1990) argues that this ultimately may hinder implementation of competing goal intentions, and thus leading the individual to procrastinate as he or she is not able to act as intended (p. 60). Often, goals are activated by the situational context in which behavior is conducted, which is often an unconscious process which people are unaware of (Gollwitzer & Sheeran, 2006, p. 79). Such an auto-motive theory assumes that in particular situations, goals that have a

custom of being acted upon can become activated directly without the requirement of conscious intent (Gollwitzer & Sheeran, 2006, p. 79).

The model of interpersonal behavior advocates for a third possible moderator of the enactment of the intention to perform a behavior, particularly, the degree to which behavior may be habitual (Webb & Sheeran, 2006, p. 250). The impact of intention on behavior is assumed to be reduced when behaviors are frequently performed, and thus “come under the control of habits” (Webb & Sheeran, 2006, p. 250). Oullette and Wood (1998) found that future responses is guided through two processes (p. 54): (1) the frequency of past behavior is reflected in habit strength, as such well-practised behaviors become automatic, and (2) in difficult and unstable contexts conscious decision making is usually necessary, and past behavior may contribute to intentions which guides behavior (p. 54).

Based on this research, we propose that habits will affect how well new knowledge and material are generalized and maintained, and our third exploratory question is thus as follows:

How can prior behaviors affect the conditions of learning transfer negatively?

5 Terminology and Case description

In order to gain a deep understanding of possible factors which can contribute to the successful enactment of training transfer we have chosen to focus on a specific case. The chosen case is the implementation of the new military personnel system in the Norwegian Armed Forces, which was implemented in the beginning of 2016. The implementation of the new military personnel system (OMT) in the Norwegian Armed Forces is an interesting case to study in regards to training transfer, as the Norwegian Armed Forces undergoes continuous learning in the form of day to day feedback, as well as the new system would pose differences in how the employees of the Armed Forces goes about their daily work, in addition to being a large organization who prides themselves on offering solid leadership development (Johnsen & Lunde, 2011).

When searching for a specific case which could enlighten our problem formulation we came across the guiding document for the implementation of the OMT. While reading about the OMT we found that perhaps one of the biggest changes the OMT brought about was that leaders would undergo changes in their role and responsibility. It is thus reasonable to believe that these changes would pose demands on transfer of training, so that tasks and routines are performed efficiently and effectively even after the change in roles and responsibilities.

Thus, this case can prove to be a good example of how transfer of training works in real organizations, and we wish to examine whether a cognitive gap exists between the behavioural action plan to transfer learnt material to their new roles and divisions in role responsibility, and the enactment of those behaviors. Or whether this cognitive gap can hinder the implementation of new roles and responsibilities in reaching its full potential.

5.1 Leadership in the Armed Forces

Leadership has long traditions in the military, and the central role of leadership in the military has led to the military establishing their own institutions for leadership education (Johnsen & Lunde, 2011). According to Johnsen & Lunde (2011) the Armed Forces were for a long time alone in leadership education at a high level, and the Armed Forces has for many years educated many leaders in the Norwegian society as a whole, which makes the Norwegian Armed Forces an interesting case to study as it is rational to assume that they should have structures and routines which support successful transfer of training.

The definition of leadership used in the Norwegian Armed Forces is according to Johnsen & Lunde (2011) “to exert influence on subordinates so that one can jointly solve tasks in the best possible way” (p. 41). Such a mission-based leadership philosophy builds on the importance of clarifying the superior’s intention and decentralization, this in order to provide freedom within a given frame (Johnsen & Lunde, 2011). This philosophy highlights control, with an emphasis on controlling the outcome of the actions, rather than the action itself. Whereby decentralisation places an emphasis on the idea that the individual

possessing the necessary information should be making the decision (Johnsen & Lunde, 2011).

The leadership ideal employed in the Norwegian Armed Forces today also includes centralization and management through command with emphasis on obedience in situations leadership, the superiors intention is still fundamental (Johnsen & Lunde, 2011). Authoritarian leadership with drilling and learning has long traditions in the military industry, however, the Armed Forces also acknowledges that today's complex operations will never succeed solely through action rules and manuals, but must also utilize the individual's skills (Johnsen & Lunde, 2011).

Leadership in the Norwegian Armed Forces is characterized by the core tasks, which includes legitimate use of violence (Johnsen & Lunde, 2011). The complexity in military operations can be of great deal, with a high degree of uncertainty, danger and stress (Johnsen & Lunde, 2011). Military leadership revolves around being able to master such 'chaos' better than their opponents (Johnsen & Lunde, 2011). Nevertheless, studies of military leadership is still of public interest. Leadership in complex organizations in varying environments has validity for many modern organizations (Thompson, 1967, p. 9). In addition, the military forms of leadership are relatively alike forms of leadership in civilian sector, at least in Norway (Sørensen, Pettersen & Aambakk, 2007, p. 62). As such, even though the Norwegian Armed Forces is a special case, as it is a special organization, it can also provide insights that are important for the private sector, e.g. reforms, recruitment of new leaders and leadership development in general.

Understanding how leadership in the Norwegian Armed Forces function is important to understand the reform they are currently undergoing. This because the main changes for leaders are the division of roles and responsibilities, and thus how they perform leadership on a daily basis. In the following we will first clarify some of the terminology used throughout the rest of the dissertation, and then describe the biggest changes the OMT has brought about in relation to leadership development and training transfer.

5.2 Terminology

For clarification purposes we will in the following underline some of the terminology which do not translate well into English. This because many of the Norwegian words, widely used throughout this assignment, are important in order to understand the case itself. Bade (2012) argued that “the most commonly used term today for Other Ranks is Non-Commissioned Officer or NCO” (p. 7), further stating that this term is not entirely accurate (Bade, 2012, p. 7). For simplicity reasons we will refer to a group of Non-Commissioned Officer as ‘OR’ and the specific employee belonging to the OR pillar will be referred to as *Specialist* throughout this paper. Further, the Norwegian ‘Offiser’ has here been translated to ‘Officer’ and a group of Officers will be referred to as OF. The differences between Officers and Specialists will be presented in the next chapter. Seeing as the implementation of the OMT has brought about changes in the structure within the Armed Forces, some Officers have converted from the OF-pillar to the OR-pillar, these will subsequently be referred to as *converts*.

The participants belonging to the OR and OF category in the study all belong to a company within the Norwegian ‘Hans Majestet Kongens Garde’. For simplicity we have used the term *Royal Guard* when describing this unit. Every participants has completed education within the Armed Forces, either through “Krigsskolen” or “Befalsutdanningen”, these words will not be translated. “Krigsskolen” is a bachelor degree in which you become an Officer (OF). Army personnel who finish ‘Befalsutdanningen’ will become Specialists (OR).

The new system for military personnel (OMT) highlights “medarbeidersamtaler” as important, this has been translated into Performance and development interviews (PDI). These are interviews that are conducted three times a year for each employee, where status quo is addressed as well as further career possibilities/development.

5.3 The new military personnel-system

The implementation of the new system for military personnel gives Norway a professional Non-Commissioned Officer (NCO) or Other Ranks (OR) structure, equivalent to other NATO-countries (Regjeringen, 2015). This is, according to

Regjeringen (2015) an important prerequisite for increasing the interaction with Norway's cooperating partners was a 'harmonization' of systems in the alliance. Technological development, complex operations, as well as more advanced weapons platforms increased the need for personnel with experience and specialized competence (Regjeringen, 2015). The aim of the new military personnel system is to create an Army which is credible now, and relevant for the future, based on the values respect, responsibility and courage (Forsvaret, 2016a).

The new system for military personnel is aimed at facilitating experience-based and specialized competencies, with the intention of providing the personnel with more continuity and professional career opportunities (Forsvaret, 2016b). The main goal is to increase the number of people working within the Armed Forces core business areas, and ultimately increase the Armed Forces operational ability (Forsvaret, 2016b).

The 'harmonization' of the new Norwegian military system is in accordance with the NATO standard rank scale. As such, the Norwegian Army have established two career paths for two complementary systems in one common corps (Forsvaret, 2016b), and *to ensure* those who wish to follow a career as a specialist (OR) and those who seek for positions in the Army and the Armed Forces in general (OF) (Forsvaret, 2016c).

The aim for employees belonging to the OF category is to ensure that the Army's tactics, techniques and procedures are further developed and practiced in line with the government's policy objectives (Forsvaret, 2016a, p. 8). The specialists within the OR-category are seen as the main force to ensure that Army's tactics, techniques and procedures are understood and enforced in the army's operational units and associated competence environments (Forsvaret, 2016a, p. 9). The main differences between the two complementary systems are depicted in the table below:

Table 2

OF	OR
<ul style="list-style-type: none"> • Leadership, control and command • Broad competence and overall understanding • Military academic education, or other civilian additional education 	<ul style="list-style-type: none"> • Executive leadership • Deep competence within defined areas • Experience based competence, vocational education and possibly non-military academic education

As seen in the table above, this new military personnel system promotes two different career hierarchies for superior personnel, which should denote different leadership styles based on which hierarchy and role one possesses. This is one of the reasons for why the Norwegian Armed Forces is an excellent case to study training of transfer. As one would assume that changes in role and responsibility amongst leaders should make training transfer highly relevant. Thus, training transfer might be of particular importance in order for the successful enactment of the new roles and responsibilities in the Norwegian Armed Forces.

The career- and service-plan created by the Army will provide and give a picture of the two complementary career systems that reflect a clear division of work and function through specific career paths within the individual subject area. The plan will be a management tool to secure the right level of competence within both competence pillars, and be a competence management tool for the development and application of military professional competence (Forsvaret, 2016a, p. 5). The practical leadership development in the new military personnel system should ensure good safeguarding of employees, where the individual identifies with the Army’s culture, values and attitudes. Within the army there is high professional pride, and the effort is valued both internally within in the Armed Forces and in the external community. The HR within the Army are constantly and continuously developed further with new systems (Forsvaret, 2016a, p. 5).

According to Forsvaret (2015) both the structural and cultural perspective is dynamic and will be more or less in continuous development, also after the new system is implemented, and calls for a persistent focus on change-management and diversity leadership (Forsvaret, 2015, p. 6). As such, this case could provide important insight on how training transfer works, as it will be possible to look at whether the Norwegian army has been able to enact their intended role changes, and the training transfer this requires, or if there exists a gap between planned behavior and transfer of training.

6 Method

In-depth case analysis has been used to explore how much the three cognitive mechanisms hindered or helped the generalization and maintenance of learnt behavior to the new position. According to Schwab (2013) the method of choice for exploratory research is case studies, and Rossman and Rallis (2003) argues that “case studies seek to understand a larger phenomenon through intensive examination of one specific instance” (p. 103). We therefore believe that this is a good way to develop a deep understanding of which factors can contribute to the generalization and maintenance of learned material in an organization.

6.1 Measurements

Based on the three exploratory questions mention earlier, and their respective categories of perceived *supervisory and peer support*, *behavioral control*, and *prior behaviors*, a semi-structured interview guide were developed. The interview guide consisted of 20 questions, and included open ended questions about each of the of the variables identified in the literature review, concrete examples of transfer, as well as how the OMT has affected the respondents role in the organization. Some of the questions have been collected from Baumgartel and Jeanpierre (1972) and Gilpin-Jackson and Bushe (2007), and modified to fit our research question, others were created based on the literature available about the OMT. For full interview guide see attachment 1.1

6.2 Participants

The respondents were recruited through stratified sampling, where we were looking to interview 5 participants within three categories of superior personnel;

Officers (OF), Other ranks (OR), and those who have transferred from OF to OR. These categories were chosen on the belief that individuals within these three categories could provide important, and insightful, information regarding the new military personnel system, and the impact this new system has had on their roles in the organization. Such a purposive sampling strategy are described as a non-random way to ensure “that particular categories of cases within a sampling universe are represented in the final sample of a project” (Robinson, 2014, p. 7). Prior to recruitment of participants the study was approved by Norsk Senter for Forskningsdata (NSD).

Participants were recruited through a contact person within the Army, who recruited 12 participants. The sample included five male participants of the officer (OF) and other ranks (OR) category, as well as two male participant who had transferred from OF to OR. From one of the participant who had transferred from OF to OR we received the contact information for two other male participants who had transferred from OF to OR, making the total sample size at 14 people distributed within the three categories.

The sample size, even though it does not support statistical generalization, enables a rich understanding of the processes that influence transfer of learning at organizational and individual levels. As the study progressed, and more and more interviews were conducted, certain patterns, or views, were reported by numerous of the participants. As such, it has been possible to discover particular trends within the participant group.

6.3 Execution of the study

Interviews were conducted during the spring of 2018. Each interview was audiotaped for transcription and analysis, and the duration of the interviews was approximately 30 minutes. Participants within the OF and the OR categories were interviewed at Huseby Leir, and the participants within the OF to OR category were interviewed at their office or BI. Informed consent was obtained in written form from each participant prior to the interview.

The interviews conducted in this study have been semi-structured, meaning that we have used the interview guide as a starting point. The interview guide has not been followed ‘slavishly’ and the participants have been able to talk freely based on the different themes. The questions may therefore vary from interview to interview, but the same themes have been covered. Questions that were not included in the interview-guide has been asked based on responses from the interviewees. However, by and large, all questions were asked to each interviewee in similar wording.

Clear procedural guidelines were developed and followed for each interview prior to the transcription and analysis of each interview. As the quality of the most part of the recordings were good we had a solid ground for interpretation of the data. After conducting the interviews they were all transcribed and color coded based on themes covered. This made it easy to analyze and compare answers, thus map out patterns.

7 Analysis and Results

As mentioned previously we have conducted 14 interviews. Each interview followed a semi-structured interview guide where three main questions formed the basis for the guide. These three questions are as mentioned; (1) *How can perceived supervisory and peer support affect the conditions of learning transfer?*, (2) *How can perceived behavioral control influence the intention to generalize and maintain learned material to the job context?*, and (3) *How can prior behaviors affect the conditions of learning transfer negatively?* For full interview guide see attachment 1.

In the following we will present the findings during the course of the interviews. The results of pertaining to each of the questions will be presented separately, before the general discussion where we seek to answer *how conditions of transfer affect the enactment of planned behavior in an organization*.

7.1 Supervisory and peer support

As mentioned earlier, perceived peer and supervisory support (in the form of subjective norms supporting the use of learned material) is important to enact

upon the goal to transfer learning back to the job context, and an important question to answer in this regard is thus:

How can perceived supervisory and peer support affect the conditions of learning transfer?

In relation to the Royal Guards, a number of the participants felt high supervisory and peer support, and several of the participants in our study reported that their supervisor supported them in a high degree to solve tasks in their own way, and to develop a career path within the Armed Forces. However, Ronnes (2017) argues that the Norwegian army may not be as open to new ideas and new knowledge as some may perceive (p. 150). Ronnes argues that the Norwegian Army markets themselves as a 'learning organization', nevertheless, he believes that 'demands to swallow the culture' and 'having the right attitude', as well as settling in to the group and correcting oneself in accordance with its feedback can have the unwanted effect of both 'group-think' and 'the slavish mind' in what is supposed to be a 'learning organization' (Rennes, 2017, p. 150).

Even though the participants felt highly supported in implementing existing and new knowledge in their work, only one of the participants had received formal training after completing krigsskolen. This is because there are few formal arenas for knowledge development after examination. Training and knowledge-development are, according to the participants in the company, mainly occurring during their daily operations based on feedback from their superiors and peers. In addition, every participant, except one, reported that they received performance and development interviews (PDI) three times a year, which were to follow up on the feedback they had received during the last period as well as the last PDI.

All the participants who received the PDI's three times a year also reported that they received feedback on a daily basis. As one of the officers said; "We are very open and honest here in our company, and we welcome constructive critique". According to him, the main arena for leadership development is the daily feedback, and that it is this feedback which forms the agenda for the PDI's. Further, the daily feedback was considered as an important aspect for every

participants personal development, and they all experienced that the supervisors followed up on their progress and that they (most of the time) were able to generalize and maintain the new knowledge in their daily tasks.

One of the participants reported that he only received two PDIs, and that he did not feel the need for all three. One reason for this was that he felt uncertain of his future in the Armed Forces, and were thinking about leaving after he was done in his current position. He further explained that much of the reason for the lack of PDIs and the development of his career-plan was due to his uncertainty, and the fact that he had been clear about this during his stay in the Royal Guard. As previously mentioned, an important part of the new military system is to develop systems in order to retain personnel in the Army, and it can thus be questioned if these systems are in place. It would be rational to believe that expressed uncertainty among the Officers regarding their future in the Armed Forces should be discussed, and handled, in order to retain them. As the officer in question said “I have not received any motivating PDIs explaining which opportunities I will have in the Armed forces if I stay.” Much of the responsibility regarding this he places on himself, and not his superior. This is inline with the attitudes of several of the participants in the Royal Guard who all mentioned that ‘we are all adults here, you need to take responsibility for your own development’.

Such a collective attitude may suggest that many of the officers and specialists in the Royal Guard exhibits a proactive role orientation. When exhibiting a proactive role orientation, individuals show initiative and scan for opportunities, thus is seen to act in a self-directed manner to develop change in the environment (Parker, 2000, p. 451). Such an attitude, combined with high supervisory and peer support could be positive for effective transfer of knowledge, but this effect is however unknown.

As mentioned earlier, supervisory support is an important facet for conditions of transfer, however, peer support also plays a crucial part. According to Forsvaret (2015) the cultural dimension is an important factor which will influence both how the implementation and the new military personnel system will work over time (p. 6). A culture which fosters mutual respect and understanding will be

essential for the new military personnel system to work as intended (Forsvaret, 2015, p. 6). When implementing the new military personnel system concerns have been raised regarding the focus on mutual respect between the OF and the OR ranks. One of the specialists in the Royal Guard joked about people having seen to many American movies, and that some exhibit concerns that such a culture may develop in Norway as well, even though the participant himself did not believe that this would become a problem in Norway. This thought is further supported by another participant who states that “I believe that the values embedded in the Norwegian Armed Forces, and the values we are raised upon, contradicts the division currently residing in the American Armed Forces”.

Despite the mutual agreement amongst the participants that there (currently) is mutual respect and understanding between the OF and OR pillar, one of the converts reported that the implementation of the OMT has focused too much on the OR pillar, creating some friction as the officers role and responsibilities in the new system was absent. He further argued that the absence of the Officers role made it difficult to gain the Officers support in the beginning of the implementation. The Officers role has, recently, been developed and discussed further, which has made it easier to gain support in recent time.

The confusion regarding the Officer's role is also widespread in the company within the Royal Guard, where many of the participants stated that the new role of the Specialist was clearly defined, whereas the new role for the Officers were less clear. This ultimately creating an “area” of confusion regarding the role and responsibility of the Officer. Even though the converts believed that the Officers role have become more clear, some of the Officers within the company experienced that their role in the new system is undefined. As one of the Officers said “We have been told that the Specialist are to take over a lot of our current responsibilities, so what are we left with?” Perhaps the role and responsibility of the Officers are more clear to the converts, as they have been more involved in the implementation of the new system, and thus have received more information, whereas the participants in the company have been told that this is something they need to do.

This assumption is to some degree confirmed by one of the converts, who reported that in the discussions on how the new OR-role is to be designed, there were a majority of people either converting or belonging to the OR pillar than the OF-pillar, which led to the majority of the discussions focusing on the responsibilities of the OR pillar. As such, the feeling some of the Officers within the Company of The Royal Guard had regarding their own roles may have been justified.

All in all, the participants have all reported that they currently experience high supervisor and peer support, and that this social support is helpful in the generalization and maintenance of learned material. However, it seems as though the structural support, as in knowledge and resources needed to change roles, differs between the higher and lower levels of the organization.

7.2 Behavioral control

As previously mentioned, Sheeran (2007) hypothesized that low levels of perceived behavioral control might be what inhibits the inclined abstainers from translating their intentions into action, and that inclined actors have higher levels of perceived behavioral control (p. 7). Based on this we asked the following exploratory question, which formed the basis for this section of our interview guide;

How can perceived behavioral control influence the intention to generalize and maintain learned material to the job context?

According to Heier (2017) military organizations which is based on discipline, loyalty and 'adjustment' is under pressure (p. 15). Partly through institutionalized truths which creates a so called 'path-dependency' - a sort of 'this is how we do things here' which is embedded in the officer's body and mind (Heier, 2017, p. 15). An important question will thus be whether or not one actually have behavioral control?

Each of the converted specialists reported that they felt high behavioral control. This might not come as a shock, especially with several of the converts having an

integral role in the development and implementation of the new military personnel system in their department. Before the implementation they, along with other converts, participated in discussions where other countries came to hold lectures and where they discussed in groups on how they were to implement and design the new system. The people attending these discussions were typically of a higher rank, discussing how to proceed with and design the new system. As such, the reported high behavioral control which the converts felt might actually be correct.

As mentioned earlier, many believe that the culture within the Armed Forces is something every member must adjust to, and is characterized by rigid systems and structures. And, according to one of the converts, this is partly true. He argues that one has to be loyal to the procedures, however, if you notice that the procedures are outdated or are not efficiently working towards a specific goal there is room for adjustment and change. As he said “The Army’s culture is open and honest, and if you have an opinion or suggestions for change there is room to voice your opinion.” In addition, one of the other converts mentioned that due to the many superiors he had during the implementation of the new military system he was the continuity in the implementation, and that it thus was easier for him to implement his ideas and knowledge on how they should solve the implementation of OMT. Further, he reported that he felt that he was able to implement his ideas and techniques on a regular basis, and that his main job in his department was to develop and improve the department he was located. This might indicate that the perceived behavioral control this participant felt increased his intention to generalize and maintain learned material to the job context.

Seeing as Heier (2017) argues that a “this is how we do things here” attitude is often embedded deep within the mind and body of the employees within the Armed Forces (p. 15), one might assume that this gives little room for behavioral control in the sense of employees choosing how to execute their work and implementing new techniques, work methods and ideas. However, one of the converts expressed that throughout his time in the Armed Forces, of approximately 12 years, a mindset and culture of “this is how we do things here” does no longer exist, although this was something he felt at the beginning of his career. He reported much freedom in regards to how to reach the desired end-

state, and that, within the goal set by his superior, he was free to implement new ideas, techniques and changes as long as he met the goal criteria. Whether this change of culture within the organization is due to him climbing the hierarchy or whether it is because of the implementation of the OMT is difficult to determine. He personally think it has partly to do with the leader and what type of culture the leader desires in his unit, and partly to do with the implementation of the OMT, making people more aware that changes are needed.

This shift in culture also seems to be reflected throughout the company within the Royal Guard. All of the participants, both within the OF category and OR category, reported that they felt high behavioral control. Even though most of the specialists were new to the job, and lacked some experience due to the vacancies in specialist positions, they felt that they received a lot of trust and that their suggestions and ideas were heard and discussed. One of them reported that “even though I lack the seniority I should have in this position, I feel like I have the chance to influence how we do things in our company, and how I manage my work on a daily basis”. Another reported that his main job was to think forwards and develop the Royal Guard to perform better. As such, it might seem as the participants both within the OF and OR category perceives their behavioral control to be high, and that their intentions to generalize and maintain learned material to the job context is influenced by this.

The Royal Guard is a unit within the Armed Forces typically characterized by strict regimes, as it is a unit with much history and is regarded as important not only to the employees itself, but for the population of Oslo and Norway in general. Many of the participants from the company expressed that the culture is somewhat characterized by ‘pump and splendor’, but that this was not something they thought about from day to day. Despite the focus on strict rules and regulations, every participants within the three categories experienced having much perceived behavioural control, thus could contribute with ideas and suggestions, as well as they could form their daily tasks and operations. One of the converts expressed much perceived freedom, hence a high degree of behavioral control, but emphasized that some activities such as daily meetings, still function under strict rules. As he said; “you have to do what is expected of

you, you cannot make up new stuff every time”. Indicating that some of the “that is how we do it here” culture and mindset is still very much present in some parts of their work, but not something that hinders these participants in contributing with ideas and shaping their own workday.

All in all, each participant in the study experienced a high degree of behavioral control, including much freedom in how they go about their daily routines and work, and the opportunity to contribute with new ideas and thoughts that are heard and discussed. Such a high degree of perceived behavioral control seems to motivate the participants to generalize and maintain learned material back to the job context in a large degree.

7.3 Prior behaviors

Leadership in the Armed Forces must be applied in situations characterized by great physical and psychological strain (Johnsen & Lunde, 2011). According to Johnsen & Lunde (2011) such strains can be stressful and affect the individual’s ability to think and act rationally. They further argue that automated action could cause the subordinates to withstand the pressure they are exposed to in extreme situations and they will thus be able to perform their duties (Johnsen & Lunde, 2011), however Webb & Sheeran (2006) argues that the impact of intention on behavior is assumed to be reduced when behaviors are frequently performed, and thus “come under the control of habits” (250). It is thus important to ask;

How can prior behaviors affect the conditions of learning transfer negatively?

Rones (2017) suggest that being regarded and viewed as a good officer within the Armed Forces, requires having the “right attitude” (p. 140). Which further stresses that the officer should have incorporated the dominant "worldview" of the field in its mindset and aligned with the social community's dominant laws, rules and norms for action (Rones, 2017, p. 140). Further interpreted that the most important requirements for officers is to adapt to the existing “worldview” of the organization, which in this case is the Armed forces (Rones, 2017, p. 140). One could thus assume that prior learned behavior may inhibit the transition into the new roles within the Armed Forces.

When asked about habits and previously learned knowledge and skills all of the converts reported that they did not feel as though this inhibited them in their new role as a Specialist. In fact, they reported that they were aware of the changes in roles and responsibilities, and how their new role were designed, prior to the implementation. However, two of them responded that ‘I am who I’ve always been’, which ultimately, by the sound of it, would argue differently. One continued with saying that he did not believe that ‘the hat’ he wore would affect who he is, and how he went about his job. The other explained that he had always felt like a specialist, and that he would have most likely chosen this path if entering the Armed Forces today. The reported ease to perform in their new role might be because they already have a lot of experience due to many years of service for the Armed Forces, and thus already have acquired the appropriate knowledge required to fulfill the new position.

In addition, two of them of them explained that the main difference between their previous role and their new role was the authority to command. They both reported that this is something they are conscious about in their day to day work, and that they always have to keep in mind that when they speak, they speak on behalf of the command authority of their Officer, and not themselves.

Nevertheless, they did not feel that this was something that was difficult to change nor let go of. One reason for this may be that they do not perceive their new role as very different to what they have already been doing, other than losing the authority to command. And probably because many of the converts were present in the discussion of how the role and responsibilities of the new OR-pillar were to function.

As for the company within the Royal Guard, there were no courses offered in the beginning of the implementation of the OMT to the personnel at the lower levels of the OF and OR pillars. The participants within the OF and OR categories have only received documents containing information regarding the new system for military personnel, what it entails, and how the Armed Forces will be organized. A main concern for several of the participants was that the Armed Forces does not have enough qualified specialists to take over the responsibility for the special

skills and knowledge that now resides with the Officers. Thus, making it difficult to implement and act out a new behavior which is in line with the OMT. As one of the Specialists said; “The OMT has been with us for a year and up until now the only difference I can see is that we have received new distinctions”.

It might seem as though that the intention and how the OMT is actually supposed to be practiced becomes blurrier as you move down the hierarchy. Many of the participants within the OF and OR category experiences a “gray area”, where the new behaviors and roles are not clearly set in stone. Arguing that there is a lack of distinctly defined role boundaries between OF and OR, ultimately making many of the participants experience ambiguities in relation to understanding who is in charge of what, clearly stressing the need for guidelines to define the differences between the two categories. However, some participants felt no need for clear guidelines in understanding the differences, stating that “this is something we will have to work through on our own, and establish at our own terms”. Emphasizing that it is their own job to create a division between the desired behaviors, roles and responsibility within the two categories (OF and OR), and that this is something that will be done as they go.

Clearly, at the point of these interviews big changes in behavior, role and responsibility have not happened yet at company level, which makes it difficult to say whether previous behaviour affects their new role. One of the Officers reported that he had an advantage as his specialist had a lot of knowledge in his field. As such, he did not find it difficult to let the specialist take over some of his responsibilities. However, most of the officers are still sitting on much of the in-depth and specialised knowledge which is intended for the specialists in the future. As a result it is difficult for the officers and specialist in the Royal Guard to address their new roles.

Because the full effect of the new military personnel system has not yet been seen it is difficult to see how prior behaviors will affect the learning conditions at the lower levels as the new roles have not yet taken effect. However, the converts reported that they faced little difficulties with prior behaviors when converting from one role to the other suggesting that letting go of certain aspects of their

previous role and responsibility has not been hindered by previous learnt behavior.

7.4 Other findings

Going in to the interviews with limited knowledge of the new system for military personnel, other than information available online, a lot of different concerns regarding the OMT emerged during the interviews. Some of these concerns are of great relevance to discuss.

First of all, we discovered that the new military personnel system would have large effects on the education of both Officers and Specialists. As from now, those who want to become officers can apply for 'Krigsskolen' directly from high school (upper secondary). For some of the participants this was a concern as they believed that it would be beneficial for Officers to have had 'green service' before becoming an Officer. As one of the Officers said "You should be familiar with what we do, and have experienced different types of Officers, before becoming an Officer yourself. This way you will have a better understanding of how to command, and how things work". Others shared concerns regarding the knowledge which will now be bestowed upon the Specialists, and the limited knowledge of future Officers. The concern was that, as per now, the specialists have not acquired the in depth knowledge they should possess, and that this needs to be taken care of before 'unknowledgeable' Officers begins their duty.

One of the aims with the new system is to give a clearer career path for employees within the Armed Forces, in order for the Armed Forces to both attract and retain employees. The Armed Forces have long been viewed as the only organization in Norway that develops its own leaders, and have a heavily focus on leadership development. However, participants in this study all said that after Krigsskolen or Befalsskolen, leadership development only occur at a daily basis through feedback, and that there were no formal programs for leadership development at the lower levels of the organization. There are, nonetheless, formal leadership development occurring at the highest level of the organization, for the people who have been employed by the Armed Forces for many years and have a high rank. Which is something one of the converts emphasized is unfortunate, stating that

“there is a lack of formal courses or seminars within the field of leadership development for the Officers and Specialists in the middle of the organization”, in other words the employees who have worked within the Armed Forces some years, and are not recent graduates from krigsskolen or befalsskolen.

One of the converts further expressed that, because of the current lack of qualified personnel filling the Specialists position, the Armed Forces should also give people the opportunity to study as civilians, e.g. become a nurse or engineer of some sort, and then function as a specialist after the completed education. He stated that the Armed Forces “need a better way of offering specialist education and a better way to retain them”, as many people with specialist knowledge, such as engineers, typically leave the organization for a higher paying “civilian” job after working some years in the Armed Forces. As per now, he do not believe that they’ve got a good system for retaining people with the necessary specialist knowledge.

In addition, according to one of the converts the Armed Forces should also consider revising their ‘service statement’. As he said; “We are measuring every individual in the Armed Forces on the same scale, using the same measurements, either you are a ‘Grenader’, ‘Oberstløytnant’ or ‘Bataljonssjef’. You do not measure a warehouse-worker using the same measurements as a CEO”. He further argues that this is a recurring problem, which needs to be addressed in the future.

Lastly, one of the converts reported that up until recently the focus of the implementation of the new military personnel system has been on short-term effects. As the new military personnel system has been ‘forced’ by the Norwegian government they were interested in exhibiting fast result. Due to this, and other parallel processes, no one really took charge, and the focus on the ‘Other Ranks’ pillar overshadowed the Officer pillar. Recently, the new military personnel system has been seen as a whole, and the Officers has been more included. As such, the Officers has been taken more responsibility of the implementation than earlier.

8 Discussion

Based on the findings presented above we believe that one of the biggest implications in regards to the new military personnel system is whether or not the Armed Forces has been able to enact a new complementary system as intended, or if certain forces has hindered the employees in generalizing and implementing learnt material. Has there actually been a change in how the two pillars operate, and which areas of responsibility they possess?

As mentioned earlier Sheeran (2007) found in his study that inclined abstainers, in other words participants who intended to act but did not act, were ultimately responsible for an intention-behavior gap (p. 7), and the people who successfully translated their intentions into action only accounted for half of the people who originally intended to act (Gollwitzer & Sheeran, 2006, p. 73). As for our study, we can identify two of the groups presented in Sheeran (2007); the *inclined actors* and *inclined abstainers*.

8.1 The inclined actors

Inclined actors are those who intend to act, and who are capable of transforming their intention to action - in other words those who want to act and does (Sheeran, 2007, p. 6). In this study it can be argued that the converts belong to this group. This because all of the converts interviewed reported that their role had changed, and that they were capable of performing their new role as intended. How can the conditions of transfer help explain this enactment of planned behavior?

First of all, all of the converts interviewed in this study reported that they had received high supervisor and peer support, and it is thus reasonable to believe that they received social support to perform their new roles as intended by the new military personnel system. As mentioned earlier, social pressure from others could inhibit the translation of intention into action if subjective norms not to act is present (Webb and Sheeran, 2006, p. 249). As the converts reports that their experience is quite the opposite, that is, they receive a great deal of support, it can thus be argued that they experience the necessary social support needed to enact upon the goal to transfer learning back to the job context.

In addition, as many of the converts in this study has had an integral role in contributing to the design of this new military personnel system and its roles, they also have a lot of knowledge in how they should perform, and what opportunities they will have as they progress within the Armed Forces. One should not undermine this aspect of support, as they here might have developed an implemental mindset where specific behavior “one will perform in the service of the goal and the situational context in which one will enact it” (Sheeran, Webb & Gollwitzer, 2005, p. 87) has been determined upon, and not just the goal itself (“I will change my role”). As such, they receive support to implement their new role both in the sense of social support from their peers and supervisor to enter their new role, but also in the sense of support in resources and knowledge that enables them to do so.

Secondly, when asked about their perceived behavioral control they all believed that they were free, within given frames, to solve tasks in the manner they saw fit. As one of the converts said “that is the core responsibility of my job, to provide different solutions which can help us reach our goals.” As such, one can argue that the perceived behavioral control exist to a large degree with the converts, and this might increase the intention to change how they perform in their new role (Webb & Sheeran, 2006, p. 249).

Further, we explored how habits and prior behaviors could affect how well new knowledge and material are generalized and maintained. According to our converts they had not experienced any trouble with previous learnt behavior in their new role. As a fact, all of the converts specified that their previous experiences was actually an asset in their new role, and that they were able to use most of it in their day to day work. This came as quite a surprise, as research has shown that habits could be detrimental to the implementation of new behaviors (Gollwitzer, 1990, p. 60). However, two of the converts explained that they had actually felt like Specialists for a long time, and one actually started out as a sergeant before becoming an Officer. This could point to a high level of internal motivation, actually making them want to change their behavior. As such, the qualities required, and the way they work today, should be more fitting for them than as Officers. As one of the converts explained; “I have always felt like a

Specialist, and I feel like I can contribute with more of my knowledge in this position than as an Officer”. In addition, when you have been working within the Armed Forces for the time period many of the converts have you should have gained an extensive in-depth knowledge. Being able to use this knowledge in a more advisory role should thus not pose a high degree of difficulties as they already possess this knowledge.

It is reason to believe, based on our impression, observation and results, that the converts have not changed their behavior in a large degree. This is especially prevalent when two of the four converts stated that “I am who I’ve always been” when asked about whether prior behavior affect their new role. Nevertheless, all the converts reported that the way in which they perform leadership has differed from how they performed leadership as an Officer, which indicates that there has been a change in roles to some degree. All converts reported high levels of support, behavioral control and argued not to be hindered by prior behavior, which are all factors that seemingly influence the conditions of transfer positively (Baldwin & Ford, 1988, p. 65).

8.2 The inclined abstainers

The inclined abstainers are those who intend to act but who does not act (Sheeran, 2007, p. 6). As presented in our analysis, the participants within the OF and OR category can be placed within this group. How can this be explained by the conditions of transfer?

Firstly, the new specialists in the company reports that they have received a great deal of support when stepping in to these positions from both their peers and supervisors, which should indicate that they, like the converts, experience a high degree of social ‘pressure’ to act in accordance with the new military personnel system. However, unlike the converts, it does not seem as the specialists has been able to step into their new roles in the intended way even though it seemed as though they experienced the same degree of social support. In addition, also the Officers reported the same levels of social support as the other groups. But, like the specialists, have not managed to translate their intentions into actions - in

other words, changed their role in accordance with the new military personnel system.

Further, when asked about their introduction to the new military personnel system, and how this would affect their work, the Specialists and the Officers reported that they had not received a lot of information, other than some informational documents. However, this was not something they saw the need for, as they all expressed a belief that this is something they will figure out as they go. In addition, the Specialists and Officers interviewed reported that they lacked the resources, in the form of fully competent Specialists, to be able to make the changes they saw fit to comply with the new military personnel system. As such, even though the participants within the OF and OR categories experienced the same degree of social support as the converts it might seem as though the converts experienced a higher degree of support in form of knowledge and resources than the two other categories.

In addition to experiencing high levels of support, the specialist within the company within the Royal Guards, report that they feel competent in influencing new ways to solve tasks, perceiving their behavioral control to be high. The same can be said for the Officers, and both groups (the OR and OF) perceived their behavioral control over work tasks and behavior as high. However, one of the participants reported that he lacked the competency to possess his current position. As such, one can question whether they have actual control over their behavior, or whether their perception is inaccurate. Nevertheless, the high degree of perceived behavioral control within the participants of the OF and OR category might be influenced by the fact that they received a high level of trust, which might make them believe in their abilities, ultimately leading to high levels of perceived behavioral control.

During the interview, both the Officers and Specialists within the company reported that they did not feel as though their prior knowledge and behavior hinders them in executing their new role. However, these participants have clearly not changed their behavior, in the same degree as the converts. As such, a sense of confusion regarding the new roles were something that were present within all the

participants within the company. Ultimately making it difficult to say how previous behavior has affected them in their new role. Nevertheless, not one of the participants within the OF and OR category believed that this would be an issue in the future, as long as clearly defined lines between the two pillars were developed and implemented.

All participants within the OF and OR category were all aware that the biggest change with the OMT was the change in leadership role and responsibility. However, this change was the change that created the most confusion for the inclined abstainers. Our immediate impression was that the inclined abstainers had every intention to implement their new role and responsibility, but found it difficult as a result of a lack of information and resources. The inclined abstainers experienced a “a gray area”, where the new behaviors and roles were not clearly defined, arguing that there is a lack of distinctly defined role boundaries between OF and OR. This ‘gray area’ ultimately made many of the participants experience ambiguities between the two categories and their responsibilities. As previously mentioned one of the Officers reported that “We have had this system for over a year now, and the biggest change I can see is that we have received new distinctions.” Clearly, at the point of these interviews big changes in behavior, role and responsibility have not yet happened at company level. Despite not being hindered by prior behaviors, and experiencing high levels of social support and behavioral control, the Officers and Specialists within the company has not been able to change their roles as intended by the new military personnel system.

8.3 Why the Armed Forces experience inclined actors and inclined abstainers

Seeing as both the inclined actors and the inclined abstainers has experienced the same levels of social support, perceived behavioral control and habitual strength, which should promote the enactment of planned behavior, why aren’t they all inclined actors?

It is our impression that the company within the Royal Guard, the inclined abstainers, has had every intention to implement the new military personnel system. But as theory argues, having a strong desire to reach a goal does not

necessarily guarantee goal achievement (Gollwitzer & Sheeran, 2006, p. 69). To support the new changes, the company had created new positions for Specialists, so that the Officers are able to step in to a more strategic role. In addition, the new Specialists in the company reports that they have received a great deal of social support when stepping in to these positions, and that they feel competent in influencing new ways to solve tasks, perceiving their behavioral control to be high. However, it seems as though the problem in implementing the complementary system has been the underlying system and resources. As mentioned earlier, one of the implementation issues one might encounter is starting the goal pursuit (Gollwitzer et al, 2009, p. 604). It might seem as though, as expressed by Gollwitzer (1990), alternative activities need to be completed first, or the availability of relevant opportunities to act are not present (p. 57).

The lack of knowledgeable result on company level might be explained by the fact that the implementation of the new military personnel system has been implemented from the top-down. As such, the change in roles are more distinct the higher up in levels you are. As many of the converts expressed, they have all experienced a change in how they work now versus how they worked as Officers. They report that they have worked to a great extent on defining responsibilities and authority between OF and OR on the higher levels in the Armed Forces, and that they now possess a more advisory role than earlier. They clarify that they still perform leadership, but they do not have the formal responsibility which resides in the Officer. The change at the higher levels might not come as a surprise due to many of the converts having had an integral role in the planning of the implementation of the new military personnel system. During the two week seminar, the OR's and converts at the higher levels participated in the pre-actional planning phase, where they decided upon *when*, *where* and *how* the implementation should commence, and it seems as though all of the converts who participated in the study had a clear picture of how the OMT should look when fully implemented.

The insight regarding how the new roles were to be executed, and how the responsibilities and tasks were to be divided, did not exist within the Specialists and Officers at company level when the implementation started. As such, it is

reasonable to believe that when they do not have the knowledge of how things should work, nor the resources to enable the enactment, they will continue their work as they have always done. As many of the Officers reported when asked about how they have noticed the change “I haven’t experienced a lot of change, really”. It appears that the Converts may have taken the knowledge learnt while designing the reform for granted, thus not provided enough information for the actors at the lower levels of the organization, where things might not seem as obvious as it does for the converts. Based on the results of the study, it seems as though the biggest difference between the converts and the participants within the OF and OR category is the structural support, in the sense of knowledge and resources, available during the implementation, and that this might be the reason why the Armed Forces experience both inclined actors and inclined abstainers in the organization.

In an attempt to not just change the structure, but also the underlying supporting systems, the Norwegian Armed Forces has updated their educational offers, such as krigsskolen and befalsutdanningen. This indicates that the Armed Forces has changed the systems and structures within the organization and the education, so that the implementation of the new complementary pillars would go as smooth as possible. However, as the first graduating class from this new educational system won’t be until 2021, it is difficult to say how these changes will support the intention of the new military personnel system in the future. It would thus be interesting to revisit this topic after 2021, to see whether the ‘gray area’ which the participants at company level experience is diminished.

9 Conclusion

This thesis has sought to enlighten how conditions of transfer can affect the enactment of planned behavior in an organization. The case which has been used to investigate this issue has been the implementation of the new military personnel system in the Norwegian Armed Forces.

Studies have found that changes in goal intention strength generate only a modest change in goal achievement, indicating a gap between goal intentions and the subsequent attainment. In this thesis we have found that there do exist a gap

between the intention to implement a goal, and the subsequent achievement based on the fact that the lower levels of the Norwegian Armed Forces has not seen any significant change. We have perceived the main change, with the implementation of the OMT, to be the change of leadership roles. What has previously, with the old system been one role, is now divided into two roles. As such, the Norwegian Armed Forces is a great example of transfer of training, and what we found most interesting was whether or not people actually managed to adapt to their new role, and everything that the change of roles entailed.

We initially believed that the lack of supervisor and peer support, lack of perceived behavioral control and the automated prior behaviors would cause a gap between the pre-actional planning phase and the action phase. In other words, we believed that the factors mentioned above would affect the conditions of transfer (generalization and maintenance of learnt behavior) in some way or the other and would thus affect the enactment of planned behavior. However, the findings suggest that this gap exist despite participants experiencing high levels of social support, high levels of perceived behavioral control and no limitations due to habits. It thus seems as though other conditions might explain the gap in this specific case.

From the results of this study it seems as though it is the structural support that has created the gap between intentions and actions, and thus affected the enactment of planned behavior in a negative way. As the participants belonging to the convert category reported that they had been able to change their role, but the participants in the OR and OF category still found the implementation to be ambiguous it might seem as this is due to the lack of resources and knowledge at the lower levels in the organization. We propose that this might be due to the top - down implementation, making it quite obvious for the converts how they should behave in their new roles, and what their responsibilities are. However, it seems as though what the converts see as obvious for them, is not as obvious for the inclined abstainers due to a lack of knowledge and resources, making the inclined abstainers perform as they have always done.

In addition, it might be plausible that once the Officers who graduate in 2021 commence their service the changes in roles should be more prominent. Nevertheless, the Armed Forces should be aware of the pitfalls presented in this study before the implementation reaches its full effect. We would argue that letting the implementation forge forwards, without concern for other factors, could be detrimental. In example, if the current Officers and Specialist do not understand the division of responsibilities and authority, this may provide challenges in the future. This because they might function as mentors to the newly educated Officers and Specialists, which in result could lead to ambiguities even when the system supports implementation. Knowledge, in addition to resources, should therefore be necessary in order for the organization as a whole to understand the changes due to the new military personnel system. Letting things just run their course might cause bigger problems down the line, and it would thus be interesting to review this subject again after 2021.

10 Implications

As stated earlier, in order for organizations to grow and change, it is imperative that they actually understand status quo, and why they are stuck where they are (Pfeffer, 2015, p. 203). Any organization, when implementing a change, should thus be aware of how the current system supports the implementation, if they should make any changes to support the implementation in a better way, and how well the intentions with the implementation are communicated throughout the organization. In addition, the managers who are responsible for the implementation of the change should be aware of the fact that what might seem obvious to them might not be as obvious to others. It is thus imperative that the employees receives enough information and knowledge to enable them to make the necessary changes as intended by the managers.

It is difficult to draw any theoretical implications from this thesis, due to the nature of the study. However, we found that inclined abstainers can occur even though employees experience high levels of social support, perceived behavioral control and no inhibitions due to habits, ultimately arguing that failure to translate intentions into action is not solely due to a lack of such conditions. As such, it can occur even when such conditions are present. This suggests that further research

are needed in order to identify the conditions that causes the gap between intention and action. As presented earlier, one condition that can create this gap might be structural support, but further research is required.

11 Limitations

There are several limitations in relation to the study. First, the sampling of participants could be a possible limitation. The sampling method used in this study is often referred to as snowball sampling, which is a form of convenience sample (Bryman & Bell, 2015, p. 434). Our thesis supervisor set us in contact with a member of the Armed Forces, and he again set us in contact with people who were perceived as relevant to the research topic, whereas these contacts were used to establish contact with others again. By using snowball sampling, the sample population of this study will not be representative for the population (Bryman & Bell, 2015, p. 343), thus not provide the study with a high level of external validity. However, the aim of this thesis is not to generalize the findings upon the whole population, but rather to see whether if there had been any transfer of learning and changes in behavior in the current implementation of the OMT within the Army of the Norwegian Armed Forces, and thus generalize and expand theories of learning transfer (Yin, 1994, p. 10). Hence a probability sampling method is not feasible or desirable. Since our intent is to reflect and trace connections between people, the snowball method of sampling is presumably the best approach (Bryman & Bell, 2015, p. 435).

Second, the guiding principle of sample size should be the concept of saturation (Mason, 2010, p. 1). The concept of saturation is highly debated, especially within qualitative research (Mason, 2010, p. 1). Our initial desire was to interview 15 participants, with five participants within each of our categories. However, due to the early phase of the OMT we have only interviewed four converts. This is partly due to the fact that not many members of the Armed Forces have converted from the OF-pillar to the OR-pillar, in addition to some of the converts expressing confliction on whether to participate or not since they might be recognized based on their answers. Some of the converts we contacted did not respond to our inquiry, this might be due to them having a negative perception of the new military personnel system, thus not wanting to participate. This might be a

limitation to our study, but this is however only speculations. Nevertheless, this is not something that will be considered as we have found no inclination to such attitudes in the 14 interviews conducted. As such, after evaluating our data of the 14 interviews we have concluded that no additional interviews are needed, as we have reached theoretical saturation.

Third, as we have no formal training in interviews, nor experience in performing structured interviews, our abilities could be perceived as a limitation. It could be argued that professional interviewers would have had a better understanding on how to conduct the interviews, and how to behave during the interviews, in order to build rapport and a trusting relationship with the participants, and thus the results of this study might have been different if trained professionals performed the interviews. However, it can also be argued that our lack of training, as well as our limited knowledge about the Armed Forces, made the participants open up more. The participants, once they knew we had little prior knowledge about the Armed Forces, its structure and how it is to be in the Armed Forces, willingly shared information about the organization itself and how it is to work for the organization. It seemed as though they were happy to share and teach us different practices etc. that occurs in the Armed Forces.

Another limitation is the way the interviews were conducted. All but one interview were conducted face to face, however, the last interview were conducted via skype. This may lead to different levels of rapport, as it is easier to build a relation to someone who is right in front of you (Iacono, Symonds & Brown, 2016, p. 6). This could have influenced the information the participant who were interviewed via skype were comfortable sharing. In addition, conducting an interview via skype is in many ways not as favorable as an interview conducted face to face. First, the interview conducted via skype met some technological issues. These technological issues, such as 'lag' both in image and sound, affected the quality of the audio, as well as certain informational cues (facial expression and body language) were lost. Second, due to 'lag' in audio, we had to ask a couple of questions several times, which might have caused the participant to become impatient. However, this is just speculations.

Most of the participants were part of one specific company within the Royal Guard, which leads us to another limitation with this study. It is plausible that since we have mainly interviewed participants within one company, that the results might have been different if we were to interview a different company within the Royal Guard, or within the Armed Forces in general. As the OMT is under implementation in the Armed Forces it could be there are internal differences in how companies solve their daily tasks, as such differences in how the new military personnel system is 'designed'. In addition, these internal differences could develop differently over time. This could make a replication of the study difficult, and thus the external validity could be argued to be low (Bryman & Bell, 2011, p. 395).

12 Bibliography:

Arnulf, K. J., Glasø, L., Andreassen, A. K. B., & Martinsen, Ø. L. (2016, Dec. 2). The dark side of leadership development: An exploration of the possible downsides of leadership development. Derived from:

<https://psykologisk.no/sp/2016/12/e18/>

Arnulf, J. K. (2014). A brief introduction to leadership. *Oslo, Norway: Universitetsforlaget.*

Baldwin, T. and Ford, J. (1988), "Transfer of training: a review and directions for future research", *Personnel Psychology*, Vol. 41 No. 1, pp. 63-5.

Bade, T. S. (2012). *Why not Professionals? A qualitative study about the process of reintroducing a professional Other Ranks (OR) structure into the Norwegian Army Today* (Master Thesis). Forsvarets Høgskole, Oslo. →

<https://brage.bibsys.no/xmlui/bitstream/handle/11250/100060/Bade%20Tore.pdf?sequence=1&isAllowed=y>

Bade, T., S. (2013). Can the Norwegian Army reintroduce a professional Other Ranks structure? *Norsk Militært Tidsskrift* (2), 32-39

Baldwin, T. and Ford, J. (1988), "Transfer of training: a review and directions for future research", *Personnel Psychology*, Vol. 41 No. 1, pp. 63-5.

Bargh, J. A., Gollwitzer, P. M., Lee-Chai, A., Barndollar, K., & Trötschel. (2001). The Automated Will: Nonconscious Activation and Pursuit of Behavioral Goals. *Journal of Personality and Social Psychology*, 81 (6), 1014-1027.

Baumgartel, H., & Jeanpierre, F. (1972). Applying new knowledge in the back-home setting: A study of Indian managers' adoptive efforts. *The Journal of Applied Behavioral Science*, 8(6), 674-694.

Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of Training: A Meta-Analytic Review. *Journal of Management*, 36 (4), 1065-1105.

Brungardt, C. (1997). The making of leaders: A review of the research in leadership development and education. *Journal of Leadership Studies*, 3(3), 81-95.

Brunsson, N. (2006). *Mechanisms of Hope: Maintaining the dream of the rational organization*. Oslo: Universitetsforlaget AS.

Bryman, A., & Bell, E. (2011). *Business research methods* (3.ed.). Oxford University Press, USA.

Bryman, A., & Bell, E. (2015). *Business research methods* (4.ed.). Oxford University Press, USA.

Cromwell, S. and Kolb, J. (2004). An examination of work-environment support factors affecting transfer of supervisory skills training to the work place. *Human Resource Development Quarterly*, 15 (4), 449-71.

Forsvaret. (2015, 07. October). *Implementerings- og milepælsplan: Ordning for militært tilsatte*. Retrieved from:
https://forsvaret.no/fakta_/ForsvaretDocuments/Implementerings-og-milepælsplan%20-%20Ordning%20for%20militaert%20tilsatte%20-Endelig.pdf

Forsvaret. (2016a, 01. May). *Karriere- og tjenesteplan Hæren* (Hovedplan). Retrieved from:
https://forsvaret.no/fakta_/ForsvaretDocuments/Hovedplan%20-%20Haerens%20karriere-%20og%20tjenesteplan.pdf

Forsvaret. (2016b, 28. June). Klarsignal for ny militær ordning. Retrieved from:
<https://forsvaret.no/aktuelt/klarsignal-om-ny-ordning>

Forsvaret. (2016c, 28. june). Ny karriere- og tjenesteplan for Hæren. Retrieved from: <https://forsvaret.no/fakta/organisasjon/Haeren/ny-karriere-og-tjenesteplan>

Gilpin-Jackson, Y., & Bushe, G. R. (2007). Leadership development training transfer: A case study of post-training determinants. *Journal of management development*, 26(10), 980-1004.

Gollwitzer, O. M. (1990). Action phases and mind-sets. In E. T. H. R. M. Sorrentino (ed.), *The handbook of motivation and cognition: Foundations of social behaviour* (Vol. 2, pp. 53-92): New York: Guilford Press.

Gollwitzer, P.M., (1999). Implementation Intentions. *American Psychologist*, 54 (7). 493 - 503.

Gollwitzer, P. M., Parks-Stamm, E. J., & Oettingen, G. (2009). Living on the Edge: Shifting Between Unconscious and Conscious Goal Pursuit. In Morsella, E., Bargh, J. A., & Gollwitzer, P. M. (Eds.) *Oxford Handbook of Human Action* (pp. 603 - 624). New York: Oxford University Press

Gollwitzer, P. M., & Sheeran, P. (2006). Implementation Intentions and Goal Achievement: A Meta-Analysis of Effects and Processes. *Advances in Experimental Social Psychology*, 38. pp - 69 - 119

Habermas, J. (1984). The theory of communicative action, volume I. *Boston: Beacon*.

Heier, T (2017). Kompetanse, Militærmakt og Norsk sikkerhetspolitikk. In T. Heier (Eds.), *Kompetanseforvaltning i forsvaret* (s. 13-23). Bergen: Fagbokforlaget.

Iacono, V. L., Symonds, P., & Brown, D. H. (2016). Skype as a tool for qualitative research interviews. *Sociological Research Online*, 21(2), 1-15.

Johnsen, Å., & Lunde, S. (2011). Ledelsesidealer i Forsvaret. *Magma*, 1, 40-49.
Retrieved from: <https://www.magma.no/ledelsesidealer-i-forsvaret>

Ladyshevsky, R.K. (2007). A strategic approach for integrating theory to practice in leadership development. *Leadership and Organization Development Journal*, 28 (5), 426-443

Mason, M. (2010). Sample size and saturation in PhD studies using qualitative interviews. *Forum qualitative Sozialforschung/Forum: qualitative social research*, 11 (3), 1-19. Retrieved from: <http://www.qualitative-research.net/index.php/fqs/article/view/1428/3028>

Mathisen, J. (2016). *Elaborating and Implemental Mindsets in Business-related Behavior: An investigation of the interface between Cognition and Action - How goals and plans emerge and relate to cognition and action in business* (Dissertation for the degree of PhD). BI Norwegian Business School, Oslo.

McCauley, C. D., & Van Velsor, E. (2004). Center for Creative Leadership Handbook of leadership Development (2.ed.). San Francisco: Wiley Imprint.

Mesmer-Magnus, J., & Viswesvaran, C. (2010). The role of pre-training interventions in learning: A meta-analysis and integrative review. *Human Resource Management Review*, 20, 261-281.

Ouellette, J. A., & Wood, W. (1998). Habit and Intention in Everyday Life: The Multiple Processes by Which Past Behavior Predicts Future Behavior. *Psychological Bulletin*, 124 (1), 54-74.

Parker, S. K. (2000). From Passive to Proactive Motivation: The importance of flexible role orientations and Role Breadth self-efficacy. *Applied Psychology: An International Review*, 49 (3), 447-469.

Pfeffer, J. (2015). *Leadership BS: Fixing workplaces and careers one truth at a time*. New York: HarperCollins.

Regjeringen. (2015, 12. januar). Ny ordning for militært personell. Retrieved from: <https://www.regjeringen.no/no/aktuelt/ny-ordning-for-militart-personell/id2358865/>

Robinson, O. C. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative Research in Psychology*, 11(1), 25-41.

Rones, T (2017). Hærens ledersosialisering: eller tilpassing? In T. Heier (Eds.), *Kompetanseforvaltning i forsvaret* (s. 131-151). Bergen: Fagbokforlaget.

Rossmann, G. B., & Rallis, S. F. (2003). *Learning in the field: An introduction to qualitative research*. Sage.

Schwab, D. P. (2013). *Research methods for organizational studies*. New York: Psychology Press.

Sheeran, P. (2007). Intention - Behavior Relations: A Conceptual and Empirical Review. *European Review of Social Psychology*, 12, 1-36. Doi: 10.11080/14792882143000003

Sheeran, P., Webb, T. L., & Gollwitzer, P. M. (2005). The Interplay Between Goal Intentions and Implementation Intentions. *Personality and Social Psychology Bulletin*, 31 (1), 87-98.

Spector, P. (2012). Chapter 7: Training. In P. E. Spector (Ed), *Industrial and Organizational psychology: research and practice* (p. 161-183). Hoboken, N.J.:Wiley

Sørensen, R.J., Pettersen, G., & Aambakk, J. I. (2007). Militær ledelse. *Magma*, 10 (5), 51-62. Retrieved from: <https://www.magma.no/militaer-ledelse>

Thompson, J. D. (1967). *Organizations in Action: Social Science Bases of Administrative Theory*. New York: McGraw-Hill.

Webb, T. L., & Sheeran, P. (2006). Does Changing Behavioral Intentions Engender Behavior Change? A Met-Analysis of the Experimental Evidence. *Psychological Bulletin*, 132 (2), 249-265.

Wegner, D. M., & Wheatley, T. (1999). Apparent mental causation: Sources of the experience of the will. *American Psychologist*, 54, 480-492

Yin, R. K. (1994). *Case Study Research: Design and Methods* (2.ed). California: Sage Publications.

Appendix I: Interview guide

Rolleendring (for de som har gått over til ny stilling)

Hva innebar denne endringen for deg? Endring av rolle, arbeidsoppgaver eller atferd?

Fikk du lederutvikling ved overgangen fra OF til OR? Hva slags lederutvikling?

Hva er de største rolle-forskjellene mellom OF og OR? Hvordan opplever du de?

Har karriere- og tjenesteplanen lagt noen hindringer for utøvelse av ledelse/jobb?

Rendyrking av rolle (for de som har beholdt samme stilling)

Har din rolle endret seg etter implementeringen av det komplementære karrieresystemet?

Har du mottatt ny opplæring/lederutvikling etter denne implementeringen? I så fall, hvilken?

Har karriere- og tjenesteplanen lagt noen hindringer for utøvelse av ledelse/jobb?

Opplevd støtte

Opplever du støtte til å utvikle nye ideer og atferder?

Opplever du gjensidig respekt og forståelse i den nye militærordningen?

Støtter OF'ene den nye lederrollen til OR'er?

Føler du at du følges opp på en god måte?

Føler du at du får tid til å følge opp undergitt på en god måte?

Opplevd kontroll

Lar organisasjonens systemer og strukturer deg utføre det du har lært?

Føler du selv at du har mulighet til å implementere de teknikker, ideer og atferdsmønstre du er lært i din nye stilling?

Føler du at du har kontroll på hvordan du velger å utføre arbeidsoppgavene dine?

Tidligere erfaring

Strider tidligere lærte holdninger mot ønskelige holdninger i ny rolle?

Føler du at tidligere erfaringer hjelper eller hindrer deg til å implementere ervervet kunnskap/endringer i din lederstil?

Generalisering og opprettholdelse

Er det du har lært mulig å bruke i stillingen din? Mottar du videre lederutvikling?

Avsluttende spørsmål

Helt til slutt ønsker vi å spørre om hvordan lært materiale er brukt i hverdagen, og lurert derfor på hvorvidt du kan identifisere en viss teknikk, ide eller tilnærming du har lært under 'programmet' som du siden da bruker i organisasjonen? Hvis så, vennligst beskriv.

Kan du tenke på en annen måte du har brukt spesifikke teknikker eller prinsipper lært til å hjelpe deg å løse problemer eller forbedre ytelse i organisasjonen?

Appendix II: Information and consent form

Som en del av mastergraden MSc i Ledelse og Organisasjonspsykologi ved Handelshøyskolen BI skriver Helena Ruud Gundersen og Helene Frantzen masteroppgave om trenings-overføring i lederroller.

Informasjon om studien

Formålet med oppgaven er å undersøke hvorvidt ledere som mottar lederutvikling i forbindelse med rolleendring klarer å overføre lært materiale tilbake til organisasjonen, og hvorvidt det foreligger en endring av atferd. Utvalget er valgt på bakgrunn av den nye militære personell ordningen, og de utfordringene en slik endring kan medføre. Det er derfor av stor interesse å intervjuere ledere innenfor OR (Other Ranks) og OF (Officers), da de er direkte påvirket av denne ordningen.

Å gjennomføre intervjuene vil ta ca 30 minutter der spørsmålene er utarbeidet med det formål å få et innblikk i dine meninger, og tanker, om hvordan OMT (Ordning for Militært tilsatte) har hjulpet deg i tiltredelsen og utføringen av din nye/endrede stilling.

Anonymitet og frivillig deltakelse

Det vil være valgfritt hvorvidt du ønsker å være anonym eller ikke, og vi vil ikke publisere navn i oppgaven. Stillingstittel kan også anonymiseres dersom dette er ønskelig. Det er helt frivillig å delta i undersøkelsen, og man kan trekke tilbake samtykke uten å oppgi grunn.

Du vil motta et samtykkeskjema før intervjuet finner sted. Håper du ønsker å delta.

Kontaktinformasjon

Dersom du har spørsmål om studien, ta kontakt med Helene Frantzen, 97176865 eller e-mail helfrantzen@gmail.com eller Helena Ruud Gundersen, 40474079 eller e-mail helgundersen@gmail.com.

Studien er godkjent av Personvernombudet for forskning, NSD - Norsk senter for forskningsdata AS

Samtykke til deltakelse i studien

Jeg ønsker at navn anonymiseres:

Ja

Nei

Jeg ønsker at stillingstittel anonymiseres:

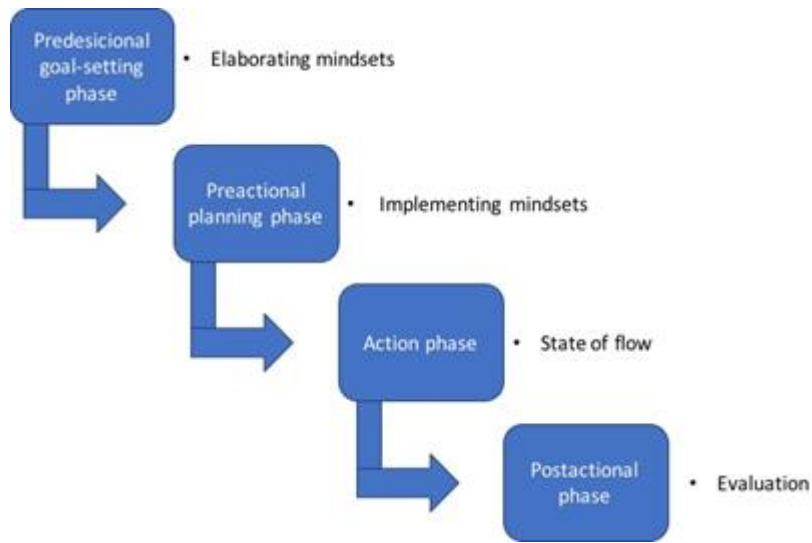
Ja

Nei

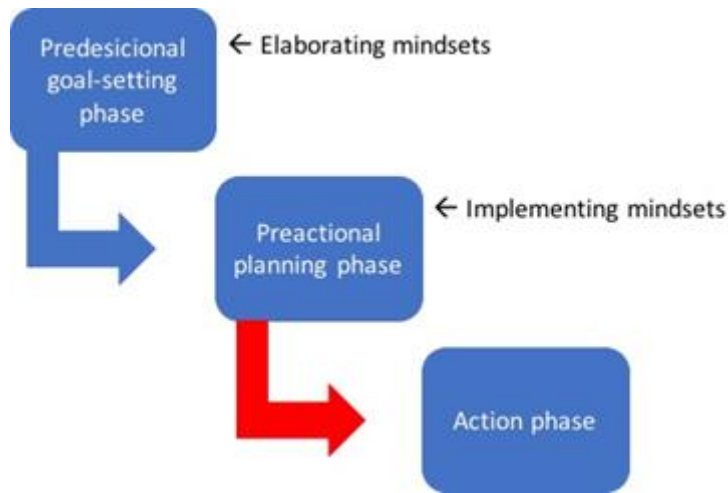
Jeg har mottatt informasjon om studien, og er villig til å delta

(Signert av prosjektdeltaker, dato)

Appendix III: Models and tables



Model 1: Depiction of the four phases of an action collected from Mathisen (2016)



Model 2: Illustration of three of the four action phases (on the left) and the ensuing mindsets (on the right).

Subsequent behavior	Intention	
	Positive	Negative
Acted	Inclined actor	Disinclined actor
Did not act	Inclined abstainer	Disinclined abstainer

Table 1: The intention-behavior relationship collected from Sheeran (2007)

<p>OF</p> <ul style="list-style-type: none"> • Leadership, control and command • Broad competence and overall understanding • Military academic education, or other civilian additional education 	<p>OR</p> <ul style="list-style-type: none"> • Executive leadership • Deep competence within defined areas • Experience based competence, vocational education and possibly non-military academic education
---	---

Table 2: The main differences between the Officer and the Other Rank pillar