

RETENTION OF JUNIOR OFFICERS IN THE DANISH ARMY:
THE EFFECT OF MOTIVATION AND LEADERSHIP

A thesis presented to the Faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE
General Studies

by

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2018

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REPORT DOCUMENTATION PAGE				<i>Form Approved OMB No. 0704-0188</i>	
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1. REPORT DATE (DD-MM-YYYY) 15-06-2018		2. REPORT TYPE Master's Thesis		3. DATES COVERED (From - To) AUG 2017– JUN 2018	
4. TITLE AND SUBTITLE Retention of Junior Officers in the Danish Army: The Effect of Motivation and Leadership				5a. CONTRACT NUMBER	
				5b. GRANT NUMBER	
				5c. PROGRAM ELEMENT NUMBER	
6. AUTHOR(S) Troels Huulgaard, Major, Royal Danish Army				5d. PROJECT NUMBER	
				5e. TASK NUMBER	
				5f. WORK UNIT NUMBER	
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) U.S. Army Command and General Staff College ATTN: ATZL-SWD-GD Fort Leavenworth, KS 66027-2301				8. PERFORMING ORG REPORT NUMBER	
9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES)				10. SPONSOR/MONITOR'S ACRONYM(S)	
				11. SPONSOR/MONITOR'S REPORT NUMBER(S)	
12. DISTRIBUTION / AVAILABILITY STATEMENT Approved for Public Release; Distribution is Unlimited					
13. SUPPLEMENTARY NOTES					
14. ABSTRACT The purpose of this research was to provide recommendations to senior leaders to increase options to motivate and retain junior officers positioned as platoon commanders, company commanders, staff officers, or other positions. This study was completed through secondary analysis of existing data, which was provided by the Danish Ministry of Defence. Theories on personnel retention, self-determination theory, and transformational leadership provided the framework for the data analysis. Predicting intention to stay in a particular job or organization involves many factors and no single predictor explains all decisions fully. Job satisfaction was the strongest predictor for junior officers' intentions to stay in the military according to the analysis. Basic psychological needs, specifically competence and relatedness, and leadership behaviors charismatic-inspirational leadership and individualized consideration were predictors of an individual's intentions to stay. The same factors were predictors of job satisfaction. Based on the analysis, the primary means senior officers in the Danish Army can use to increase retention of junior officers is by increasing job satisfaction. Junior officers' job satisfaction can be increased by improving feelings of competence and relatedness through the application of charismatic-inspirational leadership and individualized consideration.					
15. SUBJECT TERMS Retention, Job Satisfaction, Self-Determination Theory, Transformational Leadership, Danish Army, Officers					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES	19a. NAME OF RESPONSIBLE PERSON
a. REPORT (U)	b. ABSTRACT (U)	c. THIS PAGE (U)			19b. PHONE NUMBER (include area code)
			(U)	95	

Standard Form 298 (Rev. 8-98)
Prescribed by ANSI Std. Z39.18

MASTER OF MILITARY ART AND SCIENCE

THESIS APPROVAL PAGE

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The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

RETENTION OF JUNIOR OFFICERS IN THE DANISH ARMY: THE EFFECT OF MOTIVATION AND LEADERSHIP, by Major Troels Huulgaard, 95 pages.

The purpose of this research was to provide recommendations to senior leaders to increase options to motivate and retain junior officers positioned as platoon commanders, company commanders, staff officers, or other positions.

This study was completed through secondary analysis of existing data, which was provided by the Danish Ministry of Defence. Theories on personnel retention, self-determination theory, and transformational leadership provided the framework for the data analysis.

Predicting intention to stay in a particular job or organization involves many factors and no single predictor explains all decisions fully. Job satisfaction was the strongest predictor for junior officers' intentions to stay in the military according to the analysis. Basic psychological needs, specifically competence and relatedness, and leadership behaviors charismatic-inspirational leadership and individualized consideration were predictors of an individual's intentions to stay. The same factors were predictors of job satisfaction. Based on the analysis, the primary means senior officers in the Danish Army can use to increase retention of junior officers is by increasing job satisfaction. Junior officers' job satisfaction can be increased by improving feelings of competence and relatedness through the application of charismatic-inspirational leadership and individualized consideration.

ACKNOWLEDGMENTS

I would like to thank my wife Rikke for taking care of everything, and my two children Jonathan and Josefine for their patience, when I needed time to write.

I would also like to thank my committee Mr. Richard T. Anderson, Dr. Ted A. Thomas and a special thank you to my chair Dr. Kevin E. Gentzler. They have all helped me improve this thesis.

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ACRONYMS

HR	Human Relations
MOD	Ministry of Defense
SDT	Self-determination Theory
TFL	Transformational Leadership
TL	Transactional Leadership

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CHAPTER 1

INTRODUCTION

Purpose of the Study

The purpose of this research is to provide recommendations to senior leaders to increase options to motivate and retain junior officers positioned as platoon commanders, company commanders, staff officers, or other positions. Connecting answers from questionnaires to well-known theories on motivation and leadership, it is researched what conditions senior officers can improve or create to retain junior officers in the Danish Army.

Introduction

Officers are a valuable resource needed to lead the Army now and in the future. Two years and eight months of education and training at the Royal Danish Military Academy is required to turn a civilian into a first lieutenant (Royal Danish Defence College 2017). Retention of quality officers is important because of the resources and time invested in each person to develop them as Army officers. It is common for officers to leave the Danish Army for jobs as leaders in private businesses. However, from 2013 to 2016, the number of junior officers leaving the Danish Army increased 47 percent (Danish Ministry of Defence Personnel Agency 2017). Several reasons could account for the increased number of resignations from the army. In 2015, the Danish Ministry of Defence (MOD) tried to discover some of the reasons by examining employee satisfaction, motivation and retention in the Danish Military through a survey questionnaire. Several conditions contributed positively to job satisfaction, motivation,

and retention but there also several conditions with a negative impact (Epinion 2015c). The negative areas must be improved. As a field grade officer leading junior officers, one has significant influence on career motivation and job satisfaction. By improving behaviors that increase motivation and job satisfaction of subordinates a senior officer might influence the decision of a junior officer to stay in the Army.

Problem Background

In 2012, the Danish Parliament agreed on a new defense agreement valid from 2013 to 2017. As part of the agreement, the Danish Defence Department was required to save approximately \$450 million a year by 2017 (Socialdemokratiet, Venstre, Liberal Alliance, Det Konservative Folkeparti, Dansk Folkeparti, Radikale Venstre and Socialistisk Folkeparti 2012). This fixed the Danish defense budget at approximately \$3.52 billion (Danish Ministry of Defence 2018c). The MOD directed major changes within the organization of the Danish Defence Command, the organization of the Danish Army, and in the overall human relations' strategy in the Danish Defence (Socialdemokratiet et al. 2012). Following the new defense agreement, the Danish Defence Command published a new Human Relations (HR) strategy containing new instructions on how to organize HR in the future. Overall, the purpose of the strategy was to create a cost-beneficial workplace where employees have the competencies needed in order for the Danish Defence Department to maintain the needed operational capabilities and complete its tasks professionally. Now, in the new strategy, the Commander is the central figure within HR across Danish Defence organizations. Furthermore, the individual employee is given more responsibility for his own career and professional

development while the commander is responsible for guiding the employee in his decisions (Danish Defence Command 2013c).

The HR-strategy consists of ten sub-strategies including HR-tasks and organization strategy, staffing strategy, personnel strategy, and recruiting strategy among others. Sub-strategy number five's topic is retention and its purpose was to prioritize and define responsibilities for setting conditions necessary to motivate and retain soldiers, NCOs, and officers (Danish Defence Command 2013b). Some of the means described to achieve improved retention are to create a flexible and dynamic workplace, with good leadership, focusing on the individual employee's skills and professional development. In addition, it is emphasized in the document that the leader has an important role in providing his employees good guidance based on the employee's professional standards, skills, competencies, and ambitions (Danish Defence Command 2013a).

In 2013, in close proximity to the time when the Danish Defence department was to implement the new Danish Defence agreement, it was decided within the Danish MOD to conduct four identical surveys to examine turnover intentions, motivation for service, and job satisfaction in the Danish Defence. Surveys were conducted in May and November 2013, March 2014 and August 2015. The purpose was to gain detailed knowledge on the employees' opinions and use the results to develop a list of focused efforts of change in areas with challenges (Personnel-strategic Section in Danish Defence Command 2013; Danish Ministry of Defence 2015). Results from the surveys illustrated several areas where the employees were satisfied but also a broad span of areas with potential for improvement. The research in this thesis uses the results from the August 2015 survey because this is the most recent data.

An article published by Danish Defence Personnel Agency in 2015 addressed employee turnover within the Danish Defence. In this article, it was stated that employees in the Danish Defence were retained in general. However, the issue was that resignations of junior officers accounted for the majority of unforeseen resignations. Senior leaders within the Danish Defence Command determined that this group of officers needed focus (Danish Defence 2015). The decision to focus on junior officers leaving service is supported by the increase in junior officers leaving the Danish Defence illustrated in figure 1. In the figure, the number of officers with the rank of first lieutenant, captain and major who left service in Danish Defence from 2011 to 2016 either on leave without salary or as unforeseen resignation is displayed. Leave without salary is defined as an employee that has been granted leave, normally for twelve months, without salary but without terminating his employment. Employees in this status have the right to return to a position in Defence anytime within the twelve-month period. Only 20 percent of junior officers returned to their positions in Defence. 80 percent of officers on leave did not return to their positions. These employees, as well as others that have terminated their employment, are labeled as unforeseen resignation (Danish Defence 2015).

Analyzing unforeseen resignations (figure 1) illustrates that the number of unforeseen resignations increased over previous levels starting in 2013 and peaking in 2015 and 2016. Junior officers in a leave without salary status increased in 2014, 2015 and 2016. The number of officers on leave without salary is significantly lower in 2012 and 2013. This is caused by a change in the general practice from August 2012 to May 2014 where employees were normally not given leave without salary if they had already found a job outside the Defence. This practice was changed again in 2014 (Danish

Defence 2015). A general overview of the numbers indicates that the retention issues started in 2013 with the implementation of the new Danish defense agreement. However, they became even more significant in 2015 and 2016.



Figure 1. Officers Leaving the Danish Defence

Source: Created by author based on tables from Danish Ministry of Defence Personnel Agency, “Uforudset afgang (UA) og tjenestefri uden løn (TUL),” 2017, accessed February 19, 2018, <http://forpers.dk/hr/Pages/UforudsetafgangogTUL.aspx> and Danish Defence, *Forsvarsavisen 07 Oktober 2015*, 2015, accessed February 19 2018, https://www2.forsvaret.dk/omos/publikationer/forsvarsavisen/Documents/Forsvarsavisen_07_2015.pdf.

The numbers in figure 1 illustrate a general issue with retention of junior officers within Danish Defence. Inability to retain quality officers is a contributing factor to a decrease in the capability of Danish Defence to meet its operational requirements. Figure 1 correlates with the statement from Danish Defence Personnel Agency that retention of junior officers needs attention. While this is an issue for the entire defense, this current research focuses on retention issues within the Danish Army. The numbers in figure 2

illustrate the number of junior officers who left the Danish Army increased significantly from 2013 to 2016. Unforeseen resignation increased 49 percent from 47 to 70 during these years. As mentioned rules for leave without salary were different in 2013, but junior officers on leave without salary also increased from 2014 to 2016. Overall turnover has decreased in 2017 but only to the level of 2014.

In addition to increasing turnover, 45 percent of junior officers indicated they were currently searching for a new job outside the military in the survey conducted by the Danish Ministry of Defence in 2015 (Epinion 2015a).

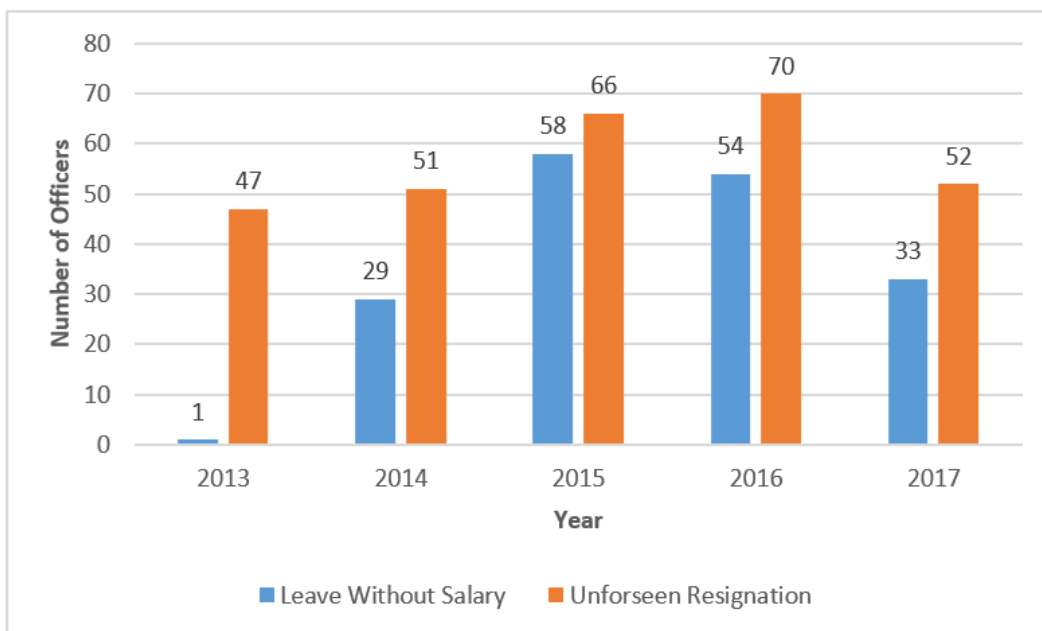


Figure 2. Junior Officers Leaving the Danish Army

Source: Created by author based on numbers from Danish Army HR Partnerement, email to author, Subject: *Anmodning om data til anvendelse i master*, 2018.

Numbers from 01 March 2018 show that the Danish Army currently employs 346 captains but has 448 positions. This equates to a 23 percent vacancy rate. There is an

excess of 40 specialized majors, some of whom fill captains' positions. If these are all included in the calculation, the vacancy rate is 14 percent. For first lieutenants, the vacancy is even higher. Currently, there are 248 first lieutenants to fill 365 positions. This is a vacancy rate of 32 percent (Danish Army HR Partnerement 2018). The vacancy rates indicate an issue with both recruiting and retention. Failure to recruit and retain are contributing factors to a decrease in the capability of Danish Defence to meet operational requirements. Detailed data concerning the army junior officers from the 2015 survey provides information that could lead to an understanding of the underlying problems related to retention of junior army officers. Three key factors within the surveys were turnover intentions, motivation for service, and job satisfaction.

According to the Danish Defence HR strategy, leaders have a central role in retaining and motivating employees through good leadership focused on the employee's professional standards, skills, competencies, and ambitions. Senior officers are a primary contributor for improving job satisfaction and motivation and thereby the retention of junior officers. This leads to the problem statement.

Problem Statement

Two factors are contributing to the need for this research. First, the increase in junior officers leaving military service has created a shortage of officers in the early to mid-career positions. Second, the shift of HR strategy increased the role of senior officers in management and retention of junior officers. These factors provide the basis for analyzing data from the survey answered by officers in the Danish Army in 2015 and comparing answers with theories of motivation and leadership to answer the primary research question.

Primary Research Question

How can senior officers improve conditions to retain the required number of junior officers in the Danish Army?

Secondary Research Questions

The following secondary questions clarify assumptions concerning the Danish Army:

1. What effect does motivation and leadership have on junior officers' turnover intentions in the Danish Army?
2. How well do senior officers' leadership competencies address these retention factors?

Theory and Methodology

Theory

Retention, motivation, and leadership are the foci in this paper. Theories presented in this thesis were selected with this in mind. A focus for retention theory was to identify what other researchers had found as primary predictors for turnover intentions in order to provide a guideline for the research in this thesis.

There are several theories concerning motivation, but for this thesis, the researcher decided to use self-determination theory (SDT) as the theoretical framework because it has been developed over several years with added depth from several researchers. Second, SDT research has related the theory to both turnover intentions (Gagné, Forest, Gilbert, Aubé, Morin and Malorni. 2010; Fernet, Trépanier, Austin, Gagné and Forest 2015) and job satisfaction (Gagné and Deci 2005), which was relevant to the research in this thesis.

The researcher selected transformational leadership (TFL) and transactional leadership (TL) as the leadership theory, which presents a range of leadership types and explores the effect of each type. As with SDT, TFL has been linked to job satisfaction and organizational commitment which makes it relevant to this thesis (Kovjanic, Schuh, Jonas, Van Quaquebeke and Van Dick 2012; Kovjanic, Schuh, and Jonas 2013; H. Hetland, J. Hetland, Andreassen, Pallesen and Notelaers 2011). Research has also been conducted relating TFL to the basic psychological needs in SDT, which was another relevant factor. These theories provided the background to analyze the existing data from the Danish MOD from a motivation and leadership perspective.

Methodology

This thesis provides an analysis of how leadership and motivation effects retention among junior officers in the Danish Army and how senior officers can use this knowledge to increase retention. Secondary analysis of existing data was the selected research design of this thesis. The Danish MOD provided the data, which was collected through questionnaires. Using the existing data, the researcher initially analyzed correlations between intentions to stay and job satisfaction. Then he analyzed correlation of SDT and TFL variables with both job satisfaction and intentions to stay. In order to do this, new SDT and TFL variables were created based on survey items. Results from the correlation analysis provided answers to the first research question: “What effect does motivation and leadership have on junior officers’ turnover intentions in the Danish Army?” The result of the correlations provided an indication of what factors senior officers can address to improve retention. After finishing the correlation analysis, the author analyzed the percentage of positive and negative answers, junior officers had

provided in each variable. Results were used to answer the secondary research question: “How well do senior officers’ leadership competencies address these retention factors?” By comparing strength of correlations and the percentage of positive and negative answers it was possible to answer what variables senior officers need to prioritize to achieve an effect on retention. Finally, the researcher answered the primary research question: “How can senior officers improve conditions to retain the required number of junior officers in the Danish Army?” This was done by analyzing how the TFL variables can be applied to promote SDT variables and improve conditions and thereby increase retention of junior officers. Based on this analysis and conclusions, the purpose was achieved by providing recommendations to senior leaders to increase options to motivate and retain junior officers positioned as platoon commanders, company commanders, staff officers, or other positions.

Limitations and Delimitations

Several factors other than motivation and leadership effect retention. Some of those factors are job alternatives, work-family conflict, and geographic stability. These factors are not the priority of this research. Motivation, retention, and leadership in the Danish Army are the foci of this thesis.

Delimitations are used to reduce the scope and content of a study and provide focus. The author narrowed the scope of the paper to only junior officers. When considered as a group, junior officers are at a similar stage of their career, often work at the same organizational level, and routinely have majors and lieutenant colonels as their direct leaders. Therefore, one can expect junior officers to have similar experiences with motivation and leadership. Different services might have different cultures and leadership

styles, which can also be motivating factors. Delimitations in this study provide a focus specifically on junior officers from the Danish Army.

Limitations in this thesis are the available time to conduct the research and the limited ability to obtain data from Denmark. Due to it was not possible to create, test, distribute and collect a survey with items focused on the specific theories used in this study. Instead, existing data provided by the Danish MOD provided the foundation for this research. Because the data was not collected for the purpose of this thesis it was not always a perfect fit in relation to the used theories. Due to this, it was not possible to cover all aspects of SDT and TFL in the analysis.

Assumptions

One important assumption in this research project was that officers replying to the survey questionnaire answered truthfully according to their own beliefs and ideas. A second assumption was that respondents to the 2015 questionnaire conducted by the Danish MOD constituted a representative sample of Danish Army's officers during the same period. Accepting these assumptions are important for the validity and value of the analysis, findings, and recommendations in this research.

Personal Biases

As a junior officer in the Danish Army, now transitioning to a senior role, the researcher is personally involved and has personal interest in the topic of this thesis. He is one of the 435 junior officers who replied to the 2015 survey. He has first-hand knowledge of the topics and purpose of the survey and was challenged to remain objective while conducting the analysis. He attempted to remove his personal biases

concerning the research questions by using a quantitative survey conducted by the Danish MOD.

Definitions

Junior officers: In this thesis, the term junior officer is defined as first lieutenant and/or captain and does not refer to chronological age. Within the Danish Army, officers stay at these ranks for a normal period of 8-12 years in total.

Senior officers: This term refers to officers that have direct leadership of first lieutenants and captains. For first lieutenants, it would normally be captains or majors and for captains, it would normally be majors or lieutenant colonels.

Officers in the Danish Army: For the purpose of this thesis, the term “officers in the Danish Army” means officers who work within a billet or position directly assigned to the Danish Army. Army officers who work outside the Army in joint positions are not included in this term. The definition does include officers who might have a different background than the Army but currently have a position in the Army.

Intrinsic motivation: “Involves doing a behaviour because the activity itself is interesting and spontaneously satisfying. When intrinsically motivated, people perform activities because of the positive feelings resulting from the activities themselves” (Deci and Ryan 2008a, 15).

Extrinsic motivation: “Involves engaging in an activity because it leads to some separate consequence. The clearest examples of extrinsically motivated behaviours are those performed to obtain a tangible reward or to avoid a punishment” (Deci and Ryan 2008a, 15).

Amotivation: “The state of lacking the intention to act. When amotivated, people either do not act at all or act without intent-they just go through the motions” (Ryan and Deci 2000, 72).

Autonomous motivation: “comprises both intrinsic motivation and the types of extrinsic motivation in which people have identified with an activity's value and ideally will have integrated it into their sense of self” (Deci and Ryan 2008b, 182).

Controlled motivation: “Consists of both external regulation, in which one's behavior is a function of external contingencies of reward or punishment, and introjected regulation, in which the regulation of action has been partially internalized and is energized by factors such as an approval motive, avoidance of shame, contingent self-esteem, and ego-involvements” (Deci and Ryan 2008b, 182).

Autonomy: “Reflects the need to actively determine own behaviour and experience mastery at work based on such self-determined behaviour without the interference of others” (Andreassen, Hetland, and Pallesen 2010, 4).

Competence: “Reflects the need for efficient use of energy and effectiveness at work, and to experience having work tasks well in hand” (Andreassen, Hetland, and Pallesen 2010, 4).

Relatedness: “Reflects the need to have meaningful relations with significant others” (Andreassen, Hetland, and Pallesen 2010, 4).

Charismatic-inspirational leadership: This term is often used as a combination of the two factors idealized influence and inspirational motivation (Bass and Riggio 2006, 6). Leaders using idealized influence are ethical in their behavior, are seen as role models and people can identify with them (Judge and Piccolo 2004; Bass and Riggio 2006; Bass

1997). Leaders using inspirational motivation create a shared understanding, provide purpose and continue to positively challenge employees (Judge and Piccolo 2004; Bass 1990, 1997).

Intellectual stimulation: Leaders emphasizes shared problem solving and encourage employees to be creative and critical. The leader does not consider himself to be all-knowing but instead empowers the good ideas and solutions others create (Judge and Piccolo 2004; Bass 1990, 1997).

Individualized consideration: Focuses on how the individual employee performs and how the leader can help him improve through coaching and mentoring. Leaders develop the employees by acknowledging their differences and assigning them challenging tasks recognizing the needs of the individual (Judge and Piccolo 2004; Bass and Riggio 2006; Bass 1990, 1997).

Contingent reward: Focuses on positive transactions were the leader and employee agrees on the task to be completed and the reward for doing so. In other words, the employee is rewarded for the results he produces (Judge and Piccolo 2004; Bass and Riggio 2006; Bass 1997).

Active management by exception: “Leaders monitor followers for deviations and errors and take corrective and disciplinary actions as needed” (Bass 1998).

Passive leadership management by exception: “Leaders wait for problems to emerge before correcting, or they avoid taking action” (Bass 1998).

Laissez-Faire leadership: The leader does not take responsibility, avoids making decisions and tries not to become involved (Judge and Piccolo 2004; Bass and Riggio 2006; Bass 1997).

Significance of the Study

The topic of this thesis is significant to the military profession because it provides new insight into a present problem in the Danish Army. Leadership and motivation are inherent to the military profession and the jobs officers perform. This makes it a significant topic for officers in the Danish Army as well as other armies facing similar challenges with retention. Furthermore, this thesis provides specific recommendations that senior officers can use to motivate junior officers and increase retention.

It is also a significant topic to other scholars who deal with leadership, motivation, and retention. Although the culture and leadership in the army might not be identical to a civilian company or other public administration the findings and recommendations contribute to general research about motivation and leadership and the application of leadership theory to retention of quality employees or leaders.

Summary

The purpose of this research is to provide recommendations to senior leaders to increase options to motivate and retain junior officers positioned as platoon commanders, company commanders, staff officers, or other positions. By connecting answers from questionnaires to well-known theories on motivation and leadership, it is researched what conditions senior officers can improve or create to retain junior officers in the Danish Army. This is significant based on numbers from the Danish Army illustrating an increase in the resignation of captains and first lieutenants. In addition, the increased resignations threaten the army's readiness because the turnover is too high for recruiting to keep up resulting in a high vacancy rate.

The scope of the paper was reduced to junior officers in the Danish army. Furthermore, it was reduced to the topics retention, motivation, and leadership.

To achieve the purpose the plan was to conduct an analysis of existing data from the Danish MOD using the framework of SDT and TFL. Correlation analysis was planned to be the initial analytical method applied to the survey data to examine the effect motivation and TFL behaviors have on junior officers' intentions to stay and job satisfaction. Furthermore, the author wanted to examine how well senior officers address the motivation and leadership factors by analyzing the percentage of positive and negative responses in the existing data from the survey conducted by Epinion in 2015. Finally, the researcher planned to analyze how senior officers can use SDT and TFL to improve retention of junior officers.

CHAPTER 2

LITERATURE REVIEW

Introduction

Chapter 2 contains a review of the literature used in this thesis including a short description of the existing data provided by the Danish MOD used in this study. The purpose of the literature review is to expand knowledge of the theories of leadership and motivation used as an analytical tool and to describe the existing data from a 2015 questionnaire developed by the Danish MOD. The review expands on the topics of retention, leadership, and motivation including specific literature from the Danish MOD and related organizations. While there are several theories on leadership and motivation, available research concerning motivation and leadership in context of military officers is in general limited. Officers in the Danish Army are responsible for training and leading their units in garrison and potentially in combat during peacemaking and peacekeeping operations. They have to be self-reliant, take responsibility and be able to solve complex problems (Royal Danish Defence College 2017.) This self-reliant mentality relates to SDT, which was chosen as the preferred theory for this study because a key element of this theory is autonomy including self-regulation and self- initiation (Baard, Deci, and Ryan 2004). TFL was applied in context to SDT in order to link the motivational needs of the subordinates and the leader's actions. TFL is a theory that has been tested several times in the military with officers as subjects. This is one reason that it provided a good theoretical framework for this thesis. Bernard M. Bass developed the theory and has done much of the research. Research indicates that transformational leaders, in general, are supportive of autonomy, improve relatedness and increase the feeling of competence, the

basic psychological needs used in SDT (Gagné and Deci 2005), which was another reason to use the theory.

Danish Defence Human Resources Strategy

In 2012, the Danish parliament made a Danish Defence agreement which reduced funding by \$450 million a year by 2017 (Socialdemokratiet et al. 2012) taking it down to a budget of approximately \$3.52 billion (Danish Ministry of Defence 2018c). Due to this reduction, it was required to make structural changes to improve the effectiveness of Danish Defence. Changes from the budget reduction included structural changes and reductions in structure supporting the operational units, general changes in salaries and terms of employment, changes in the education of officers, and substantial changes in the HR administration. (Socialdemokratiet et al. 2012). Some of the changes had linkages to a new HR strategy containing new instructions on how to organize HR in the future. The Danish Defence Command published this strategy in 2013. It consists of ten sub-strategies including HR-tasks and organization strategy, staffing strategy, personnel strategy, and recruiting strategy among others. Retention was sub-strategy five's topic and its purpose was to prioritize and define responsibilities for setting conditions necessary to motivate and retain soldiers, NCOs, and officers (Danish Defence Command 2013b). The vision to increase retention was to create a flexible and dynamic workplace, with good leadership, focusing on the individual employee's skills and professional development. Furthermore, the individual employee received more responsibility for his own development and career planning. However, the leader was given a key role in providing his employees good guidance based on the employee's professional standards, skills, competencies, and ambitions (Danish Defence Command 2013a).

Retention

One of the foundational models of retention theory is William H. Mobley's (1977) model illustrating the process of an employee's turnover starting with job dissatisfaction, leading to considerations of quitting, then analyzing the alternatives, comparing the alternatives with the current job, and finally deciding to leave the job (Lee, Hom, Eberly, Li and Mitchell 2017). Later researchers started to address the specific reasons for quitting. Michael P. O'Driscoll and Terry A. Beehr (1994) found that job satisfaction was the primary predictor of turnover intentions while "role conflict" is a minor predictor. Role conflict occurs when the employee perceives conflict between task and resources in terms of skills and manpower (House, Schuler, and Levanoni 1983). Secondary predictors that decrease job satisfaction and thereby increase turnover intentions are role ambiguity and uncertainty (O'Driscoll and Beehr 1994). Role ambiguity is defined as the employee's stress affected by internal and external factors such as a clear purpose, clear directions and whether the employee feels certain about his authority and responsibilities (House, Schuler, and Levanoni 1983). Uncertainty concerns the employee's level of certainty about the connection between "effort and performance" and the connection from "performance to outcome" (O'Driscoll and Beehr 1994, 146). In other words, will the performance lead to "job security, promotion, social recognition, more autonomy and responsibility, higher pay and more challenging work assignments" (O'Driscoll and Beehr 1994, 146). Furthermore, O'Driscoll and Beehr (1994) found that the leader has a key impact in reducing the level of ambiguity and uncertainty through clear communication, giving purpose and directions, coaching employees and providing feedback. If the leader successfully reduces ambiguity and uncertainty, he can improve

job satisfaction and reduce turnover intentions of the subordinates (O’Driscoll and Beehr 1994). Griffeth, Hom, and Gaertner (2000) conducted an extensive meta-analysis concerning predictor-turnover relationships using 500 correlations from 42 studies done in the 1990s. According to their research, the best predictors of turnover are “job satisfaction, organizational commitment, job search, comparison of alternatives, withdrawal cognitions, and quit intentions.” (Griffeth, Hom, and Gaertner 2000, 483) There were also small to moderate predictors of turnover including “characteristics of the work environment, such as job content, stress, work group cohesion, autonomy, leadership, and—to a lesser extent—distributive justice and promotional chances” (Griffeth, Hom, and Gaertner 2000, 483). As explained, the literature on retention presents job satisfaction as the key predictor of turnover while other factors such as organizational commitment and work environment also have an impact. In addition, there are several secondary predictors primarily because they lead to job satisfaction or job dissatisfaction including role ambiguity and uncertainty. It is also important to recognize that the leader can both increase and decrease job satisfaction and thereby affect turnover intentions.

Retention in the Danish Defence

The problem statement and research in this thesis is based on numbers from the Danish Defence and the Danish Army illustrating that retention is an increasing problem. HOD, a union that represents Danish officers’ interests on topics such as salary, employment law, and work environment (Hovedorganisationen af officerer i Danmark 2017) became aware of this issue in 2015. Due to this, HOD hired Epinion to compile a report on retention, motivation and job satisfaction, specifically for officers within the

Danish MOD, in order to clarify the satisfaction levels within these three areas and what areas affected that satisfaction most. The population was 3329 and 1716 officers responded, which equaled a 52 percent response rate. With a confidence level at 95 percent, the margin of error was 2.4 percent (Epinion 2015c). According to the results of the report, the factors which most correlated with retention were the following (by level of importance):

1. Salary: “Salary compared to where you could and would work, fair pay negotiation (Epinion 2015c, 19).”
2. Personal development: “The possibility to learn new things through your job, the possibility to use your education in your future career, the possibility to use your education in current tasks, the direct leader’s involvement in your professional development, good future [job] options (Epinion 2015c, 16).”
3. Tasks: “The opportunity to use skills in practice, understanding the purpose of tasks, fair distribution of tasks and a clear definition of tasks(Epinion 2015c, 16).”
4. Overall leadership of higher headquarters (HQ): “You can trust statements from the higher HQ’s leaders, there is an interaction between the direct leader and the leaders in higher HQ, the higher HQ’s leaders trust that its employees perform well (Epinion 2015c, 17).”
5. Reputation: “Tasks are relevant to the society, enough is done to ensure a good reputation [in the society], the communication to the

public is as open as possible, own perception and the media image of the work place is similar (Epinion 2015c, 18).”

The report provided indications about what factors leaders should focus on in order to motivate officers. However, these factors show a summary of officers from all ranks and all services. Junior officers may indicate a different level of importance for the factors than senior officers.

In addition to the survey report, HOD conducted exit interviews for officers from August 2013 to July 2014 and published a report with the results in October 2014. The officers were interviewed through online questionnaires. More than 50 percent of the population answered the questionnaire (Hovedorganisationen af officerer i Danmark 2014) but the exact number of respondents is not included in the report. Asked why they had left the Army, one-third of the officers responded, “I just want to leave the defense” while two-thirds responded, “I have found a new job” (Hovedorganisationen af Officerer i Danmark 2014, 7). According to HOD this indicates, “That the officers did not necessarily select something new, but deselected the defense as their place of employment” (Hovedorganisationen af Officerer i Danmark 2014, 7). According to the officers who responded that they just wanted to leave the defense force, the top five reasons for leaving, selected from 20 possible responses, were as follows:

1. I no longer trust my employer (64 percent).
2. I was not included enough in my career development (50 percent).
3. Too much has been changed compared to what I initially wanted as my workplace (50 percent).
4. Staying in the defense would put too much pressure on my family (43 percent).

5. The geographical instability is too great to risk a continued employment (36 percent) (Hovedorganisationen af Officerer i Danmark 2014, 8).

Selecting from 20 similar responses but framed with the focus of the new job, the top five reasons for leaving, according to the officers that responded that they had found a new job, were as follows:

1. In a new job, there is no geographical instability (81 percent).
2. In a new job, I can decide the frequency of relocations myself (65 percent).
3. In a new job, I do not have to be away from my family in long periods of time (65 percent).
4. Too much has been changed compared to what I initially wanted as my workplace (62 percent).
5. The salary in a new job is better (58 percent) (Hovedorganisationen af Officerer i Danmark 2014, 9).

These answers indicate some of the reasons officers have left the Danish Defence. It also shows a large variety of reasons from stability to salary, career development, and leadership. Some of HOD's key recommendations are better geographic stability for officers, visualize career opportunities better, and reestablish the trust to the leadership through better communication and more focus on the employees instead of only focusing on the numbers (Hovedorganisationen af Officerer i Danmark 2014, 24-25).

Retention in Other Militaries

Danish Defence is not the only military with interest in retention issues and the reasons behind them. Research on retention has also been conducted in the Canadian military and the New Zealand Army.

In 2007, Capon, Chernyshenko, and Stark published an article named “Applicability of Civilian Retention Theory in the New Zealand Military.” In their research, they focused on predictors for employees’ intentions to remain in the New Zealand Army. Based on their results work satisfaction, organizational commitment, which is identification with the organization, and community identification, which is the connection to one’s community, are all predictors of intent to remain in the New Zealand Army. Furthermore, they found that work-family conflict is not a predictor of intent to remain. This is contrary to civilian retention theory (Capon, Chernyshenko, and Stark 2007).

Lieutenant Colonel Michael A. Nixon published a monograph in 2010 entitled “Meeting Canadian Forces Expansion Goals through Retention.” The intent with the research was “By focusing on two theories of motivation tied to the needs of today’s modern soldier, some specific recommendations are offered as to where CF [Canadian Forces] Leadership should look to focus effort to strengthen and modernize the social contract with CF members so that they remain motivated to serve, thus meeting the needs of both the institution and the individual (Nixon 2010, 4).” He based his research on Maslow’s Hierarchy of Needs Theory and Vroom’s Expectancy Theory using the theories to focus on the leaders’ ability to motivate soldiers and thereby increase retention. Nixon made a recommendation to “Increase the methods available to leaders to recognize the performance of their subordinates, thus providing them with a motivational tool to satisfy key individual motivational needs, satisfying both intrinsic and extrinsic needs .provide the leader with better tools to recognize the individual’s performance and better satisfy his extrinsic needs (Nixon 2010, 50).” Furthermore, he recommended that “the system of

recognizing both the work that CF [Canadian Forces] members do, as well as their potential to excel in their field, needs to be further refined” and stated that “The ability to rate individuals based on their own individual performance will satisfy their extrinsic needs (assuming they have performed well) for the recognition they would receive, while at the same time supporting satisfaction of intrinsic needs, by reinforcing the good feeling they would have from meeting the challenges of their job (Nixon 2010, 50).

Motivation

Several authors, including Maslow, Herzberg, McGregor, and Vroom have written about work motivation. Much research about motivation concerns determining the sources of extrinsic and intrinsic motivation. Porter and Lawler developed a model of work motivation in 1968 focused on these types, expanding on Vroom’s expectancy theory (Gagné and Deci 2005). Extrinsic motivation is defined as acting in order to achieve external rewards such as money, fame or acknowledgment. Intrinsic motivation on the other hands is when you act because you find the activity interesting to perform in itself (Ryan and Deci 2000).

Self-Determination Theory

Intrinsic and extrinsic motivation are both incorporated in SDT. Research through the years has explained advantages, disadvantages, and application of the two types of motivation. Although SDT research was initially focused on motivation in educational environments, additional research linked it to work motivation and other areas as sports, healthcare and parenting (Deci and Ryan 2008b), which makes made it applicable in this thesis. In the 1970’s several scholars examined the effect of extrinsic rewards on intrinsic

motivation. One of the overall findings was that extrinsic rewards generally removed the feeling of autonomy and thereby undermined intrinsic motivation which was described in the Cognitive Evaluation Theory (Gagné and Deci 2005). By the 1980s, new knowledge and information from research began to undermine parts of the cognitive evaluation theory as a theory on work motivation. One issue was the fact that not all tasks in a workplace are interesting, which prevented the use of intrinsic motivation. Leaders were forced to choose between intrinsic and extrinsic motivation believing one would rule out the other (Gagné and Deci 2005).

In 1989 Deci, Connell, and Ryan presented research about self-determination in a work organization and the impact on work life. The results generally showed that if a leader promoted autonomy, the experience of self-determination improved and had a positive impact on people's work life. (Deci, Connell, and Ryan 1989). This, as well as other research, resulted in the creation of SDT, which included Cognitive Evaluation Theory. SDT was broader in its approach to intrinsic and extrinsic motivation (Gagné and Deci 2005). The definition of self-determination is "To experience a sense of choice in initiating and regulating one's own actions" (Deci, Connell, and Ryan 1989, 580). The theory describes the three basic needs; autonomy, competence and relatedness, and how each need improves self-motivation if they are promoted by the leader and to a lack of motivation and low job satisfaction if neglected (Ryan and Deci 2000).

Autonomy is to support an individual's actions and a feeling by that individual that he has a choice and responsibility for his actions. Competence means to be challenged while completing one's tasks effectively. Finally, relatedness is the need to

have positive relations with others as well as mutual respect between people (Baard, Deci, and Ryan 2004; Andreassen, Hetland, and Pallesen 2010).

SDT has motivation divided into the three types: amotivation, extrinsic motivation and intrinsic motivation (figure 3). The types of motivation can either be categorized as controlled or autonomous on a scale from completely controlled to completely autonomous. Intrinsic motivation is an example of completely autonomous motivation. Amotivation is on the far left of the figure. This appears when the individual does not act or has no interest in acting due to a lack of competence, a perceived lack of results or the lack of interest in the activity (Deci and Ryan 2000). In SDT, extrinsic motivation is divided into four subtypes; external regulation, introjected regulation, identified regulation and integrated regulation. If a person is externally or extrinsically motivated, he acts to achieve an external reward or to avoid punishment, which is considered controlled motivation. Introjected regulation occurs when you act to prevent guilt or because of pride. It becomes internally pressuring and is considered partially controlled. With identified regulation, people accept values and goals as important and identify with those values and goals. This is partially autonomous motivation. The fourth and most autonomous type of extrinsic motivation is integrated regulation. This type of regulation is autonomous and appears when the values and goals are consistent with one's own values and goals and become part of the motivated individual (Gagné et al. 2010; Ryan and Deci 2000).

Finally, intrinsic motivation means the individual acts because of an inherent interest in the activity itself. This is the most self-determining and autonomous type of motivation (Deci and Ryan 2000). According to Deci and Gagne, work climates which

promote the three basic needs will enhance intrinsic motivation and internalization of values and processes (Gagné and Deci 2005, 337). “Feeling involved and related to a group, feeling competent to follow its behaviors and values and being supported to think about one’s own behavior and values, all improve the possibility of internalizing or integrating the behavior’s value (Deci and Ryan 2008a, 17).” Facilitating such a climate will lead to improved job satisfaction, positive work-related attitudes, well-being, and effective performance as well as other positive effects (Gagné and Deci 2005).

While research has shown that leaders’ promotion of autonomy and self-determination increase employees’ work life and job satisfaction, some factors can limit the effect. If employees are too worried about extrinsic factors such as salary, work climate and security, the leader’s role is less influential (Deci, Connell, and Ryan 1989). Furthermore, according to research, autonomous motivation appears to have a positive relation to perceived organizational support and job satisfaction whereas controlled motivation appeared to be unrelated. In addition, autonomous motivation was negatively related to turnover intentions. (Gagné et al. 2010; Fernet et al. 2015).

is focused on how the leader can be effective in his behavior to improve retention. The behaviors are addressed through research on transformational leadership.

Transformational, Transactional and Laissez-Faire Leadership

In general TFL has been proved to have many positive effects on employees and the work environment such as “cohesion, motivation, trust and performance” (Avolio, Bass, and Jung 1999, 460; Bono and Judge 2003, 554), organizational commitment (Kark, Shamir, and Chen 2003; Bono and Judge 2003), and job satisfaction (Bono and Judge 2003). Studies have also concluded TFL can help fulfill the basic psychological needs; autonomy, competence, and relatedness leading to job satisfaction and commitment (Kovjanic et al. 2012; Kovjanic, Schuh, and Jonas 2013; Hetland et al. 2011). TFL has also been positively related to autonomous work motivation (Wang and Gagné 2013).

The concept of TFL was described by James MacGregor Burns and later on expanded by Bernard M. Bass. In his article “From Transactional to Transformational Leadership: Learning to Share the Vision”, Bass (1990) describes the differences between TL and TFL and why TFL is more effective. Transactional leaders focus, as it implies, on transactions or in other words rewards for good performance and punishment for poor performance and leading by rules and standards. Bass (1990) has stated that one issue with TL is the fact that employees are not necessarily motivated by the rewards or fear the punishment. Another issue stems from the leader’s insufficient power due to lack of authority to promote employees or increase salaries. This does not mean that TL never works. It functions as long as the rewards are valued by the employees (Bass 1990). However, according to Bass, “Managers who behave like transformational leaders are

more likely to be seen by their colleagues and employees as satisfying and effective leaders than are those who behave like transactional leaders” based on results from questionnaires completed by American, Canadian and British Army field grade officers (Bass 1990, 21).” More recent research results have indicated that good leaders are able to use behaviors from both TL and TFL (Avolio, Bass, and Jung 1999).

TFL is characterized by the behaviors idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Judge and Piccolo 2004; Bass and Riggio 2006; Bass 1997). An overview of the leadership behaviors is illustrated in figure 4. In some research idealized influence and inspirational motivation are combined into a single type called charismatic-inspirational leadership (Bass and Riggio 2006). With the behavior idealized influence, leaders lead through shared goals and they are “admired, respected, and trusted” (Bass and Riggio 2006, 6). They are ethical in their behavior, are seen as role models and people can identify with them (Judge and Piccolo 2004; Bass and Riggio 2006; Bass 1997). Applying inspirational motivation leaders have high expectations and lead through a shared vision. They create a shared understanding, provide purpose and continue to positively challenge employees (Judge and Piccolo 2004; Bass and Riggio 2006; Bass 1990, 1997). According to Joyce E. Bono and Timothy A. Judge (2003), it is important that the direct leader manage to connect employees’ tasks to the overall vision of the organization. Achieving this, employees identify better with their transformational leader and thereby with their job which can increase their commitment and retention (Bono and Judge 2003).

Transformational leaders who use intellectual stimulation emphasize shared problem solving and encourage employees to be creative and critical. The leader does not

consider himself to be all-knowing but instead empowers the good ideas and solutions others create (Judge and Piccolo 2004; Bass and Riggio 2006; Bass 1990, 1997).

Individualized consideration is focused on how the individual employee performs and how the leader can help him improve through coaching and mentoring. Each employee needs to be treated differently depending on his or her preferences. In order for employees to reach their full potential, some will need structure and guidance while others need more autonomy. Some will need defined goals while others work better if they have room for creativity. Leaders develop employees by acknowledging these differences and assigning them challenging tasks, recognizing the needs of the individual (Judge and Piccolo 2004; Bass and Riggio 2006; Bass 1990, 1997).

TL is characterized by transactions, either positive or negative. It is composed of the behaviors contingent reward and management by exception.

Contingent reward focuses on positive transactions where the leader and employee agree on the task to be completed and the reward for doing so. In other words, the employee is rewarded for the results produced (Judge and Piccolo 2004; Bass and Riggio 2006; Bass 1997). If the reward is non-material, and recognition, appreciation or similar is used instead, it is TFL (Bass and Riggio 2006).

Management by exception (MBE) has a more negative approach and can be divided into active and passive regulation. With MBE-active, as it implies, the leader is active in his approach to ensure that employees live up to rules and standards. When an employee fails and make mistakes, or is anticipated to do so, the leader takes action immediately to regulate their behavior. In MBE-passive the leader does not act until the

problems are critical and action is paramount (Judge and Piccolo 2004; Bass and Riggio 2006; Bass 1997).

Finally, there is the laissez-faire or absence of leadership behavior where the leader does not take responsibility, avoids making decisions and tries not to become involved (Judge and Piccolo 2004; Bass and Riggio 2006; Bass 1997).

This summarizes the differences between the leadership behavior in TFL, TL, and laissez-faire leadership. This thesis is focused on the traits of TFL.

Laissez-Faire Leadership		No leadership, no responsibility
Transactional Leadership	Management-by-Exception Passive	Leaders do not take action unless problems to emerge before correcting, or they avoid taking action
	Management-by-Exception Active	The leader is active in his approach to ensure that employees live up to rules and standards
	Contingent Reward	Positive transactions. The employee is rewarded for the results he produce.
Transformational Leadership	Charismatic –inspirational Leadership	Leaders lead though vision, shared understanding and purpose. Leaders are ethical, respected, and trusted. Leaders challenge employees positively.
	Intellectual Stimulation	Leader emphasizes shared problem solving. Encourage employees to be creative and critical. The leader empowers the good ideas and solutions others create.
	Individualized Consideration	Focuses on individual employee and how the leader can help him improve. Leaders assign challenging tasks recognizing the needs of the individual.

Figure 4. Leadership Behaviors

Source: Created by author based on literature review.

Existing Data from the Danish Ministry of Defence

The analysis in this thesis is based on existing data, from the Danish MOD, which the researcher was allowed to use for this research. The anonymized data originates from a questionnaire concerning retention, job satisfaction and motivation, conducted in June 2015 in the departments within the Danish MOD including the Danish Army. Employees from all services and of all ranks were part of the survey but the data, which was used in this thesis, contains the specific answers from the junior officers in the Danish Army. The purpose was to gain detailed knowledge on the employees' opinions and use the results to develop a list of focused efforts of change in areas with challenges (Personnel-strategic Section in Danish Defence Command 2013; Danish Ministry of Defence 2015). The data used in this thesis is from June 2015 where the last of four identical questionnaires were conducted. Questionnaires were conducted in May and November 2013 and March 2014 as well. The overall response rate in this round for all employees within the MOD were 38 percent (Epinion 2015b). For officers of all ranks, it was 52 percent (Epinion 2015c).

Summary

This literature review sets the conditions for the analysis in chapter four. According to the described theory on retention, job satisfaction and organizational commitment are two of the most significant predictors of turnover. In addition, a small to medium predictor is the work environment including autonomy, cohesion, and leadership. Role ambiguity and uncertainty can decrease job satisfaction and are thereby secondary predictors of turnover intentions. In research from the New Zealand Army, the relationship between turnover intention and job satisfaction as well as organizational commitment was confirmed. In addition, it is specified in the Danish Defence's HR-

strategy, that in order to retain employees it is important to motivate them and to focus on the individual employee's skills and professional development through good leadership. This indicates that it is relevant to research the effect of motivation and leadership on retention in the Danish Army. A cornerstone in SDT is the satisfaction of the three basic psychological needs of autonomy, relatedness, and competence. Facilitating a climate where these needs are promoted will lead to a more autonomous and intrinsic motivation. This improves job satisfaction and organizational commitment and thereby decreases turnover and turnover intention. TFL promotes the satisfaction of the three basic needs and thereby increases autonomous work motivation. Furthermore, it improves job satisfaction and organizational commitment thereby decreasing turnover intentions.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

Research methodology is the backbone of a study. This chapter contains a description of the methodology for the study including the research design and explanation of the use of secondary analysis of existing data combined against the concepts of SDT and TFL. Research methodology provides the foundation for analysis in a research project and describes how the researcher intends to answer the primary and secondary research questions. The primary research question is: “How can senior officers improve or create conditions to retain the required number of junior officers in the Danish Army?” In order to answer that the researcher first answers the secondary questions: “What effect does motivation and leadership have on junior officers’ turnover intentions in the Danish Army?” and “How well do senior officers’ leadership competencies address these retention factors?”

Research Design

The research design of this thesis is secondary analysis of existing data provided by the Danish MOD, collected through questionnaires. Overall, the intent with the questionnaires was to gain detailed knowledge on the employees’ opinions and use the results to develop a list of focused efforts of change in areas with challenges (Personnel-strategic Section in Danish Defence Command 2013; Danish Ministry of Defence 2015). For the purpose of this thesis, the researcher received an extract of the data consisting of the answers from first lieutenants and captains in the Danish Army. The primary

advantage of using existing data was time savings, which enabled completion of the thesis within a short time frame. Furthermore, the well-known and experienced research institute Epinion collected the data through a valid system ensuring confidentiality.

Background of Existing Data Collection

In May and November 2013, March 2014 and June 2015 the Danish MOD conducted the surveys using questionnaires. Only responses to the questionnaires from June 2015 are included in this study. Employees' who were in the target population received an email with a link to the questionnaire. The population in the final round could answer online in the period 02 June 2015 to 14 July 2015. The overall response rate in this round for all employees was 38 percent (Epinion 2015b). For officers off all ranks, it was 52 percent. Participants answered 49 questions concerning motivation, job satisfaction, and retention. Questions one through four concerned participants overall job satisfaction, overall work motivation, intention to stay in the military for the next two years and current civilian job search intentions. All remaining questions focused on the satisfaction, the likelihood, or the frequency of the item related to ten specific topics. Those topics were: higher headquarters' leadership; direct leadership; job tasks; job workload; professional development; relations with colleagues; salary; communication in the workplace; conflict management; and reputation (of the Ministry of Defence). Two sample questions are: "To what extent does your job give you good opportunities to use your skills?" and "How satisfied or dissatisfied are you with your professional development overall?" (Epinion 2015a) Each question was answered on a Likert-scale with six possible answers. An example is, Very high extent, high extent, some extent, low extent, very low extent and finally do not know-do not want to answer (Epinion 2015a).

Validity

Validity in research is important. Epinion, a company well-known for conducting research, developed and conducted the survey for the Danish MOD. This reduced the potential risk of bias within the questions, which improves the validity of the project. Questionnaires were used for data collection. Some of the weaknesses using questionnaires are respondents' lack of self-awareness and a risk that they only select answers that are socially acceptable (Christensen, Johnson, and Turner 2011). Ensuring an adequate sample size mitigated the risk but did not entirely remove the risk of invalid responses.

Structure of the Analysis

Figure 3 depicts the structure of this thesis. The existing data from the survey conducted by the Danish Defence Command in 2015 was the primary source for the analysis. The literature was applied to the data as described in this section.

First, the researcher wanted to answer the secondary research question: "What effect does motivation and leadership have on junior officers' turnover intentions in the Danish Army?" This was determined by conducting a correlation analysis. As a prerequisite for conducting the correlation analysis, the author created new SDT and TFL variables using items from the existing data.

Initially, the researcher conducted a correlation analysis between intentions to stay and job satisfaction, to answer whether job satisfaction was a primary predictor of junior officers' intentions to stay. This was conducted because job satisfaction is a strong predictor of turnover intentions in other research (O'Driscoll and Beehr 1994; Capon, Chernyshenko, and Stark 2007). Then a correlation analysis was conducted between

intentions to stay and the created SDT and TFL variables to analyze if the variables were primary predictors of intentions to stay. Finally, a correlation analysis was conducted between job satisfaction and the SDT and TFL variables to analyze if the variables were secondary predictors of intentions to stay through job satisfaction. A secondary predictor means that it affects intentions to stay because it increases job satisfaction, which was believed to be a primary predictor based on other research. Based on the strength of these correlations the author could answer what effect the SDT and TFL variables had on junior officer's intentions to stay either as a primary or secondary predictor.

Second, the researcher answered the secondary research question: "How well do senior officers' leadership competencies address these retention factors?" This was done by analyzing the percentage of positive responses and the percentage of negative responses within each of the created SDT and TFL variables. Through this analysis, it was determined how well the leaders addressed each of the variables.

By answering the two secondary research questions, the researcher had the knowledge needed to answer the primary research question: "How can senior officers improve conditions to retain the required number of junior officers in the Danish Army?" To answer this, the researcher initially compared the results from the two secondary questions to see which variables had the strongest influence on intentions to stay and which variables that had most potential for improvement. Through this analysis, the author could prioritize the importance of each variable and thereby were the senior officers need to focus their efforts. Then the author answered how the senior officers can improve or create conditions by promoting the SDT variables and by applying TFL.

Finally, the researcher presented his conclusions and recommendations for senior officers as well as the future perspectives.

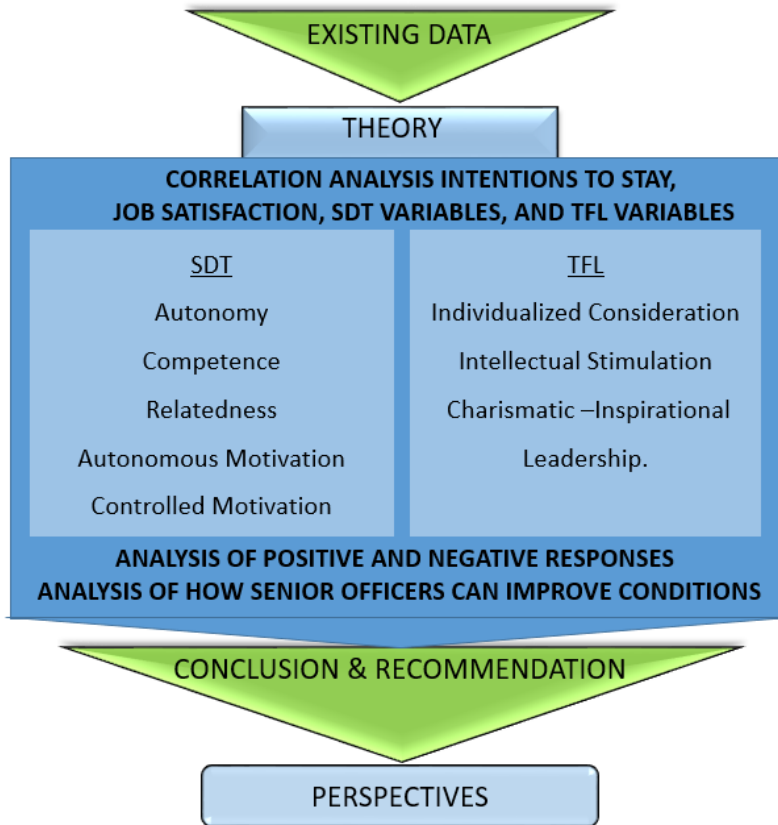


Figure 5. Structure of Analysis

Source: Created by author.

Sample and Method

In total, the population size was 813 junior officers with a final sample of 435 respondents. Respondents consisted of 315 captains and 120 first lieutenants which equaled a response rate of 54 percent (Danish Ministry of Defence 2018a). Calculated

with Survey System with a confidence level of 95 percent, the margin of error was 3.25 percent (Creative Research Systems 2018).

For analysis purposes the researcher converted the Likert-scale answers into numbers from 5—very high extent to 1—very low extent and do not know-do not want to answer was converted to 0. These numbers do not indicate a specific value and the scale is not continuous so the data is considered ordinal data for this analysis.

Spearman's rho assessment was used to conduct the correlation analysis, which has been recommended by Gail M. Sullivan and Anthony R. Artino (2013) when using Likert scale items as ordinal data. In order to determine correlation between intentions to stay, SDT and TFL are considered new predictive variables. Cronbach's alpha was used to measure the internal correlation of the new variables. A mean score of the items within each variable was calculated to determine correlation. This technique is suggested as an appropriate analytical tool for less concrete topics such as satisfaction or motivation (Sullivan and Artino 2013). JASP, an open-source project supported by the University of Amsterdam, was used to conduct the calculations (JASP 2018).

Interpretation of the results in the correlation analysis was based on Jacob Cohen's interpretation for social sciences (Cohen 1988). Based on this book, a Spearman's rho value below 0.1 indicates no correlation between the variables. A value between 0.1 and 0.3 is considered a weak correlation. For values between 0.3 and 0.5, the correlation is considered moderate. Finally, a Spearman's rho above 0.5 indicates strong correlation between the variables. Based on the literature review positive correlation of all SDT and TFL variables with job satisfaction and turnover intentions was expected. The only exception was controlled motivation were no correlation was expected based on

the literature review. If job satisfaction is positively correlated with intentions to stay, it indicates higher level of job satisfaction would mean a higher probability the service member wants to stay in the military. If negative correlation was determined one would expect an increase in job satisfaction would predict lower probability the service member wants to continue serving in the military.

In order to measure how well senior officers' leadership address the retention factors the author calculated the percentage of positive and negative responses for each variable. Responses categorized as positive included: satisfied; very satisfied; high extent; very high extent; often; and very often. Responses categorized as negative included: dissatisfied; very dissatisfied; low extent; very low extent; rarely; and never. A positive answer indicates that the senior officers address the specific variable well. A negative answer indicates that the senior officer does not address the variable well. A high positive score or low negative score would indicate that the leader does not need to prioritize the variable while a low positive score or high negative score indicates that he needs to prioritize the variable to improve retention. For reference, the percentage of respondents that answered "neither" and the percentage that answered "do not know" was also calculated. Responses categorized as neither included: Neither; some extent; and sometimes. Do not know—do not want to answer is categorized as do not know.

Description of Variables

To conduct the correlation analysis the researcher needed to create variables covering intentions to stay, job satisfaction, SDT, and TFL. In this section, it is explained which questions the researcher used to create each of the variables and if the internal correlation was strong enough.

Intentions to stay consisted of one item. The following question was used: "Do you want to stay in the military for the next two years." (Epinion 2015a)

Job satisfaction consisted of one item. The following question was used: "How satisfied are you with your job in general— everything considered?" (Epinion 2015a)

To compare the existing data with SDT, the researcher wanted to create the three variables autonomy, relatedness, and competence, which are the basic psychological needs, as well as the two variables autonomous motivation and controlled motivation. The purpose of creating these variables was to analyze correlation between SDT and intentions to stay as well as job satisfaction.

Autonomy is to support an individual's actions and a feeling by that individual that he has a choice and responsibility for his actions (Baard, Deci, and Ryan 2004; Andreassen, Hetland, and Pallesen 2010). It was not possible to create an autonomy variable because there were no survey items from the existing data related to autonomy.

Competence is to feel challenged while completing your tasks effectively (Baard, Deci, and Ryan 2004; Andreassen, Hetland, and Pallesen 2010). It is the person's feeling of having the needed skills to complete his tasks but at the same time feel that he is challenged enough to improve and develop. Five items were included in the competence variable with an internal correlation of 0.761. The items were: How satisfied the respondent is with his professional development; to what extent the education and competence development received prepared the respondent to solve his tasks; to what extent the education and competence development received gave the respondent you good options in your future career; the possibility to use his skills and education in the job and future career; the ability to learn new things through the job; and if the employee

felt he and his colleagues have the right skill set to solve the unit's tasks (Epinion 2015a). See Appendix A, figure 1 for detailed questions.

Relatedness is the need to have positive and meaningful relations with others as well as mutual respect between people. This includes relations with both colleagues and the leader (Baard, Deci, and Ryan 2004; Andreassen, Hetland, and Pallesen 2010). Five survey items from the questionnaire were included in the relatedness variable. They had an internal correlation of 0.751. The survey items were: The respondent's relationship with colleagues; whether colleagues help each other; whether the immediate leader provides help and support; and if the immediate leader engages in the respondent's professional development (Epinion 2015a). See Appendix A, figure 2 for detailed questions.

Autonomous motivation is when people accept values and goals as important and identify with those values and goals or values and goals are consistent with one's own (Gagné et al. 2010; Ryan and Deci 2000). It was not possible to create an autonomous motivation variable because there were no survey items from the existing data related to autonomous motivation.

If a person is externally or extrinsically motivated, he acts to achieve an external reward or to avoid punishment, which is considered controlled motivation (Gagné et al. 2010; Ryan and Deci 2000). The controlled motivation variable comprises of two survey items with an internal correlation of 0.716. The survey items were: whether salary and retirement benefits were satisfactory in comparison to the employee could and would work and if they were satisfactory in comparison to his qualifications and performance and competencies (Epinion 2015a). See Appendix A, figure 3 for detailed questions. It is

important to be aware that this variable only encompasses external reward in terms of salary. It does include areas such as avoiding punishment because there were no survey items related to that in the existing data.

To compare the existing data with the TFL behaviors, the researcher created the three variables charismatic-inspirational leadership, intellectual stimulation and individualized consideration. The purpose of creating these variables was to analyze correlation between TFL behaviors and intentions to stay as well as job satisfaction.

Charismatic-inspirational leaders lead through shared goals and a vision, they provide purpose and they are respected and trusted (Judge and Piccolo 2004; Bass and Riggio 2006; Bass 1997). Six survey items were included in the charismatic-inspirational leadership variable with an internal correlation of 0.710. Survey items in this variable were: Was there a correlation between what the immediate leader and the leader of higher headquarters does; did the respondent understand the purpose of his tasks; how often his tasks were clearly defined; if the leader showed good skills compared to the respondent's tasks; if the immediate leader helped create conditions for efficient problem solving; and whether statements given by higher headquarters could be trusted (Epinion 2015a). See Appendix A, figure 4 for detailed questions.

With intellectual stimulation, the leader emphasizes shared problem solving and encourage employees to be creative and critical (Judge and Piccolo 2004; Bass and Riggio 2006; Bass 1990, 1997) It was not possible to create an intellectual stimulation variable because there were no survey items from the existing data related to intellectual stimulation.

Individualized consideration is focused on how the individual employee performs and how the leader can help him improve through coaching and mentoring. Each employee needs to be treated differently depending on his or her preferences. Leaders develop employees by acknowledging these differences and assigning them challenging tasks, recognizing the needs of the individual (Judge and Piccolo 2004; Bass and Riggio 2006; Bass 1990, 1997). Four survey items were included in the individualized consideration variable. They had an internal correlation of 0.874. Survey items included in this variable were: The immediate leader's engagement in the respondent's professional development; help and support from the immediate leader, and whether or not leader gave necessary credit and criticism for respondent's work; and if the leader helps create conditions that promote good and efficient problem solving (Epinion 2015a). See Appendix A, figure 5 for detailed questions.

Summary

This concludes chapter 3, which provided a walkthrough of the methodology of this thesis. Secondary analysis of existing data was the selected research design. The data was provided by the Danish MOD and was collected through questionnaires in 2015. Responses used in this research was given by 315 captains and 120 first lieutenants. Comparing the analysis of the data with the literature on retention, TFL, and SDT provided answers to the two secondary and his primary research question: "How can senior officers improve or create conditions to retain the required number of junior officers in the Danish Army?" To answer the secondary question "What effect does motivation and leadership have on junior officers' turnover intentions in the Danish Army?" The researcher conducted a correlation analysis using Spearman's rho

assessment. This type of analysis was selected to determine how strong job satisfaction, SDT variables, and TFL variables could predict junior officers' intentions to stay and. To conduct this analysis, survey items were used to create new SDT and TFL variables. Cronbach's alpha was used to analyze the variables' internal correlation. In order to determine how well senior officers' leadership competencies address these retention factors the respondents' answers were grouped into positive and negative answers. A large percentage of positive answers would indicate that the senior officers addressed the area well will a large percentage of answers would indicate the opposite.

CHAPTER 4

ANALYSIS

Introduction

The purpose of this research is to provide recommendations to senior leaders to increase options to motivate and retain junior officers positioned as platoon commanders, company commanders, staff officers, or other positions. By connecting answers from questionnaires to well-known theories on motivation and leadership, it is researched what conditions senior officers can improve or create to retain junior officers in the Danish Army.

Retention, SDT, and TFL were described in the literature review in chapter 2 and provide the analytical framework for examining the existing data to meet the purpose.

Part one of chapter 4 contains the results of the correlation analysis. Each variable was analyzed separately to answer the secondary research question: “What effect does motivation and leadership have on junior officers’ retention in the Danish Army?”

Part two of chapter 4 contains an analysis of the percentage of positive and negative responses within each variable, which were used to answer the secondary research question: “How well do senior officers’ leadership competencies address these retention factors?”

In part three of chapter 4, results of the two secondary research questions were compared in order to determine which variables senior officers need to prioritize to achieve an effect on junior officers’ retention. Subsequently, it was analyzed how job satisfaction and motivation can be improved with TFL behaviors in order to increase intentions to stay. This analysis provided answers to the primary research question: “How

can senior officers improve conditions to retain the required number of junior officers in the Danish Army?” Results of the analysis will contribute to development of recommendations to senior officers in the Danish Army.

Analysis of Motivation and Leadership’s Effect on Junior Officers’ Retention in the Danish Army

The intent in this section is to present the result of the correlation analysis and an explanation of whether factors from SDT and TFL are primary or secondary predictors of intentions to stay in the Danish Army in order to answer the question “What effect does motivation and leadership have on junior officers’ retention in the Danish Army?”

Correlation between job satisfaction and a soldier’s intentions to stay in the service is described below. Then the correlations with the SDT factors competence, relatedness, and controlled motivation are analyzed. This is followed by a description of the effect that autonomy and autonomous motivation theoretically have on job satisfaction and turnover intentions. Subsequently, the TFL behaviors individualized consideration and charismatic-inspirational correlation are described to expand on the correlations with intentions to stay as well as job satisfaction followed by the theoretic impact of intellectual stimulation. Determining the strength of the correlations between the factors of SDT, TFL behaviors, and job satisfaction will provide information to develop recommendations for senior officers to increase the junior officers’ intentions to stay. Figure 6 contains the correlation analysis results.

Correlation Matrix

Spearman Correlations		Intentions to Stay	Job Satisfaction
Intentions to Stay	Spearman's rho	—	
	p-value	—	
Job Satisfaction	Spearman's rho	0.589	—
	p-value	< .001	—
Competence	Spearman's rho	0.380	0.453
	p-value	< .001	< .001
Reladetness	Spearman's rho	0.136	0.316
	p-value	0.002	< .001
Controlled Motivation	Spearman's rho	0.268	0.283
	p-value	< .001	< .001
Individualized Consideration	Spearman's rho	0.121	0.300
	p-value	0.006	< .001
Charismatic-inspirational Leadership	Spearman's rho	0.198	0.372
	p-value	< .001	< .001

Note. all tests one-tailed, for positive correlation

Figure 6. Correlation Overview

Source: Figure created by author using JASP, 2018, based on data from Epinion, *Existing Data, Junior Officers Questionnaire, Danish Ministry of Defence* (Copenhagen: Danish Ministry of Defence, 2015).

Job Satisfaction

According to civilian research (O'Driscoll and Beehr 1994) and research in the New Zealand army (Capon, Chernyshenko, and Stark 2007) job satisfaction was a primary predictor of turnover intentions.

Results of this survey indicate a strong positive correlation (0.59) between junior officer's job satisfaction and intentions to stay. This result reveals that if job satisfaction is increased, a junior officer's intention to stay in the service should increase. This indicates that senior officers may increase retention of junior officers by increasing job satisfaction of junior officers.

Competence

The direct correlation between competence and intentions to stay was moderate (0.38). Competence also had a moderate correlation (0.453) with job satisfaction making it both a direct and indirect predictor of intentions to stay. The correlation with job satisfaction supports findings by Gagné and Deci (2005) that creating an environment where the employee feels competent will lead to a more intrinsic motivation which leads to a higher job satisfaction. The more intrinsic motivation is, the more autonomous it becomes, which according to research also improves organizational commitment (Gagné et al. 2010; Fernet et al. 2015). According to retention research organizational commitment is also a predictor of turnover intentions (Griffeth, Hom, and Gaertner 2000). As a moderate primary predictor of intentions to stay, and a moderate secondary predictor through job satisfaction, senior officers should focus on promoting junior officers' feeling of competence in their job to increase retention.

Relatedness

Relatedness had a weak correlation (0.14) with intentions to stay and a moderate correlation with job satisfaction (0.32). The correlations indicate that relatedness positively influences the junior officers' job satisfaction and intentions to stay though the influence on intentions to stay is only to a low degree. The influence on job satisfaction corresponds well with research, done by Deci and Ryan (2008) which indicates that feeling related to a group will improve chances of internalizing or integrating its values. This leads to a more intrinsic and autonomous motivation, which should improve job satisfaction (Gagné and Deci 2005). This indicates that senior officers can improve

retention indirectly by improving junior officers' feeling of relatedness and thereby increasing their job satisfaction.

Autonomy

Autonomy is the employee's feeling that he can make his own choices and is responsible for his own actions instead of being pushed into something (Baard, Deci, and Ryan 2004; Andreassen, Hetland, and Pallesen 2010; Deci and Ryan 2000). It was not possible to conduct correlation with autonomy because no items in the existing data supported autonomy. Due to this, the author could not conclude whether or not autonomy has an impact on junior officers' intentions to stay. Research done by Deci and Ryan (2000) indicates that feeling autonomous in your work can lead to improved self-determination but if the leader neglects autonomy it can lead to a decrease in job satisfaction. As with the other psychological needs, the leader can increase job satisfaction, and thereby retention, by increasing employees' by promoting them because it leads to a more autonomous motivation (Gagné and Deci 2005).

Controlled Motivation

In this analysis, the variable controlled motivation included items related to salary. Results from the survey indicate that controlled motivation has a weak correlation with intentions to stay (0.27) and a weak correlation with job satisfaction (0.28). This indicates that controlled motivation only has low direct and indirect influence on junior officers' intentions to stay. This result differs from the report from HOD (Epinion 2015c) where results indicated that salary was the factor that had the highest influence on officers'

retention. However, that report concerned officers of all ranks and within all the departments under the Danish MOD.

SDT research has found that controlled motivation and job satisfaction are unrelated (Gagné et al. 2010; Fernet et al. 2015). However, according to other research, if employees are too worried about extrinsic factors such as salary, they will be less receptive to the leader and it will be more difficult for the leader to improve job satisfaction (Deci, Connell, and Ryan 1989).

The results of this analysis indicate that salary may not have the same influence on junior officers' retention as it has for the entire officer group. Based on the correlation results senior officers should be able to increase retention through controlled motivation to a low extent.

Autonomous Motivation

In SDT, autonomous motivation is probably the most important link to increased job satisfaction and increased motivation. In this thesis however, there were not sufficient items in the existing data to conduct a correlation between autonomous motivation and junior officers' job satisfaction and intentions to stay. Autonomous motivation is important because as it increases, the more the employee can identify with the values and goals in his workplace and feel that they correspond with his own values and goals. Fully autonomous motivation is intrinsic motivation where you act because you find the task interesting in itself (Gagné et al. 2010; Ryan and Deci 2000). While it was not possible to conduct a direct correlation with autonomous motivation, correlations with competence and relatedness should indicate how important autonomous motivation is to junior officers' job satisfaction and intentions to stay. Promotion of these two basic

psychological needs, competence and relatedness, as well as autonomy, increases identification with the group and group goals which improves internalization or integration of group values (Deci and Ryan 2008a). There was a moderate correlation between competence and intentions to stay and a moderate correlation between job satisfaction and both competence and relatedness. This indicates that autonomous motivation does have an impact on junior officers' intentions to stay and job satisfaction but it does not provide any final answers, as it could not be tested.

Individualized Consideration

Results from the survey show a weak correlation between individualized consideration and intentions to stay (0.12) and a moderate correlation with job satisfaction (0.30). This indicates that individualized consideration has a low direct impact on junior officers' intentions to stay but it does have a moderate indirect impact through job satisfaction. The correlation with job satisfaction can be explained by other research indicating TFL can improve autonomous work motivation (Wang and Gagné 2013) and improve the employees' feeling of autonomy, relatedness and competence (Kovjanic et al. 2012; Kovjanic, Schuh, and Jonas 2013; Hetland et al. 2011), which leads to increased job satisfaction. Based on this, senior officers should be able to increase intentions to stay through job satisfaction if they use the leadership behavior individualized consideration.

Research indicates that TFL can improve autonomous work motivation (Wang and Gagné 2013) and improve the employees' feeling of autonomy, relatedness, and competence (Kovjanic et al. 2012; Kovjanic, Schuh, and Jonas 2013; Hetland et al. 2011), which leads to increased job satisfaction.

Charismatic-Inspirational Leadership

There is a weak correlation between charismatic-inspirational leadership and intentions to stay (0.2) and a moderate correlation with job satisfaction (0.37). This indicates that the use of charismatic inspirational leadership can increase junior officers' intentions to stay indirectly because it increases job satisfaction. This can also be explained by Wang's and Gagné's (2013) research that indicates that TFL can improve autonomous work motivation and research by H. Hetland, J. Hetland, Schou, Andreassen, Pallesen, and Notelaers (2011) indicating that TFL promotes the basic psychological needs, both leading to increased job satisfaction. Based on these results, senior officers who use a charismatic-inspirational behavior can improve job satisfaction and intentions to stay.

Intellectual Stimulation

Intellectual stimulation is another TFL behavior that should improve autonomous work motivation (Wang and Gagné 2013) and stimulate basic psychological needs (Hetland et al. 2011; Kovjanic, Schuh, and Jonas 2013) and thereby improve job satisfaction. Intellectual stimulating leaders do this through shared problem solving and by empowering the good ideas and solutions others create (Judge and Piccolo 2004; Bass and Riggio 2006; Bass 1990, 1997).

The existing data did not include sufficient survey items to analyze correlations between inspirational stimulation, intentions to stay, and job satisfaction.

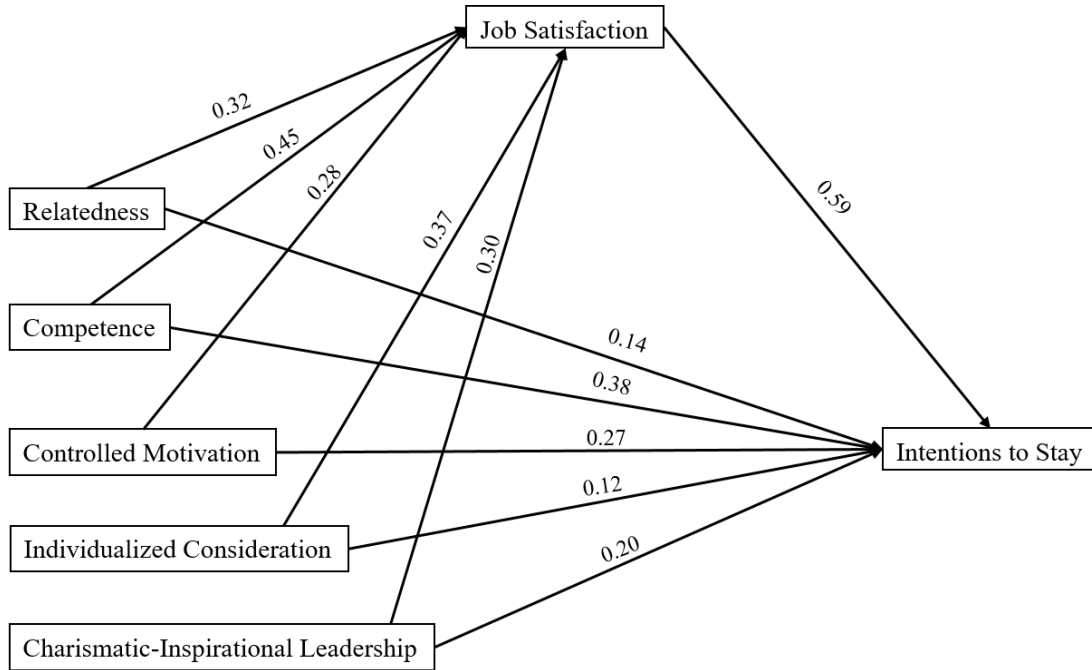


Figure 7. Primary and Secondary Predictors of Intentions to Stay

Source: Figure created by author using JASP, 2018, based on data from Epinion, *Existing Data, Junior Officers Questionnaire, Danish Ministry of Defence* (Copenhagen: Danish Ministry of Defence, 2015).

Summary

This concludes the analysis of the correlations between intentions to stay, job satisfaction and the SDT and TFL variables. Figure 7 shows a path diagram that illustrates the correlation strengths. Results of the survey analysis indicate that the strongest predictor of intentions to stay is job satisfaction, which means that an increased job satisfaction may result in increased intentions to stay in service. It corresponds well with other research on retention that job satisfaction is a strong predictor of turnover intentions (O’Driscoll and Beehr 1994; Capon, Chernyshenko, and Stark 2007).

Competence, a basic psychological need, was a moderate predictor of intentions to stay which indicates that junior officers' feeling of competence may be important for their retention. Relatedness, controlled motivation, charismatic-inspirational leadership, and individualized consideration were all weak predictors of intentions to stay indicating that they have a low direct influence.

Results from this analysis indicated that competence, relatedness, charismatic-inspirational leadership, and individualized consideration all have an influence on job satisfaction. Controlled motivation had a low influence. The positive correlation between job satisfaction and the basic psychological needs (Gagné and Deci 2005) as well as TFL behaviors (Hetland et al. 2011; Kovjanic, Schuh, and Jonas 2013) is also supported by other research. Controlled motivation was unrelated to job satisfaction in other research (Gagné et al. 2010; Fernet et al. 2015). Autonomy, autonomous motivation, and intellectual stimulation could not be analyzed because the existing data did not have sufficient survey items with which to conduct the correlation analysis.

The analysis in this section indicates that the motivational factors relatedness, competence, and controlled motivation all affect junior officers' retention in the Danish Army with competence as the most important factor and controlled motivation as the least significant. The TFL behaviors charismatic-inspirational leadership and individualized consideration also affect junior officers' retention in the Danish Army primarily as a secondary predictor through job satisfaction. Therefore the answer to the secondary research question is that all analyzed SDT and TFL variables have an effect on junior officers' retention in the Danish Army. While all areas have an influence, the correlation coefficients indicate that the primary focus for senior officers should be to

increase the overall job satisfaction and to increase the junior officers' feeling of competence.

Analysis of How Well Senior Officers' Leadership Behaviors Address the Retention Factors

In this section, the purpose is to answer the secondary research question: "How well do senior officers' leadership competencies address these retention factors?" The researcher did this by analyzing the percentage of positive and negative responses from junior officers within the SDT factors competence, relatedness, and controlled motivation and the TFL behaviors individualized consideration and charismatic-inspirational leadership. Autonomy, autonomous motivation and intellectual stimulation could not be measured because there were insufficient survey items. A high percentage of positive answers and low percentage of negative answers indicates that senior officers address the specific variable well. A low percentage of positive answers and a high percentage of negative answers indicate that the variable is not addressed well enough.

First, overall job satisfaction was presented, then the SDT variables, and finally TFL variables. An overview of the percentages' of positive, negative, neither, and do not know responses is illustrated in figure 8.

Job Satisfaction

Of the responding junior officers in the Danish Army, 60 percent had a positive response indicating they were satisfied with their job. This is slightly lower than the number for all officers within the Danish MOD which was 66 percent (Epinion 2015c). Negative responses made up 22 percent indicating that these junior officers were dissatisfied. For all officers within the Danish MOD 15 percent were dissatisfied

(Epinion 2015c). The percentage of positive responses indicates that many junior officers were satisfied which should have a positive effect on their intentions to stay. However, the percentage of dissatisfied officers indicate that there is a significant potential for improvement where senior officers, by focusing on job satisfaction, can increase retention.

Self-Determination Theory Variables

Junior officers in the Danish Army with a positive response in the competence variable made up 51 percent while the percentage negative responses amounted to 14 percent. Concerning relatedness, 73 percent had a positive response and 10 percent had a negative response. This indicates that half of the junior officers in the Danish Army feels that there is focus on competence and a majority feels there is focus on relatedness. This indicates that their senior officers address these variables well. However, there is also a potential for improvement especially in focusing on competence. Addressing this can lead to an increase in job satisfaction and retention.

Only 10 percent of junior officers responded positively in the controlled motivation variable, which consisted of survey items that concerned salary. Negative responses amounted to 51 percent. This indicates there is substantial potential for improvement within this area to increase junior officers' job satisfaction and intentions to stay.

Transformational Leadership Variables

Junior officers who had a positive response to the individualized consideration variable amounted to 46 percent while 24 percent had a negative response. Junior officers

with had a positive response in the charismatic- inspirational leadership variable amounted to 60 percent while 13 percent had a negative response. Even though many junior officers were satisfied with the applied leadership, the results indicate that many senior officers do not use individualized consideration well enough. Senior officers make better use of charismatic-inspirational leadership though there is still a potential for improvement.

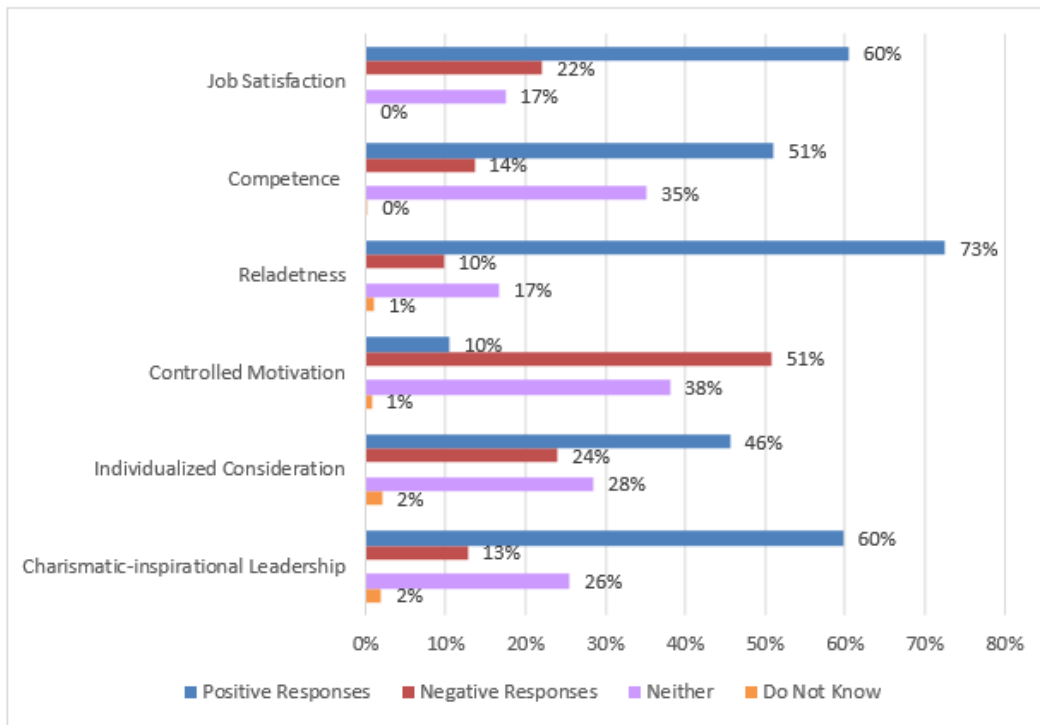


Figure 8. Distribution of Junior Officers' Responses

Source: Figure created by author based on data from Epinion, *Existing Data, Junior Officers Questionnaire, Danish Ministry of Defence* (Copenhagen: Danish Ministry of Defence, 2015).

Summary

There were 60 percent of junior officers who were satisfied with their job. However, there is also 22 percent that were dissatisfied, which indicates that there is room for improvement. Respondents were most positive towards the focus on relatedness and the leaders' charismatic- inspirational leadership indicating that many senior officers address these variables well. The level is lower for competence and individualized consideration and very low for controlled motivation indicating that senior officers do not address these variables well enough. Negative responses from junior officers are highest within individualized consideration and especially controlled motivation, which indicate that senior officers can address these areas better.

In conclusion, for senior officers to improve junior officers' retention and job satisfaction the Danish Army should increase leader focus in certain factors. To improve the overall job satisfaction of junior officers senior officers should improve leadership in individualized consideration, junior officers' feeling of competence, and most importantly, controlled motivation.

Analysis of How Senior Officers Can Improve Conditions to Retain the Required Number of Junior Officers in the Danish Army

The purpose of this section is to answer the primary research question: "How can senior officers improve conditions to retain the required number of junior officers in the Danish Army?" The author does this by initially comparing and analyzing the results of the two secondary questions. The results of the analysis indicate which factors influence retention directly or indirectly and how well senior officers address each factor. Comparing and analyzing the answers indications of which areas senior officers need to

prioritize to retain the junior officers begin to appear. Once the improvement areas are identified further analysis is required to determine actions the leader can take to apply TFL to promote SDT factors and thereby improve job satisfaction.

What Should Senior Officers Prioritize?

According to the results of the correlation analysis, the best primary predictors of intention to stay were job satisfaction, a strong predictor, and competence, a moderate predictor. All other variables had weak correlation to intentions to stay. All other variables only had a weak correlation with intentions to stay. Furthermore, 22 percent of the junior officers were dissatisfied with their job, which also indicates there is potential for improvement. Compared to job satisfaction, only 14 percent had a negative response in the variable competence but at the same time, only 51 percent had a positive response. Based on these factors the senior officers' first priority should be to increase overall job satisfaction and second priority should be to increase the junior officers' feeling of competence, as these are the only primary predictors of intentions to stay in service.

Competence and relatedness were both moderate predictors of job satisfaction, which indicates they are equally important if the senior officer wants to increase job satisfaction levels. Competence had 51 percent positive responses and 14 percent negative responses while relatedness had the highest percentage of positive responses overall (73 percent) and only 10 percent negative responses. Controlled motivation, which includes two survey items on salary, was a weak predictor, but it was the variable with the lowest percentage of positive responses (10 percent) and the highest percentage of negative responses (51 percent). Based on this comparison, competence should be senior officer's first priority within the SDT variables if he intends to improve job

satisfaction and relatedness should be senior officers' second priority. Even though controlled motivation was the area that senior officers addressed worst, it is only the third priority because it had a weak correlation with job satisfaction.

Results indicated a moderate correlation between job satisfaction and the two TFL behaviors individualized consideration and charismatic-inspirational leadership. This indicates they have an equal influence on job satisfaction. Based on this, senior officers' should first prioritize, to increase individualized consideration which had 46 percent respond positively and 24 percent negatively. Secondly, the focus should be on charismatic-inspirational leadership where 60 percent of the junior officers responded positively and 13 percent negatively.

The variables are prioritized based on the correlation with intentions to stay and job satisfaction, and on the percentage of positive and negative responses. Therefore, these responses should indicate which variables senior officers need to prioritize to increase retention. However, it is important that the senior officers maintain focus in the areas where many junior officers replied positively. Increasing junior officers' feeling of competence does not improve job satisfaction if it means that the feeling of relatedness is neglected and vice versa.

How Can Senior Officers Improve Conditions?

Job satisfaction is the strongest primary predictor of intentions to stay and senior officers should focus on increasing junior officers' job satisfaction in order to retain them. According to the results from the correlation analysis, senior officers can increase job satisfaction by promoting the SDT variables and by using the TFL behaviors. It is described how senior officers may do this in the following section.

Competence can increase intentions to stay in the service directly and indirectly by increasing job satisfaction according to the results of the correlation analysis. To increase the junior officers' feeling of competence, senior officers need to provide them with challenging tasks while ensuring the tasks are within the capabilities of the junior officers. Junior leaders need to feel they can apply their skills to be effective in their job while still learning new skills and having freedom to test new working methods in order to improve themselves. In other words, senior officers need to improve the professional development of the junior officers. This is in accordance with the intentions of the Danish Defence HR strategy where it was stated the leader plays a key role in providing his employees good guidance based on the "the individual employee's professional standards, skills, competencies and ambitions"(Danish Defence Command 2013a, 2).

Relatedness is another basic psychological need that affects job satisfaction. To improve relatedness the senior officer needs to increase their personal commitment to the individual employee and increase overall cohesion of the group. He needs to build a climate of trust among junior officers and other employees as well as an overall trust in the leadership. A successful leader must build a climate where positive relationships can thrive and each individual in the group feels he has an important role.

Autonomy is the third basic psychological need. Its correlation with intentions to stay and job satisfaction could not be analyzed in this thesis. In theory, senior officers can increase job satisfaction by increasing autonomy(Ryan and Deci 2000). To achieve this, senior officers should strive to increase junior officers' feeling of self-determination. A feeling that they can influence their tasks, take responsibility in their job, and not always be told exactly what to do.

Promoting the basic psychological needs should, in theory, lead to more autonomous motivation and thereby increased job satisfaction because it improves identification with the group and group goals while improving the internalization or integration of group values (Deci and Ryan 2008a). This conclusion is only based on other research because the correlation between job satisfaction and autonomous motivation could not be analyzed in this thesis.

The survey items in controlled motivation were focused on salary and retirement benefits. It had a weak correlation with job satisfaction and only 10 percent positive responses and the highest percentage of negative responses (51 percent). This indicates that junior officers were so dissatisfied with their salary that it negatively affects their job satisfaction. The obvious solution would be to increase the salary of junior officers. Senior officers have no influence on junior officers' basic salary and retirement benefits. Benefits of this type are determined and established by Moderniseringsstyrelsen (Danish Ministry of Defence 2018b), which is an agency in the Danish Ministry of Finance. Because senior officers lack ability to influence salary and benefits, they must focus elsewhere to increase retention of junior officers.

Individualized consideration can be used by senior officers to improve junior officers feeling of competence and relatedness. However, it is a balance where the leader risks limiting the employees' autonomy if he interferes too much and misinterprets the individual's needs. With individualized consideration, the senior officer needs to focus on the individual junior officer's needs for structure, guidance, and development. The leader coaches and mentors the individual and shows concern for the subordinate's professional development. It is important that the senior officer knows the individual's preferences

and skills in order to find the correct balance. If the leader applies too much structure and too detailed guidance compared to the employee's needs, the employee will not be challenged enough and will lose the feeling of competence. Furthermore, the junior officer will feel that the leader takes away his autonomy. If the senior officer does not provide sufficient structure and guidance, it can affect the individual's feeling of competence negatively because the junior officer might become insecure and doubt that he has the skills needed to complete the tasks. Used correctly, the senior officer balances the tasks to challenge the junior officer just enough for him to develop but still makes certain that the junior leader does not fail and become disillusioned. Through this, senior officers can aid the junior officer in his professional development and promote the feeling of competence.

In addition to competence, another benefit to individualized consideration is the fact that the employee feels that his leader cares for him and his development. This helps build relatedness to the leader and increases the commitment to the leader and potentially the organization. Furthermore, it can help build trust and shared understanding through the continuous interactions between the senior officer and the junior officer. The promotion of competence and relatedness makes individualized consideration an important behavior for the senior officer in order to create conditions that improve retention of junior officers.

Charismatic-inspirational leadership behavior can be applied by senior officers to increase junior officers' job satisfaction. It is key in charismatic-inspirational leadership to build mutual trust and shared understanding. In addition, the leader needs to be perceived as a role model. Shared understanding can be achieved by providing a vision

and a purpose, which senior officers can use to guide their organization including the junior officers. If senior officers lead through a vision and purpose instead of detailed directions, junior officers develop or assume more responsibility and self-determination and thereby more autonomy. Senior officers must communicate clearly through the things they do and say in order to effectively lead through vision and purpose. Senior officers' communication needs to be consistent with their actions. If junior officers perceive senior officers verbal guidance is not aligned with their actions or feedback, junior officers will lose trust, which will affect the shared understanding. In addition, there needs to be coherence between what the immediate leader communicates and what higher headquarters communicates. Coherence in this manner builds trust and achieves shared understanding in the organization. If higher headquarters and the direct leader provide opposing directions, junior officers will start to lose trust in the leaders, and the organization and they will not know which direction to follow. This can affect the relatedness with the leader and potentially the commitment to the organization as well as their possibility to take responsibility. If used correctly charismatic- inspirational leadership aligns the organization and its employees, so everyone works towards the same purpose and everyone feels committed to the organization. In addition, this can improve internalization and integration of the organization's values and goals leading to more autonomous motivation. Furthermore, it is easier for junior officers to feel competent in an organization where they understand the purpose of the tasks they perform. A clear purpose guides them through their tasks and as long as they still have freedom in the completion of their tasks, they feel challenged. These factors make

charismatic-inspirational leadership a beneficial behavior that can help senior officers increase retention of junior officers in the Danish Army.

Even though intellectual stimulation behavior could not be analyzed in this thesis, it can, according to theory, be applied to increase the junior officer's feeling of competence. If senior officers use intellectual stimulation, they promote shared problem solving and empower the good ideas and solutions others create. When the leader empowers his employees' ideas and solutions, they are recognized for their skill which makes them feel more competent. Furthermore, shared problem solving is a way to broaden the perspectives of junior officers, which can improve their skills and routines and develop them professionally. Through shared problem solving the junior officer can become more related to the group as well as the leader improving the overall perception of relatedness. There is also potential that the employee will feel more related to the senior officer when he recognizes and promotes his good ideas. Finally, shared problem solving can improve the junior officers' feeling of autonomy because they are included in the decisions instead of being dictated what to do. As described, intellectual stimulation could not be analyzed in this thesis, but in theory, there is a potential for increasing the feeling of competence, relatedness, and autonomy through intellectual stimulation.

Summary

In this chapter, the existing data was analyzed with the purpose to answer the two secondary research question and the primary research question. Based on the results of the correlation analysis, the researcher analyzed the impact of motivational and leadership variables on junior officers' intentions to stay. While overall job satisfaction, as expected based on other research, was the strongest predictor of intentions to stay,

competence also showed to have a moderate influence. The other motivational variables all had a weak correlation with intentions to stay but a moderate correlation with job satisfaction except for controlled motivation with a weak correlation. Results indicated that all the analyzed variables had an influence on intentions to stay either directly or indirectly through job satisfaction.

By analyzing the percentages of positive and negative answers for each variable, it was indicated that senior officers should initially focus on controlled motivation. Second, they should focus on competence and the leadership behavior individualized consideration. Third, they should focus on relatedness and charismatic-inspirational leadership behavior.

Comparing and analyzing the results of the correlation analysis and the analysis of the positive and negative answers the researcher prioritized the variables. Overall, the first priority should be to increase job satisfaction. Concerning SDT variables senior officers' first priority should be competence, second priority relatedness and third priority was controlled motivation. Individualized consideration was the highest prioritized TFL behavior and charismatic-inspirational leadership was second priority.

Finally, the researcher described how senior officers could use individualized consideration and charismatic-inspirational leadership to promote the basic psychological needs and thereby improve job satisfaction and ultimately retention.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this research is to provide recommendations to senior leaders to increase options to motivate and retain junior officers positioned as platoon commanders, company commanders, staff officers, or other positions. By connecting answers from questionnaires to well-known theories on motivation and leadership, it is researched what conditions senior officers can improve or create to retain junior officers in the Danish Army.

In the literature review in chapter 2, the researcher described other research on retention both civilian, in the Danish military as well as in other militaries in order to provide a framework for the research. Furthermore, the researcher used SDT and TFL as the theoretical framework on motivation and leadership respectively. Both theories have been linked to job satisfaction and organizational commitment by other researchers and provided a good basis for the research in this thesis. The theories could then be utilized to analyze the existing data provided by the Danish MOD obtained through questionnaires answered in 2015.

Based on the methodology described in chapter 3 research was conducted in three steps which, along with the analysis, is described in chapter 4. Developing a response to the primary research question, “What effect does motivation and leadership have on junior officers’ retention in the Danish Army?”, was done by conducting a correlation analysis to uncover how well SDT and TFL variables could predict intentions to stay and

job satisfaction. This analysis indicated which motivational variables and leadership behaviors might influence intentions to stay in the service.

The secondary research question: “How well do senior officers’ leadership competencies address these retention factors?” was answered through analyzing the percentage of junior officers that had positive and negative responses respectively in relation to each SDT and TFL variable. Through this analysis, areas where senior officers could improve their efforts and in which they were already doing well were revealed. Finally, it was possible to answer the primary research question: “How can senior officers improve conditions to retain the required number of junior officers in the Danish Army?” Initially, the answers to the two secondary research questions were compared in order to prioritize areas of focus for senior officers. Analysis of how TFL behaviors could be used to promote the basic psychological needs and improve job satisfaction and thereby increase retention. The answers to the two secondary questions and the primary research question led to the following conclusions and recommendations.

Conclusions

Through the analysis of the large sample of junior officers in the existing data, the researcher was able to make some significant findings concerning predictors for intentions to stay and how well senior officers address these areas.

First, in alignment with other research, job satisfaction was found to have a strong correlation with intentions to stay. At all times leaders and the Danish Army should, in general, focus on increasing junior officers’ job satisfaction to increase retention. Both the motivational variables from SDT and TFL behaviors had an impact on intentions to stay and job satisfaction. This was most significant for the basic psychological need

competence. According to this analysis, senior officers need to dedicate time and resources to junior officers' professional development to retain them in service. Senior officers need to challenge them and make sure they have the skills needed to complete their tasks while allowing a chance to improve and develop new skills, which will increase their feeling of good performance. Junior officers had a low percentage of positive answers to the competence variable. This is an indication that senior officers' can improve their focus on the basic psychological need of competence.

Relatedness, another motivational variable, also had an impact on intentions to stay especially as a secondary factor because of its effect on job satisfaction. The number of positive responses concerning relatedness was high compared to competence, indicating senior officers do a good job creating a feeling of relatedness. To retain this feeling, senior officers have to continuously build and maintain a climate where employees trust each other, and junior officers feel they have a role to play in the group. They have to make sure that the climate promotes cohesion and positive relationships among employees as well as with the leader in order for the employees and junior officers to feel related.

The analysis of the existing data also indicated that controlled motivation, specifically salary, had an impact on retention and that there was significant dissatisfaction in this area. However, increasing employees' salary is not within the senior officers' sphere of influence. These findings confirmed that the motivational SDT variables have an influence on intentions to stay and that senior officers should focus on them to retain a higher number of junior officers in the Danish Army.

In addition to the motivational factors, senior officers' leadership behavior also has an impact on intentions to stay especially through positive influence on job satisfaction. Individualized consideration can be utilized by senior officers to increase junior officers' feeling of relatedness and competence. By focusing on the individual's skills, potential, and preferences the senior officer can apply the appropriate level of guidance, structure, and challenge. The leader can tailor his behavior so the junior officer feels that his specific needs and professional development are addressed. Doing this, the leader makes sure that the junior officer feels competent and at the same time, he builds relatedness with him. In addition, the junior officer will feel that he has an important role in the organization.

Through charismatic-inspirational leadership, senior officers can increase junior officer's job satisfaction, relatedness, and organizational commitment and thereby their retention. To achieve this, senior officers need to build trust and have a clear vision and purpose for the organization. He needs to be a role model that junior officers can identify with. It is important that senior officers communicate clearly to achieve a shared understanding in the organization. A clearly communicated vision and purpose increase junior officers' ability to feel competent in their job because they know what they need to achieve as long as they still have wide boundaries to achieve the tasks. Furthermore, increased trust in the leader increases the relatedness with him. Finally, charismatic-inspirational leadership can improve internalization and integration of the organization's values and goals so they align with the junior officer's increasing his organizational commitment.

According to other research, the motivational variables autonomy and autonomous motivation both have an impact on intentions to stay and job satisfaction. The same is true for the leadership behavior intellectual stimulation. However, these could not be analyzed with the available data and could be a topic for future research.

In conclusion, the analysis of the existing data provided new insights on retention of junior officers in the Danish army from a perspective of motivation and leadership. It shows how senior officers can promote junior officers' basic psychological needs by applying TFL and increase intentions to stay directly and indirectly by increasing job satisfaction. While motivation and leadership are not the only factors important for retention of junior officers the results of this research shows that they are important factors that can be exploited by senior officers.

Recommendations

Recommendations for senior officer leadership resulting from this research are based on the analysis in chapter 4. These recommendations are focused on the senior officer's leadership behavior, which can result in improved retention of junior officers. Senior officers should focus on the following leadership behaviors when dealing with junior officers in the following areas:

Individualized Consideration:

1. Focus on the individual junior officer's skill, preferences and ambitions to apply the right balance between structure and freedom for the junior officer to feel challenged but not overwhelmed.
2. Guide junior officers to develop professionally and improve feelings of competence and value to the organization.

Charismatic Inspirational Leadership:

1. Lead through a clearly communicated vision and purpose and make sure verbal communication and actions are aligned.
2. Be a role model to achieve respect and build trust with junior officers. Promote a climate where it is possible to build positive relationships between employees and the leader.

If the senior officers manage to use these leadership behaviors and follow the recommendations, they may improve job satisfaction and ultimately create the conditions needed to retain more junior officers in the Danish Army.

Perspectives and Future Research

In this thesis, it was not possible to address all areas affecting retention of junior officers. This research required deliberate delimitations to focus the study and had some limitations that influenced the research.

A weakness in the thesis was the fact that the questionnaires used to collect the existing data were not developed specifically for this purpose. The survey conducted by the Danish MOD focused on retention, motivation, and job satisfaction, as this thesis, but the questions were not developed specifically for SDT and TFL. This is not an uncommon issue with the use of existing data. A potential solution was to use a motivation survey such as the Motivation at Work Scale, also called MAWS, instead of the existing data. This scale was developed and improved through research in order to measure the aspects of SDT (Gagné et al. 2010). Furthermore, it would add to the research to use the Multifactor Leadership Questionnaire (MLQ-Form 5X) which is commonly used to measure TFL (Bono and Judge 2003). These two questionnaires were

developed to achieve the most precise measures of SDT and TFL. If the researcher could have conducted his own surveys with these questionnaires, he might have been able to address all aspects of SDT and TFL. That was not possible because of time, distance and access to Danish Army personnel.

Based on the described weaknesses in the available data there is a gap for future research to address. Do autonomy and autonomous motivation have the same impact on junior officers' intentions to stay and job satisfaction as researchers have found for other employee groups and does intellectual stimulation have the same influence as charismatic-inspirational leadership and individualized consideration? These areas could not be addressed in this thesis but would be interesting for future research.

It would also be interesting to address other factors influencing junior officers' retention in future research. One area could be the effect of all the organizational changes caused by the new defense agreement in 2013 and the uncertainty it might have caused. Another area that might have had an effect were the changes in the structural education of first lieutenants and captains. In addition, the exit interviews conducted by HOD (2014) indicated that geographical stability had a large impact on turnover, which could be another topic for future research. While this paper added to research on retention, SDT, and TFL and provided recommendations to senior officers to increase retention of junior officers there are still many aspects that would be interesting research.

APPENDIX A

SURVEY ITEMS INCLUDED IN VARIABLES

This appendix depicts the survey items included in the SDT and TFL variables as well as their internal correlation.

COMPETENCE

Scale Reliability Statistics

Cronbach's α	
scale	0.761

Note. Of the observations, 435 were used, 0 were excluded listwise, and 435 were provided.

Item Statistics

Item Reliability Statistics

	If item dropped Cronbach's α
How satisfied or dissatisfied are you with your professional development overall?	0.671
To what extent has the education and competence development you have received as part of your job, prepared you to solve your tasks?	0.729
To what extent does the education and competence development you have received as part of your job give you good options in your future career?	0.690
To what extent do you have the possibility to learn new things through your job?	0.723
To what extent do you and your colleagues have the right skill set to solve the tasks in your unit?	0.757

Figure 9. Competence

Source: Figure created by author using JASP, 2018, based on data from Epinion, *Existing Data, Junior Officers Questionnaire, Danish Ministry of Defence* (Copenhagen: Danish Ministry of Defence, 2015).

RELATEDNESS

Scale Reliability Statistics ▼

Cronbach's α	
scale	0.751

Note. Of the observations, 435 were used, 0 were excluded listwise, and 435 were provided.

Item Statistics

Item Reliability Statistics

	If item dropped Cronbach's α
How often do you receive the help and support you need from your immediate leader?	0.639
How often does your immediate leader give you the necessary criticism and credit for your work?	0.653
How satisfied or dissatisfied are you with your relationship with your colleagues overall?	0.765
How often do you and your colleagues help each other in achieving the best result possible?	0.762
How often does your immediate leader take his time to engage in your professional development?	0.655

Figure 10. Relatedness

Source: Figure created by author using JASP, 2018, based on data from Epinion, *Existing Data, Junior Officers Questionnaire, Danish Ministry of Defence* (Copenhagen: Danish Ministry of Defence, 2015).

CONTROLLED MOTIVATION

Scale Reliability Statistics ▼

Cronbach's α	
scale	0.860

Note. Of the observations, 435 were used, 0 were excluded listwise, and 435 were provided.

Item Statistics

Item Reliability Statistics

	If item dropped Cronbach's α
To what extent is your total salary including retirement benefits satisfactory compared to where you could and would like to work?	0.756
To what extent do you believe your total salary including retirement benefits is satisfactory compared to your qualifications and performance?	0.756

Figure 11. Controlled Motivation

Source: Figure created by author using JASP, 2018, based on data from Epinion, *Existing Data, Junior Officers Questionnaire, Danish Ministry of Defence* (Copenhagen: Danish Ministry of Defence, 2015).

CHARISMATIC-INSPIRATIONAL LEADERSHIP

Scale Reliability Statistics

Cronbach's α	
scale	0.710

Note. Of the observations, 435 were used, 0 were excluded listwise, and 435 were provided.

Item Statistics

Item Reliability Statistics

	If item dropped Cronbach's α
To what extent do you think there is a correlation between what your immediate leader and the leaders of higher HQ does?	0.648
To what extent do you understand the purpose of the tasks you complete?	0.697
How often is it clearly defined what your tasks are?	0.682
To what extent does your immediate leader have good skills in comparison to your tasks?	0.656
To what extent does your immediate leader help create conditions that promote good and efficient problem solving?	0.636
How often can you trust the statements given by the leaders in your higher HQ?	0.694

Figure 12. Charismatic-Inspirational Leadership

Source: Figure created by author using JASP, 2018, based on data from Epinion, *Existing Data, Junior Officers Questionnaire, Danish Ministry of Defence* (Copenhagen: Danish Ministry of Defence, 2015).

INDIVIDUALIZED CONSIDERATION

Scale Reliability Statistics

Cronbach's α	
scale	0.874

Note. Of the observations, 435 were used, 0 were excluded listwise, and 435 were provided.

Item Statistics

Item Reliability Statistics

	If item dropped Cronbach's α
How often does your immediate leader take his time to engage in your professional development?	0.860
How often does your immediate leader give you the necessary criticism and credit for your work?	0.834
How often do you receive the help and support you need from your immediate leader?	0.824
To what extent does your immediate leader help create conditions that promote good and efficient problem solving?	0.834

Figure 13. Individualized Consideration

Source: Figure created by author using JASP, 2018, based on data from Epinion, *Existing Data, Junior Officers Questionnaire, Danish Ministry of Defence* (Copenhagen: Danish Ministry of Defence, 2015).

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