13 years - Freedom or Security?

A theory testing case study about how cultural dimensions of job motivation are related to organizational structure in the military.

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Abstract

In a world where multinational cooperation and cross-cultural challenges are part of daily life, understanding cultures has become increasingly important. That people and organizations develop together might seem obvious, but that culture can be studied to understand the structure and approach of organizations, is perhaps less so.

In this paper, a major structural difference in the armed forces of Germany and Sweden is examined; having to sign a contract to serve for 13 years or not having to sign a contract with service length restrictions. Hofstede's theory Dimensions of National Culture is applied to the case to see whether the cadets' motivation and behavior is affected by this major difference in the two otherwise very similar organizations. The study aims also to explore whether the findings can be considered correct given that semi-structured interviews were conducted to see if the thoughts of the cadets are in line with what the theory claims.

The conclusion is that the theory can be used to understand how cadets’ motivation and behavior supports the structural organizations present in Germany and Sweden. However, the interviews show that the theory is very generalizing and that not all cadets' thoughts are consistent with what the theory states in every case.

Key Words:

Hofstede, culture, motivation, organizational structure, military
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1. Introduction

Historically people have always had the urge to divide into groups. Every group has developed their own way of doing things, their own way of dealing with the dilemmas of life. Between these groups there has always been room for arguments about which group is doing the right thing, or the wrong thing. Today these different habits and ways of doing things are called cultures, and a lot of research has been conducted about this topic through the years. Not only on international levels, but also on cultures within the borders of countries and organizations. The aim of the research is usually to explain why there are differences, and to help us understand and adapt to other cultures so that the cooperation is more efficient, and that typical culture clashes are avoided, or at least minimized, if possible.

In a world where globalization and international cooperation are part of daily life for a lot of people, culture clashes are also widespread and happen everywhere on all levels; between continents, or between the two local schools in town. The more similar people are to another culture, the easier it is to understand and therefore cooperate with each other. Even more likely, the further away people are from another culture, the more important it is to try to understand and accept cultural differences. Because only by understanding and accepting other cultures, advances and development will be achieved in the multicultural challenges that are the future.

In this paper two cultures that at first glance seem very close to each other will be examined; the national cultures of Germany and Sweden. However, it will soon be discovered that even if they seem very similar to each other at the start, underneath the surface when looking at the values of the people, there are some big differences.

a. Problem Discussion

“A country’s values are strongly related to the structure and functioning of its institutions.”

Opening with this statement and thereafter explaining one major difference between the Swedish and the German military (governmental) institutions, one understands that there are also some big differences in the people’s values:

In Germany when you apply to become an officer cadet, you also sign a contract saying that you will stay the next 13 years of your life in the armed forces. Within this period it is hard to leave the armed forces and very few people are allowed to.

In Sweden when you apply to become an officer cadet, no contract has to be signed. After you are finished with your education you sign a contract which is the same as it is for any other public service employer and you can leave the armed forces whenever you like.

As one can see there is a very big difference between these two countries military institutions. Growing up and living in the Swedish culture, and therefore never having had the option to sign a contract for such a long time, one has a hard time relating to this. The question about how a person

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1 Hofstede. Cultures and Organizations, 24.
can maintain their job motivation for this long, knowing that they have no other option but to stay, cannot be disregarded.

However the German system is representative of military organizations in the world, and Sweden’s system is more or less the unique one. According to the last Swedish defense resolution the Swedish armed forces should look more into whether the German kind of system could be imported to some extent into the Swedish armed forces. Hence a deeper understanding of motifs and reasons for choosing this kind of system need to be explored.

In the military context of a globalized world, almost all international operations consist of groups put together of people from many different cultures. Therefore it is very important to increase the insight of cultures and its motivational influences on all levels, especially when it comes to the most fundamental aspects of the armed forces; the officer education and people’s values.

On a positive note, soldiers often get education about cultures considered far away from their own. However it is rare to get education about cultures that are considered close to one’s own, like in this case with Sweden and Germany. Many people from both sides get taken aback when they realize that the other country has to sign a contract for 13 years, in comparison to not needing to sign a contract at all.

When this lack of knowledge leads to questions being asked about how the other group can still be motivated to do their best while on an international operation for example, some severe dilemmas of mutual misunderstanding can take place.

**b. Framing**

In this case study there are three main parts. Firstly a comparison between the German and Swedish armed forces with regards to the officer education systems, to see what differences and similarities that exist. Secondly a national culture theory will be tested to see if the theory can explain the differences. Finally, empirical data from interviews done with cadets from the two countries is used to investigate whether the national culture theory is really true in this case.

When it comes to the first part, the comparison between the German and the Swedish officer education systems, the specific focus is on the biggest structural difference of the two; to sign a 13 year long contract, or not to sign a contract. Obviously this major difference has some effects on the cadets’ motivation for their future jobs as officers, which is studied through the cadet interviews.

To understand on what grounds these differences in structure and motivation exist, a national culture theory is chosen to investigate the answers from the interviews. The theory has many different dimensions, but only the ones that are the most different will be highlighted. These dimensions can independently have separate explanations, but combined they can also generate a more in depth analysis of the people’s motivation patterns of the two countries.

The culture theory is grounded in Professor Geert Hofstede’s research that started in the late 1960’s which was carried out over seven years. The data about national culture differences and similarities

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2 Försvarsdepartementet. Försvaret av Sverige, 73.
was comparable because it was provided by employees of one single multinational company; IBM, in over 50 different countries.³

c. Purpose

The purpose of this case study is to see if one big structural difference, and the personal effects that come from that, can be explained by a national culture theory.

d. Hypothesis and Research Questions

i. Hypothesis

The hypothesis of this paper is that officer cadets might lose interest and job motivation after signing a contract which obliges them to stay in the same organization for 13 years.

This hypothesis leads to the following research questions:

ii. Main Question

Do Swedish and/or German cadets lose motivation for their future jobs as officers when it is mandatory to serve, after signing a contract to stay for 13 years?

iii. Sub Questions

1. What is Masculinity versus Femininity Index and can it help explaining the different mindsets of the cadets?
2. What is Uncertainty Avoidance Index and can it help explaining the structural difference of the two organizations?
3. What motivates people in Sweden/Germany to work in the armed forces?
4. Can Hofstede’s cultural dimensions be used to explain the differences in motivation and structure in this case?

2. Method

a. Definitions of Concepts

In this paper you will read a lot about culture and motivation, hence the need to define these words. The definitions by Hofstede will be used, as the paper covers his theory about the two topics.

“Culture is the collective programming of the mind distinguishing the members of one group or category of people from others.”⁴

“Motivation is an assumed force operating inside an individual, inducing him or her to choose one action over another.”⁵

⁴ Ibid.
⁵ Hofstede. Cultures and Organizations, 327.
b. Choice of Method

The chosen method is to apply a theory to a case, to see if the theory can explain the case. Thereafter the theory will be tested with the help of interviews, to see if the theory can be considered accurate in this case.

i. Theoretical Overview

In this paper the framework of deductive reasoning will be in use. This means that starting from a theory, you develop a hypothesis, which you can after some research and observation either confirm or deny.\(^6\)

To be able to compare all the answers and interpret them in different ways, a hermeneutic approach to theory will be used. “According to hermeneuticians, the meaning of every aspect of outward human behavior [...] is not universal; it varies from group to group. Thus group usage defines the meanings of each aspect of human behavior.”\(^7\) This is very important to keep in mind when studying cultures, that there are always different people and different groups in the world that value different things.

“In short, hermeneuticians argue that the only proper way to study human conduct is to take the local contexts in which human interaction occurs and try to understand how the actors in each context interpreted their own actions.”\(^8\) As it will be done in this paper; looking at two different contexts to see why the people in the separate situations chose as they did.

This paper is named “a theory testing case study”; the word theory testing basically means that it will be oriented around the theory.

“Theory testing studies [...] The researcher has one or more theories that in form of concrete hypotheses are tested with empirical material. The conclusions will be that either the theory is supported, weakened, or that one theory turned out to be more successful than another.”\(^9\)

In the same way the conclusions in this paper will also be to either support or weaken the theory.

The word case study has the following definition: “Case studies focuses on one (or a few) occurrences of a specific phenomenon in order to provide a thorough explanation of events, relationships, experiences, or processes occurring in this specific case.”\(^10\) Meaning that the paper will look specifically into the case of the 13-year contract signing (versus the not signing of a contract), which is the one biggest structural difference in the two officer education systems.

So in short, “a theory testing case study”, means that the aim of the paper is to see whether this theory, which is a generalized theory, also can be used in this specific case.

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\(^7\) Fairburn. *Social history*, 156.

\(^8\) Ibid, 158.

\(^9\) Esaiasson. *Metodpraktikan*, 42. [Author’s translation]

\(^10\) Denscombe. *Forskningshandboken*, 59. [Author’s translation]
Theory testing studies are divided into different groups or methods. In this case a method called *most similar system design*\textsuperscript{11} will be used.

“We work with the natural variation that exists in reality and want to make the comparison between cases that are as similar as possible to each other when it comes to relevant independent variables, apart from the explanatory variable that is the focus of the investigation.”\textsuperscript{12}

This means that when collecting the empirical data in the form of interview answers, it is of importance that the interviewees are as similar to each other as possible, apart from the explanatory variable, which in this case is the obvious fact that is to be investigated; that they have signed or not signed a contract (because they are from two different countries).

ii. **Choice of Theory**

The national culture theory comes from the book *Cultures and Organizations: Software of the mind – intercultural cooperation and its importance for survival*\textsuperscript{13} and the Hofstede Centre website\textsuperscript{14}. The website is used for making figures and diagrams about the cultural differences, which will be explained later. The book has been republished a couple of times, adding new things, but in this paper the old model will still be used, because this is the one that has not changed over the years.

The theory is called *Dimensions of National Culture*\textsuperscript{15} and the basic empirical data for this theory was collected between 1967-1973, from employees at the company IBM (International Business Machines), and processed by Professor Geert Hofstede. The theory suits well in this case, because the set up is very much the same in both cases. There are two groups of people which have the same occupation, but in different countries. Of course the armed forces of the two countries are not exactly the same, but when you look at work tasks, environment, tools and machinery, goals, hierarchy, meaning in society and so on, the discovery is that they are as close to each other as they could possibly come. Without putting too much effort into this part of the work, one can conclude that the everyday work of an officer in these two countries, are very similar, apart from being in another uniform and speaking a different language.

Another reason why this theory suits well in this case is that both countries are westernized. It is hard to compare two things on only one point when everything else also is different. Hofstede’s study has since the start been more biased towards westernized countries, since both the creator of the questionnaires, the interpreter of them and the company being examined, is western leading to that the theory has inherent western values.\textsuperscript{16} However bad this is for other research, it works well in this case, because when measuring westernized values one should use a westernized framework.

iii. **Choice of Case**

As stated above, for the theory it is better to have two more culturally similar countries. To use the most similar system design as many parts as possible need to be alike, apart from the aspect that is

\textsuperscript{11} Esaiasson. *Metodpraktikan*, 114.
\textsuperscript{12} Ibid, 113. [Author’s translation]
\textsuperscript{13} Hofstede. *Cultures and Organizations*.
\textsuperscript{14} The Hofstede Centre website. (2014-05-02).
\textsuperscript{15} Hofstede. *Cultures and Organizations*, 51.
\textsuperscript{16} Knudsen, Fabienne. *Hofstede’s cultural dimensions: a critical approach*, 304.
being investigated. Hence the German and Swedish armed forces officer education systems are ideal to compare. If the two options had been even more different from each other, it would have been hard to compare because of difficulties finding a common ground. On the other hand if they were even more similar to each other, it would have been hard to find such a big structural difference.

In short; to succeed in testing the theory together with the most similar system design, two things need to be very similar, but have one big difference. Therefore this case is ideal.

iv. Choice of Data Collection Method

“But when the researcher needs to gain insight into things like people's opinions, perceptions, feelings and experiences; interviews are most likely a more appropriate method”. Therefore to collect empirical data for this thesis the best way was to use interviews.

A qualitative research approach has been used when it comes to the interviews. With focus on fewer but more in-depth interviews with five officer cadets from each country, ten in total, it was easier to understand and interpret the data, which in all regards are highly personal and therefore not easy to get from for example a survey questionnaire.

The interviews in Germany were held in person, and the ones in Sweden (all but one), were held through a video/voice program to be able to still talk “face to face”. The last Swedish interview was held over the phone.

The interviews took between 30 and 45 minutes each and were recorded and handwritten down during the interviews. Later every interview was transcribed; see appendix B.

The interviews were semi-structured, with 25 questions in total. Because of the structural difference dividing the two groups, four questions were different, but otherwise the format was the same. That the interviews sometimes took other directions then intended was allowed, in order to find the things important for every individual.

The questions were divided into four different groups:

Background questions
A couple of simple questions to get the interview started and to receive data about the individual, in case some additional patterns can be seen later on. This was also to be able to see how exact the most similar system design was.

Decision making
With the second group of questions the key part of the interview started. This group of questions was all focused on the time in their lives when they applied for the officers’ program. Basically what they were feeling and experiencing at the time.

Change of expectations
The third group of questions was working within the timeframe; from the time of application up until today. The focus is on what has happened during these years and how this has made the cadets (if so) think differently.

17Denscombe. Forskningshandboken, 232. [Author’s translation]
Motivation today
The last group of questions worked within the timeframe; from today and looking into the future. It focused on the cadets’ thoughts about the officer profession, and what they think about their future career.

See appendix A for interview questions.

With these questions it was possible to frame the motivation patterns of the individuals from these three different time periods. It was divided in time because of the need to find out if the motivation changed over the years, which might then have had an effect on the thinking about contract signage.

v. Choice of Interviewees

“When we have homogeneous analysis units that are identical to each other in every other aspect apart from that particular explanatory factor that interests us, of course we have then also achieved the goal to have perfect control over all other potential factors that could possibly be relevant in the case.”

This was always the aim, but because it is individuals being handled, of course it is impossible to have perfect control of all other factors.

It is important to point out that in order to try to achieve the control mentioned above, the interviewees were chosen strategically and not by random selection. This was to make sure that the interviewees were as similar to each other as possible, but also keep a widespread perspective to receive as many different opinions as possible.

All interviews were held in English, because again of the most similar system design; if one group of people will have problems expressing themselves because it is not their native language, so should the other group of people as well. This made the interviews easier to compare and made sure that one less factor is different.

Limitations for deciding interviewees:
- Only officer cadets with academic studies involved in the education are chosen. This means no petty officers or non-commissioned officers. The difference is that an officer’s degree with academic studies is longer, and at the time of your studies you are more detached in a way from the military life. This means that your idea of the profession is more likely to change which could affect motivation more.
- The cadets should have been as long as possible at the university. Because of the same reason as above; the longer time, the more possibilities that things have changed, and when things change it often affects people’s motivation. The academic studies are of different lengths in the two countries though; in Sweden you stay in the university three years and in Germany four years, which led to the limitation below:
- The cadets should have the same amount of years at the respective universities. Because the basic training is involved in the German officer education (one year) but not in the Swedish, this means that the German cadets should have started the officers’ program 2010, while

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18 Esaiasson. *Metodpraktikan*, 103. [Author’s translation]
the Swedish cadets started in 2011, then they would have had academic studies for the same amount of time.

- Each national group should comprise five interviewees; ten in total.

The more interviews the better for the statistics, but too many interviews easily turn the research into quantitative rather than qualitative approach, which in this case would not be desirable. The chosen number for this paper is appropriate; there are enough interviews to see the first signs of group behavior (culture), but still possible to maintain the qualitative approach.

- Out of each national group with five interviewees it should be three army cadets, one air force cadet and one navy cadet.

This is representative of the proportion of cadets in the different services. This is also to be able to collect more different opinions so that not all are affected by the same culture of their future service branch.

- At least one in each group should be a woman.

This is not to be able to compare the answers through a gender perspective; there are too few women in this paper statistically to do that. It is representative of the proportion of women serving as cadets. This is also to be able to collect more different opinions so that not all are affected by the same gender culture in the military.

- No interviewee should be held back by their ability in speaking English.

Since all the interviews are held in English it is important that the cadets are not ashamed of their English speaking ability. If this was the case it could lead to them not expressing their thoughts and opinions in fear of embarrassing themselves. It does not mean that they have to master the language, only that they are not afraid to express themselves in the English language.

- All interviewees know (about) me beforehand.

It can sometimes be easier to express opinions and personal matters with a person you know beforehand interviewing you. Communication is important in this matter, and if you know someone and trust them, communication is easier.

For interview transcriptions, see appendix B.

### 3. Background Material

To be able to understand and interpret the answers from the interviews, it is crucial to know the background – the similarities and differences – of the officer education programs of the two countries. As stated before, the focus of this paper is the biggest difference of signing a contract to stay for 13 years or not, hence the information below is only to give readers good background information about other differences and similarities.

There are of course many more differences between the two programs then the ones listed below, but here are the differences and similarities most important to know before comparing the people in the organization and their motifs. The captions have been chosen partly from the interview answers, but also to achieve a well-structured background of knowledge about the two different systems before going into the analyzing part. This helps to understand and explain the motifs of the cadets in making the decision to sign or not sign the contract.
a. Officer Education in Sweden

Försvarsmakten (the Swedish Armed Forces) have recently gone through many major changes when it comes to the officers’ program. In 2010 Försvarsmakten abolished mandatory military service for men between the ages 18 and 19 years old, which has led to a smaller recruiting base and it also means that people who today enter the officers’ program only have done six months of military training instead of one year. The same year, 2010, the first new officers graduated with an academic degree. The academization of the officers’ program had only just started three years earlier.

i. Recruitment

Having done the military service before it was abolished in 2010 is enough to be able to apply directly for the officers’ program. Otherwise two pre-courses have to be completed (with good results) to be able to apply to the officers’ program; GMU and FOK.

Grundläggande militär utbildning (GMU) is a three-month education with basic training for new recruits. The training involves both theoretical and practical elements to train the recruits as soldiers. The basic training is the same for everyone, no matter if they are being trained for the navy, army or air force. After GMU if the recruit wants to become an officer, he or she must attend the course FOK which will make it possible to apply for the officers’ program.20

Förberedande officerskurs (FOK) is the three-month course which follows the basic training and here the aim is towards developing further leadership skills needed for being an officer. One can also choose to, instead of doing this three-month course, work in the armed forces for nine months to be allowed to apply for the officers’ program.21

ii. Configuration of Officers’ program

Having been accepted to the officers’ program, the cadets start their education as part of both Försvarshögskolan (Swedish National Defense College) and Militärhögskolan Karlberg (Military Academy), both located in Stockholm. This means that the cadet must follow the military regulations (belonging to the Military Academy) as well as the higher education act (belonging to the National Defense College) that is the same for all universities in Sweden.22

The program is three years in total, and focuses on theoretical military science, technology and leadership. The main purpose of this program is to educate officers to see the holistic perspective, instead of details, as is expected of enlisted personnel.

The three year period is divided into three parts; the first 1 ½ years are mostly theoretical higher education learnt at the Military Academy Karlberg joint army, navy and air force together. The year after that the cadets are divided into smaller groups and are sent to branch schools all across Sweden.

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19 Allt färre söker officersutbildning. Svenska Dagbladet. 2012-12-09.
20 Försvarsmakten career website. Grundutbildning (2014-03-26).
23 Försvarsmakten career website. Officersprogrammet (2014-03-26).
to get more service based knowledge. The last semester all cadets gather back again at the Military Academy Karlberg to write their final thesis and graduate.\textsuperscript{24}

iii. Degree

For the officers’ program there is the choice between three different orientations:

- War studies profile – which includes most sub branches of the army and air force
- Nautical profile – for everyone going towards the navy
- Military technical profile – for technical personnel within the army and air force\textsuperscript{25}

After graduation each cadet receives a bachelor’s degree in military science worth 180 ECTS\textsuperscript{26} credits.\textsuperscript{27}

iv. Applicant Requirements

The requirements for being able to apply for the officers’ program consists of the things listed below:

- Swedish citizenship
- Having completed senior high school with the specified requirements
- Having done the military service or GMU and FOK with approved results
- Cleared background check from the police authority
- Medical examination
- Physical tests of endurance and strength
- Computer test of personality and intelligence\textsuperscript{28}
- Interview with an officer and a psychologist\textsuperscript{29}
- At least 18 years of age\textsuperscript{30}

v. Ranks

When the cadets enter the officers’ program, their previous ranks are replaced by the rank “cadet”, which is kept for all three years. When they graduate and start working they are promoted to the NATO-standard OF-1 rank which in Swedish is called “fänrik”.\textsuperscript{31}

vi. Benefits and Pay

The education of the officers’ program is free of charge and Försvarsmakten pays a daily compensation of 140 SEK which gives the cadets roughly 4200 SEK (€467)\textsuperscript{32} per month. Försvarsmakten also provides the following things free of charge for all cadets: housing, food,
literature, healthcare, acute dental care, trips home for the weekends, military uniform and equipment needed for the service.\textsuperscript{33}

Upon starting to work after graduation each person will get an individual set salary; depending on what he or she does, how much, and where they work. There are also extra allowances for when out to sea or on field exercises.\textsuperscript{34} For a recently graduated “fänrik”, an example salary is around 21,000 SEK\textsuperscript{35} (€2333)\textsuperscript{36}.

\textbf{vii. Statistics}

An average of about 90-100 cadets are admitted to the officers’ program annually.\textsuperscript{37} That makes it roughly around 300 cadets (army, air force and navy) studying at the academy at the same time, over a period of three years. If you take this number and divide it by the population of Sweden (9,6 million\textsuperscript{38}) you get the percentage 0,0031%.

\textbf{b. Officer Education in Germany}

In 2011 the German parliament decided to abolish conscription in Germany, which has led to quite a lot of rearrangements.\textsuperscript{39} On the other hand, the \textit{Bundeswehr} (the Federal Armed Forces of Germany) has quite a long history of having an academic higher education for officer cadets. In 1972 the German parliament decided to build the two new universities of the Bundeswehr in Hamburg and in Munich, and only one year later, in 1973, the first students began their education.\textsuperscript{40} However it was not until 2007 they introduced the idea of a bachelor’s and master’s program.\textsuperscript{41}

\textbf{i. Recruitment}

There are many different ways to enter the Bundeswehr, and depending on what the individual has done before it is possible to go into different services or branches. For example if one has not graduated from high school, he or she can still join to become a professional soldier, or if one has had non-academic studies in high school, for example work orientated studies; he or she can still become a petty officer. However if the recruit wants to become an officer with the academic studies, he or she has to have a high school degree or resembling.\textsuperscript{42} It is not necessary to have military experience before applying; everything will be learnt during the education program.

\textbf{ii. Configuration of Officers’ program}

Having been accepted to the officers’ program, the cadets can choose whether they should study in Hamburg (\textit{Helmut Schmidt Universität}) or in Munich (\textit{Universität der Bundeswehr}), where the two

\begin{itemize}
  \item \textsuperscript{33} Försvarsmakten. \textit{Betald utbildning} (2014-03-25).
  \item \textsuperscript{34} Försvarsmakten. \textit{Vilikor tillsvidareanställning} (2014-03-25).
  \item \textsuperscript{35} Eriksson, Maria; Human Resources Payroll, Försvarsmaktens HR-Centrum. Email 2014-04-01.
  \item \textsuperscript{36} € 1 = 9 SEK
  \item \textsuperscript{37} Försvarsmakten. \textit{Årsredovisning 2013 bilaga ii}, 9.
  \item \textsuperscript{38} Jönsson, Anders. Sverige. \textit{Nationalencyklopedin}.
  \item \textsuperscript{39} Bundeswehr website. \textit{Wehrpflicht und Wehrdienst} (2014-03-27).
  \item \textsuperscript{40} Helmut Schmidt University website. \textit{Geschichte} (2014-03-27).
  \item \textsuperscript{41} Helmut Schmidt University website. \textit{FAQ} (2014-04-01).
  \item \textsuperscript{42} Bundeswehr career website. \textit{Offiziere - Führungskräfte der Bundeswehr} (2014-05-26).
\end{itemize}
Bundeswehr universities are. They are generally very similar to one another, only that they offer different academic programs.

Before the start of the studies at the university the cadets have to go through 15 months of military training. This time is divided into different parts and they all look different depending on which service branch they are going to; Army, Navy or Air Force.

After the basic training the academic studies start at the universities, where all officer cadets study together depending on their subject. The basic training (15 months) and the academic studies (four years) make the total officer education program just over five years long.

To become an officer cadet the recruits have to sign up to work in the Bundeswehr for at least 13 years. If they are in the pilot service it is 16 years, and to become a doctor it is 17 years.

iii. Degree

During the four years at the university the cadets can chose to study one of the following subjects: humanities, social science, engineering (technical or mechanical), economics, psychology, medicine, journalism or communication. After finishing the studies, the cadets have a master’s degree in one of the above mentioned subjects, which is worth 300 ECTS-credits.

iv. Applicant Requirements

The requirements for being able to apply for the officers’ program consists of the things listed below:

- German citizenship according to article 116 in the German fundamental law
- Between the ages 17 to 30 years old
- Academic background must at least be completion of elementary school and vocational school.
- Computer run intelligence test
- Medical examination
- Physical tests for endurance and strength
- Interview with an officer and a psychologist
- Group orientated problem solving
- Academic counseling

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v. Ranks

In the officers’ program the cadets get promoted as they go, depending on the time spent in service, see table below.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Time spent in service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schütze (army), Flieger (air force) or Matrose (navy)</td>
<td>Entry-level position</td>
</tr>
<tr>
<td>Gefreiter</td>
<td>3 Months</td>
</tr>
<tr>
<td>Obergefreiter</td>
<td>6 Months</td>
</tr>
<tr>
<td>Fahnenjunker (army, air force) or Seekadett (navy)</td>
<td>12 Months</td>
</tr>
<tr>
<td>Fähnrich (army, air force) or Fähnrich zur See (navy)</td>
<td>21 Months</td>
</tr>
<tr>
<td>Oberfähnrich (army, air force) or Oberfähnrich zur See (navy)</td>
<td>30 Months</td>
</tr>
<tr>
<td>OF-1: Leutnant (army, air force) or Leutnant zur See (navy)</td>
<td>36 Months</td>
</tr>
</tbody>
</table>

Table 3.b.1 – Ranks in Bundeswehr

vi. Benefits and Pay

The officer education is free and there is a set salary system, which starts on the first day of the officers’ program. How much the cadet earns depends on rank, age, marital status and number of children. There are also extra allowances for when the cadets are out to sea or on field exercises. Below follows two example salaries for cadets.52

<table>
<thead>
<tr>
<th>Rank</th>
<th>Age</th>
<th>Family situation</th>
<th>Net salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fahnenjunker</td>
<td>21</td>
<td>Single</td>
<td>ca. 1.600,-- Euro</td>
</tr>
<tr>
<td>Leutnant</td>
<td>22</td>
<td>Married</td>
<td>ca. 2.200,-- Euro</td>
</tr>
</tbody>
</table>

Table 3.b.2 – Pay in Bundeswehr

Cadets must pay living expenses from their salary but do not have to pay for own uniforms.53

vii. Statistics

At the Helmut Schmidt University in Hamburg there are 2.500 students at the moment and at the Universität der Bundeswehr in Munich it is 3.000.54 This makes the total amount of students 5.500 over a four year period. If you divide this number with the population of Germany (80,6 million55) you get the percentage 0,0068%.

80% out of the officers leave their service after their 13 years are over. That is part of the plan and the Bundeswehr has a well structured system and organization to get the officers back into the civilian working population.56 If officers want to be among the 20% that are allowed to stay they have to work hard to get good grades and evaluations during their studies and work time.

c. Summary of Differences and Similarities

Recruitment
The biggest difference in this context is that in Försvarsmakten you have your basic training outside of the officers’ program, and that you need a good grade from that period to be able to apply. In the Bundeswehr the basic training is included in the officer education.

Recruits from both countries must have a high school degree or resembling to apply.

In the Bundeswehr you get 15 months basic training, while in Försvarsmakten it is enough with six months before starting the academic studies.

Configuration of Officers’ program
Apart from the basic training, the academic studies are almost the same, apart from the time perspective; in the Bundeswehr the academic studies are four years long, while in Försvarsmakten it is three years long.

In the Bundeswehr there are two universities, in Försvarsmakten only one, but they are all joint by the services; army, navy and air force cadets study together.

In Försvarsmakten one of the years is spent at a branch school learning more service related knowledge, but in the Bundeswehr you learn all your practical knowledge during the basic training and during the time at the university you only study academically.

In Försvarsmakten you study at the military academy and the university at the same time throughout the education, while in the Bundeswehr you study first at the military academy during your basic training and then only at the university during your academic studies.

In the Bundeswehr you sign a contract to serve in the armed forces for at least 13 years, while in Försvarsmakten you sign no contract other than a normal (like a civil) contract when you start working.

Degree
In Försvarsmakten you get 180 ECTS-credits and everyone (no matter what branch or profile) gets a bachelor’s degree in military science. In the Bundeswehr you get 300 ECTS-credits and a master’s degree in a chosen topic, which is exactly like it would be at any other university.

Applicant Requirements
In general the requirements for applicants are very similar on most points, there are a just few things that differ. For example in the Bundeswehr they have a maximum age for applicants, 30, which does not exist in Försvarsmakten.

In Försvarsmakten you have to have security clearance from the police authority, which is not necessary in the Bundeswehr.

In the Bundeswehr you also have to pass a problem solving group session, and after passing all tests there is an academic counseling. None of these two are present in the applicant process to Försvarsmakten.
Ranks
Here the two systems differ quite a lot. In Försvarsmakten you have the same rank during the entire program, but in the Bundeswehr the rank changes depending on how long you have been in the service.

Benefits and Pay
In the Bundeswehr the cadets get a salary to pay for all expenses, but in Försvarsmakten you have everything paid for you already and you only get a smaller amount of pocket money each month.

Of course it differs between people as well, but generally added up, the Bundeswehr has a higher salary for their cadets than Försvarsmakten.

Statistics
In Germany officer cadets make up 0.0068% of the population, in Sweden officer cadets make up 0.0031%. Noting that there are four years of cadets in the Bundeswehr but only three years of cadets from Försvarsmakten, means you cannot compare them exactly, but it gives you a general idea that there are fewer cadets as a proportion of the general population in Sweden than in Germany.

80% out of all officers in the Bundeswehr leave their service after the 13 years are over. Unfortunately there are no comparable numbers for Sweden, where the purpose is that officers stay as long as they or the employer feel it is appropriate, depending on work and family situation.

4. Theory

a. Dimensions of National Culture

i. General

This theory was conducted with the method to compare the answers of questionnaires handed out to employees of one single multinational company, IBM (International Business Machines) in 50 different countries.57 This was in the beginning of the 1970’s and the professor in charge of the project was and is Geert Hofstede, one of the leading researchers in the field of national culture theories.

“As values, more than practices, are the stable elements in culture, comparative research on culture starts from the measurement of values.”58 The thought behind the theory is that the employees in this company answered quite differently to questions about their values, motivation and what they thought about their situation as it was, and how it should be.

When looking at the answers, Hofstede could put them together in groups seeing that their answers correlated with the different groups of countries participating in the survey:

“At first it may seem surprising that employees of a multinational corporation – a very special kind of people – could serve for identifying differences in national value systems. However, from one country to another they represented almost perfectly matched

58 Hofstede. Cultures and Organizations, 28.
samples: they were similar in all respects except nationality, which made the effect of nationality differences in their answers stand out unusually clearly.\textsuperscript{59}

Therefore different scales, or dimensions, could be seen, giving every country a potential score for each dimension. According to Hofstede, the definition of a dimension is “an aspect of a culture that can be measured relative to other cultures.”\textsuperscript{60}

The dimensions and the scores of the countries have been, after more extensive research in recent decades, adjusted slightly. In the beginning, with Hofstede’s research from IBM, there were only four dimensions, but today there are six or seven, depending on which countries are being compared. However for this paper, the work has been limited to the first four dimensions because they are the ones that have not changed over the years and are still said to be correct. The four original dimensions, with explanations, according to Hofstede are the following:

&mdash; **Power Distance Index (PDI)**
This dimension expresses the degree to which the less powerful members of a society accept and expect that power is distributed unequally. The fundamental issue here is how a society handles inequalities among people. People in societies exhibiting a large degree of power distance accept a hierarchical order in which everybody has a place and which needs no further justification. In societies with low power distance, people strive to equalize the distribution of power and demand justification for inequalities of power.

&mdash; **Individualism versus Collectivism (IDV)**
The high side of this dimension, called individualism, can be defined as a preference for a loosely-knit social framework in which individuals are expected to take care of only themselves and their immediate families. Its opposite, collectivism, represents a preference for a tightly-knit framework in society in which individuals can expect their relatives or members of a particular in-group to look after them in exchange for unquestioning loyalty. A society’s position on this dimension is reflected in whether people’s self-image is defined in terms of “I” or “we.”

&mdash; **Masculinity versus Femininity (MAS)**
The masculinity side of this dimension represents a preference in society for achievement, heroism, assertiveness and material rewards for success. Society at large is more competitive. Its opposite, femininity, stands for a preference for cooperation, modesty, caring for the weak and quality of life. Society at large is more consensus-oriented.

&mdash; **Uncertainty Avoidance Index (UAI)**
The uncertainty avoidance dimension expresses the degree to which the members of a society feel uncomfortable with uncertainty and ambiguity. The fundamental issue here is how a society deals with the fact that the future can never be known: should we try to control the future or just let it happen? Countries exhibiting strong UAI maintain rigid codes of belief and behavior and are intolerant of unorthodox behavior and ideas. Weak UAI societies maintain a more relaxed attitude in which practice counts more than principles.\textsuperscript{61}

\textsuperscript{59} Hofstede. *Cultures and Organizations*, 30.

\textsuperscript{60} Ibid, 31.

ii. Dimensions of Sweden and Germany

On *The Hofstede Centre* website they have created a country comparison tool which makes it possible to get a figure comparing two countries at the same time. Below is the figure for comparing the national cultures of Germany and Sweden.⁶²

![Figure 4.1 – Dimensions of Germany and Sweden](image)

As you can see the two first dimensions; *Power Distance Index* and *Individualism versus Collectivism* are very similar in both countries. In this paper the focus will not be on the two similar dimensions, but rather on the other two (*Masculinity versus Femininity* and *Uncertainty Avoidance Index*) where the differences are greater. However, just a few things about the two similar dimensions need to be explained beforehand.

In short one can say that Power Distance Index is “the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally.”⁶³ This is interesting especially since the military traditionally has a strong hierarchy. However, the German *Auftragstaktik*, or mission command, which basically decentralizes power and moves the decisions down to the troops on the ground, has had a big impact also in Sweden where the system is taught to officers and soldiers.⁶⁴ First of all this is a proof of the low Power Distance Index score in both countries, but secondly and more importantly; because the German and the Swedish armed forces have proved to be very similar in this dimension, it makes it easier to compare the other dimensions.

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⁶³ Hofstede. *Cultures and Organizations*, 61.
The Individualism versus Collectivism dimension illustrates that both countries have a very individualistic approach to things, which also helps in comparing the different motifs of the cadets: “The top of Mazlow’s hierarchy, often pictured as a pyramid, is occupied by the motive of self-actualization [...] This means doing one’s own thing. It goes without saying that this can be the supreme motivation only in an individualist society.”⁶⁵ With this said, being similar in this dimension, it is also easier to compare the other, more different, dimensions.

Below follows a more in-depth analysis of the two dimensions that are the most different; which is also why they are the area of interest of this paper; the Masculinity versus Femininity and the Uncertainty Avoidance Index.

iii. Masculinity versus Femininity

“The role pattern demonstrated by the father and mother (and possibly other family members) has a profound impact on the mental software of the small child who is programmed with it for life. Therefore, it is not surprising that one of the dimensions of national value systems is related to gender role models offered by parents.”⁶⁶

Children always learn behavior and what is right and wrong from their parents, the same way as the parents learned from their parents when they were young. This is one of the grounds of how a culture is spread. Parents teach, directly and indirectly, their children according to the unwritten rules and regulations of the society, which means that by studying gender roles one can find out how a society or country values things differently.

“The decisive reason for labeling the second work goals dimension Masculinity versus Femininity is that this dimension is the only one on which the men and the women among the IBM employees scored consistently differently.”⁶⁷ This is not to be confused with men’s and women’s equality at the workplace, because even in a company where the sexes are equal and have the same career opportunities, the ethics and values of the people can still differ.

The dimension is either not a value of how masculine or feminine a society is, but rather to what extent the typical gender roles are set. The definition follows:

“A society is called masculine when emotional gender roles are clearly distinct: men are supposed to be assertive, tough, and focused on material success, whereas women are supposed to be more modest, tender, and concerned with quality of life.
A society is called feminine when emotional gender roles overlap: both men and women are supposed to be modest, tender, and concerned with the quality of life.”⁶⁸

In this dimension, a high score means that the national culture is masculine, and a low score means that the national culture is feminine. Germany has a score of 66, while Sweden has a score of 5, which means that Germany has quite a lot more masculine national culture than Sweden.⁶⁹

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⁶⁵ Hofstede. *Cultures and Organizations*, 129.
⁶⁷ Ibid, 139.
⁶⁸ Ibid, 140.
A shorter and more comprehensive definition comes from the Hofstede Centre website: “The fundamental issue here is what motivates people, wanting to be the best (masculine) or liking what you do (feminine).”

iv. Uncertainty Avoidance Index

The uncertainty mentioned here is the uncertainty of the now and the future, the fact that no one knows exactly what, when or where things happen. People deal with this uncertainty in different ways and that is what is being measured with this dimension.

“[F]eelings of uncertainty are acquired and learned. Those feelings and the ways of coping with them belong to the cultural heritage of societies. They are transferred and reinforced through basic institutions such as the family, the school and the state.” What creates the feeling of uncertainty is what is learnt growing up; for example to cycle without helmet, to play unwatched in a playground or to smoke, would in some countries be a very big deal, but in others it would not be so stressful.

Hofstede’s definition of Uncertainty Avoidance is as follows: “the extent to which the members of a culture feel threatened by ambiguous or unknown situations.”

Germany has a score of 65 and Sweden has a score of 29. A low score in this dimension means that the average person in a country is generally comfortable with not knowing what exactly will happen; it is not so stressful. A high score means that the average person in a country easily feels threatened or anxious when not knowing exactly what will happen. “This feeling is, among other manifestations, expressed through nervous stress and in the need for predictability: a need for written and unwritten rules.” This usually leads to that countries with a higher score in this dimension have more rules, laws and unwritten patterns of behavior to control situations in most ways possible.

The dimension can also be used when it comes to things in society which are new or not so common, for example a new organization, new people with another ethnic background, sexual orientation or another culture. “The strong uncertainty-avoidance sentiment can be summarized by the credo of xenophobia: ‘What is different is dangerous.’ The weak uncertainty-avoidance sentiment, on the contrary, is: ‘What is different is curious.’”

v. Motivation Patterns

The comparison figure 4.1 with the different dimensions of Germany and Sweden are only points from each country and dimension separately. However, if you put together the two dimensions, you get another picture: “[t]he scores for each country on one dimension can be pictured as points along a line. For two dimensions at a time, they become points in a diagram.”

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71 Hofstede. Cultures and Organizations, 190.
72 Ibid, 191.
73 Ibid, 191.
74 Ibid, 201.
75 Ibid, 31.
In the diagram below\textsuperscript{76} you see on the left side the scale for Uncertainty Avoidance Index, and at the bottom the scale for Masculinity versus Femininity Index. In every quarter you can see what characterizes the countries within the quarter. As you can see, Germany and Sweden are in the two quarters straight across from each other, which means that they do not have any of the two dimensions in common, even though at first glance one might think so because the national cultures seem to be very alike.

According to Hofstede, this diagram shows the differences in personal motivation of people within each country. The diagram “highlights different motivation patterns for different clusters of countries.”\textsuperscript{77}

In the literature, Hofstede himself even mentions Germany and Sweden as specific examples to explain the different patterns:

“Thus, the supreme motivators [...] will be achievement (of self or group) and esteem in the upper right-hand corner (United States, etc.); achievement and belongingness in the upper left-hand corner (Sweden, etc.); security and esteem in the lower right-hand corner (Japan,

\textsuperscript{76} Hofstede. \textit{Cultures and Organizations}, 214.
\textsuperscript{77} Ibid, 215.
Germany, etc.); and security and belongingness in the lower left-hand corner (France, etc.).

To summarize;
What motivates people affected by the Swedish national culture is achievement and belongingness. What motivates people affected by the German national culture is security and esteem.

5. Presentation of Results

In the coming chapters, specific quotes from each dimension have been chosen to see if there are differences or similarities in the interview answers of the two different nationalities. The interviewees in this paper are named for example S1 or G4; ‘S’ is for Swedish cadet, and ‘G’ is for German cadet, the number is the number of the person (1-5) and this combination will always be the same for every individual.

a. Masculinity versus Femininity

A brief reminder that Germany, with a score of 66 is considered masculine in this dimension, and Sweden, with a score of 5, is considered feminine.

To answer this paper’s sub question if the Masculinity versus Femininity Index can explain the different mindsets of the cadets, a few quotes from Hofstede’s study have been chosen to investigate this, to see first of all if the theory can help explain this case, and secondly if it can be considered correct in this case.

i. Quote 1 – Expectations

“Boys in a masculine society […] are expected to aspire to career advancement. Girls in a masculine society are polarized between some who want a career and most who don’t. […] Within a feminine society […] both men and women may or may not be ambitious and may or may not want a career.”

The focus for this quotation is expectations; what the society, the institution or the average person expects from the cadets. According to the theory, in the masculine country Germany there are supposed to be more expectations on cadets to want to make a career. In the feminine country Sweden there are supposed to be fewer expectations on the cadets to wanting to make a career. This could partly explain the mindset difference of the cadets, because if most cadets want to make a career, they would probably not mind signing the contract. In Sweden because people are not necessarily thinking of a career, it is more important to have other options available.

Looking closer at the answers to the question about what the biggest motive was for applying to the officers’ program, the answers can be summarized by the following words:

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78 Hofstede. Cultures and Organizations, 216.
79 Ibid, 168.
80 Interview question #10
When looking at it this way, the theory seems to be generally correct. In this table (Table 5.a.1 – Biggest motive for applying), you can clearly see differences in the mindsets of the cadets, because wanting to be a leader or a pilot goes hand in hand with making career in the armed forces. While the Swedish cadets show much softer values which does not necessarily have anything to do with making a career for oneself. So this could mean that the German cadets are formed by the society and the expectations into wanting a career, and that the Swedish cadets, having fewer expectations put on themselves, are not attracted by a career for whatever reasons. However, it can also mean that the cadets say what they think people want to hear. It might not necessarily be what they personally think. This goes both ways; the German cadets say they want a career without necessarily thinking so, and the Swedish cadets can be underrating what they want career wise because of Janteloven. Janteloven (or the law of Jante) is a set of customary rules about attitude that the Scandinavian feminine countries share, which basically means that you should never think that you are better than anyone else.81 This means that the cadets might be formed by the expectations of being modest and even if they want a career, perhaps they would rather not say it out loud.

Identifying two sides to this coin, depending on whether the cadets say what they think, or say what they feel is expected of them, a further investigation is needed. Looking more into the other answers you see some very different opinions from both sides when it comes to wanting a career or not, below are some examples.

A hint that there might be some underlying expectations on cadets comes from G5: “Maybe used to get some pressure from studying or from other friends who do something to find the right way, what I want to do with my life.”82

In the following quotes both German and Swedish cadets are being very certain about their future career.

S3: “I was always thought of that it might be a career for me [...] So that’s my first goal, it would be to advance through the ranks”83.
G1: “[M]y first idea of my future career was a career in the armed forces.”84
G4: “I knew straight away if military then of course the officer level, not warrant officer or Mannschaft [soldiers]. [...] I knew that if you would work hard, that you could get a high position.”85

In the following quotes both German and Swedish cadets are not so certain about their future career.

Table 5.a.1 – Biggest motive for applying

<table>
<thead>
<tr>
<th>Swedish cadets</th>
<th>German cadets</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1: Personal development</td>
<td>G1: To be a leader</td>
</tr>
<tr>
<td>S2: Appreciation</td>
<td>G2: No other options</td>
</tr>
<tr>
<td>S3: Challenges</td>
<td>G3: To be a leader</td>
</tr>
<tr>
<td>S4: Friendship</td>
<td>G4: To be a pilot</td>
</tr>
<tr>
<td>S5: Work variation</td>
<td>G5: To be a leader</td>
</tr>
</tbody>
</table>

81 Hofstede. *Cultures and Organizations*, 160.
82 G5 on interview question #7
83 S3 on interview questions #6 and #21
84 G1 on interview question #8
85 G4 on interview question #9 and #14
S1: “I haven’t really thought about my career as a whole yet. My goal has always been to just graduating officer’s school and start working, and from there I can see where I want to go in my career.”

S2: “I think first I don’t have a goal for my future officer career.”

G3: “I tried to find a god job and I decide maybe to try it in the armed forces. [...] you have no really idea what you want to do, or what you will do.”

When looking at the interviews as a whole you get a clearer picture of the cadets’ motifs and the expectations put on them to make a career. Approximately two cadets from each country seem to want a career as more of a thought-through decision (S3, S5, G1 and G4). The remaining six, three from each country, have a more ambiguous attitude towards making a career, valuing other things as more important than making a career per se.

To conclude, the theory can be true when it comes to the Swedish cadets, because it states ’may or may not want a career’, which could mean basically anything, and rightfully reflects the differences in the group. On the German half it is harder to say whether the theory is true or not, because even if all of the cadets talk about making a career, three out of five cadets seem to think that there are more important things than a career. It is hard to say whether this interpretation has anything to do with the expectations put on them or if it is their own minds speaking.

ii. Quote 2 – Liking what you do

“The fundamental issue here is what motivates people, wanting to be the best (masculine) or liking what you do (feminine).”

The focus for this quotation is liking what you do. Because the career subject was just mentioned, this quote is also worth looking into. As stated earlier some people are motivated by the thought of a career, while other people value other things as more important. The theory in this case says that the German cadets are supposed to be motivated by the thought of being the best, which basically is along the lines of making a career. While the Swedish cadets are supposed to be more motivated by working with something they like. This could partly explain mindset differences, because if you want to be the best, you would still work hard even though you did not necessarily like it (for example after 13 years), but in Sweden where liking what you do is more important, the ability to change your situation must be available.

After reviewing the interviews as a whole one can create two groups depending on what the cadets think about their future career; whether they want to have a career in the armed forces or if they just want to stay as long as they like it.

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86 S1 on interview question #21
87 S2 on interview question #21
88 G3 on interview questions #6 and #14
Staying as long as they like it | Wanting a career
---|---
S1 | S3
S2 | S5
S4 | G1
G3 | G2
G5 | G4

Table 5.a.2 – Career or liking it

According to this table, the theory only just passes the test. You can see a slight preference for the Swedish cadets to stay as long as they like it instead of aiming for a career, and the same but the other way around for the German cadets, but it is hard to say for sure with so few interviewees. Either way this question is hard to divide into such groups because normally the two sides build on each other; for example it is hard to be the best if you don’t like what you are doing, and if you like what you do you usually become good at it.

When looking at question number 18, asking how the mindset (if you like your job or not) affects the work, all ten cadets without exception agreed on the importance of having the right mindset for the work. Below follow some examples of what the cadets think about liking or disliking the job and what effects and results come of that.

G2: “[W]hen I don’t like what I do in my job I think the results are not as good as they would be if I would love the things I do.”

G3: “[I]f you like what you do, you are motivated, cause you think it’s a good thing and you know why you do this especially. And I think you really get to know very fast if they don’t like the job cause always they show you that they don’t like it; they are angry, they have no fun while they are doing their job”

S5: “I think it's absolutely necessary for you to like what you are doing, to be able to perform well and do a good job as an officer. So if I even start not liking it or not being happy at it, I'll probably think a bit harder about other options, or try to change my situation so I'm a bit more content.”

S4: “I think if you like your job then you want to do something good about it. And I believe that if you have a job that you don't like, then you can't do that job effectively.”

Another thing that was mentioned by several cadets in both countries was that the right mindset is extra important in the military profession, because of the effects it has on the officers’ subordinates; the soldiers they lead. See examples below:

S5: “I think that depending on what your job is, it’s possible not to like it but still sort of value it for being committed, provide some and feel it's worth your time to go to work and do your job and then go home and live your life. But I think that the officer profession is a bit different.”
S2: “[I]f you are happy and enjoying your... what you do, it will have a positive effect for those you’re working with. I think you can because of your mindset you can help changing the mindset of the troops.” 95
G4: “[I]t will effect of course the soldiers that you are responsible for as well, your mindsetting.” 96
G1: “I think that when you have disopinion you transport this to your soldiers. Everything is bad all the other guys think that it is also bad. You’re the guy who has to motivate the others.” 97

This shows that it is not only important for Swedish cadets to like what you do, but also for the German cadets. Cadets in both countries value the right mindset and understand the importance of liking their job. However, if wanting to be the best is more important than liking what you do, cannot be shown in these small numbers.

In regards to the two groups in the table above, another difference can be seen when analyzing the interviews; that the Swedish cadets are more open for other alternatives in search for something else if they don’t like their jobs. The German cadets generally don’t seem to share this idea, most likely because during the 13 years the German cadets have no choice to look around for something else. However a few of the German cadets were also talking about this as an option after the time of duty is over.

In this case the theory only just passed the test with a slight preference for the Swedish cadets to think it is more important to like what you do. Even if being the best (as in wanting to make a career) was important to a few people of both countries, it still was not more important than liking the job. Liking the job was confirmed to be very important for the cadets of both countries. If the cadets/future officers are happy with their jobs, the effects will be the same – the results of the work will be better. If this is not the case in Sweden, the cadets will probably try something else. If this is not the case in Germany, the results of the cadets work will probably not be as good as they could be.

iii. Quote 3 – Work/Life Balance

“In a masculine society, the ethos tend more toward ‘live in order to work,’ whereas in a feminine society, the work ethos would rather be ‘work in order to live.’” 98
“Feminine: [...] More leisure time is preferred over more money. [...] Masculine: [...] More money is preferred over more leisure time.” 99

For these quotations the focus is work/life-balance. According to the theory the cadets of masculine Germany are supposed to prioritize work and money before leisure time and their private life. In feminine Sweden the cadets are supposed to prioritize their free time more, working only to pay the bills. This could also help explain the mindset differences, because in Germany if you live in order to work; signing a contract for that long would be considered a good thing. In Sweden where you work

95 S2 on interview question #18
96 G4 on interview question #18
97 G1 on interview question #18
98 Hofstede. Cultures and Organizations, 167.
99 Ibid, 170.
in order to live, one would probably not give up that much time of life in order to sign a contract to work.

By looking at the question about **what is important for the cadets as employees of the armed forces** and comparing their answers, they can be summarized by the table below. The underlined words are things or favors they wish to get from their employer to make their civil life easier or better in some way.

<table>
<thead>
<tr>
<th>Swedish cadets</th>
<th>German cadets</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1: Good co-workers, personal development, salary, a plan for me, schedule</td>
<td>G1: Career, variety in job, salary</td>
</tr>
<tr>
<td>S2: Equality, stability</td>
<td>G2: Family friendly, stability, not moving, a plan for me, reputation in society</td>
</tr>
<tr>
<td>S3: Meaningful exercises, good employer relationship, salary</td>
<td>G3: Happy in job, salary, vacation, flexibility from armed forces, my own will</td>
</tr>
<tr>
<td>S4: Good colleagues, environment, professionalism, challenges, development,</td>
<td>G4: Contract, social benefits, career, salary, security, possibilities</td>
</tr>
<tr>
<td>inspiration, varying work hours, no overtime</td>
<td></td>
</tr>
<tr>
<td>S5: Taken seriously, act on own initiative, influence, trust, encouragement,</td>
<td>G5: Flexibility from armed forces, place, modern army, going on mission</td>
</tr>
<tr>
<td>insurance, material</td>
<td></td>
</tr>
</tbody>
</table>

**Table 5.a.3 – Important as employee**

Out of the total 25 things mentioned from the Swedish cadets, only eight things stand for improving the life outside work, the rest is for improving their work life. When looking at the German cadets, 15 out of 23 things mentioned have to do with improving their lives outside work. This would mean that the German cadets value things that improve their private life higher in percentage than the Swedish cadets do. If this is the case, it would mean that the theory is wrong and quite the opposite is correct. Nevertheless it is hard to compare answers to such an open question, so the answers should not be taken as absolute, but they can work as guidance. When looking through the rest of the interviews one sees many different opinions from both sides.

Here are examples of what the two extremes sounded like, when it comes to choosing what you put first; work or civil life.

S2 thinks civil life comes first: “I think first I don’t have a goal for my future officer career. I think that depends on how my private life is developing.”

G4 thinks work comes first: “being a soldier, an officer, is not a […] nine-to-five-job. […] You have to […] sacrifice? Yeah exactly, sometimes for your job. And you know all this beforehand, you know what the military is.”

According to these quotations the theory can be right. Picking out the two extremes, it was a Swedish cadet who works in order to live, and a German cadet who lives in order to work. However
these are only the extremes. Among all other cadets the opinions constantly vary about what is most important.

Another thing came up when looking into the work/life-balance of the cadets; the fact that it sometimes can be hard to separate work life from private life. This was something experienced from both sides, and many of the cadets were ambiguous between doing one’s duty as well as taking care of family. This issue is probably more frequent in the military than in other work places, because the military can almost count as a culture itself. It is not unusual that one for example can recognize a soldier in civilian clothes in the city because of the way he or she walks/talks/dresses et cetera. Below follows some examples of how the cadets see the two lives as one; inseparable.

G4: “Because also the way of life, the military culture, I already knew that from before you know so… It wasn’t like a shock for me the military culture that is here. [---] So either you like what you do, you know what you’re doing, you’re proud of what you’re doing; then you will have a fulfilled job, a fulfilled life.”

S4: “Start a new chapter of my life and the job that I will have will be a major factor in that chapter.”

On the other hand there are also opinions from the other side, showing a distinct line between work and leisure time. Below follows some examples of opinions from both Swedish and German cadets who talk about the importance of separating work life and civilian life.

S1: “[H]aving a proper schedule makes it possible to both work and have a civilian life; with friends, to start a family, travel, do stuff that takes your mind of work.”

G3: “And yeah also that you can go your own way directly after you finished school [after the day’s education] cause you are very good paid so you have your free time”

To conclude the work/life-balance chapter, one can say that at first when looking at it generally, the theory seemed to be wrong. After that when looking at the two extremes it seemed to be very similar to the theory. So basically the rest of the cadets in between are of mixed emotions and ideas, which makes the theory maybe not so useful in all cases when it comes down to individuals.

b. Uncertainty Avoidance

A brief reminder of that Germany, with a score of 65 is considered a strong uncertainty avoidant culture in this dimension, and Sweden, with a score of 29, is considered a weak uncertainty avoidant culture.

In this chapter the focus will be on the sub question; if the Uncertainty Avoidance Index can explain the structural difference of the two organizations. A few quotes from Hofstede’s study have been chosen to see first if the theory can help explain this case, and secondly if it can be considered correct in this case.

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103 G4 on interview questions #15 and #18
104 S4 on interview question #20
105 S1 on interview question #25
106 G3 on interview question #23
i. Quote 1 – Long-term Employment

“[I]n countries with stronger uncertainty avoidance, people not only intended to but did change employers less frequently.”

“In higher-UAI [uncertainty avoidant] countries, other factors being equal, more employees and managers look for long-term employment.”

For these two quotations the focus is long-term employment, and how the cadets’ views on this differ. According to the theory, strong uncertainty avoidant German cadets are supposed to avoid the uncertainty of changing job and employer and therefore stay longer in each workplace. Weak uncertainty avoidant Swedish cadets are supposed to not mind changes and can therefore be seen changing job or employer more often. This could partly help understand why the structural difference exist, and why the two groups of people prefer their own system of signing or not signing the contract; because in Germany you look for long-term employment, but not in Sweden.

For this topic, the interview questions have been different for the two groups because of the obvious structural difference of signing the 13-year contract or not. This makes the answers not comparable to each other between the two groups, but it gives a good overview of the different approaches of the cadets when it comes to the contract signing.

When looking at question number eleven from the German interviews, about what it meant to them and how they felt signing a contract for 13 years, the following summarize their attitudes:

| G1 | First “oh my god”, now not so bad. Happy when signing. |
| G2 | Easy, felt good. Cannot lose job, security. |
| G3 | No big deal, sounds harder than it is. Mentally prepared, with or without contract. |
| G5 | No choice for future. If I’m bad I can leave. Security, plan future. Hard moving from home. |

Table 5.b.1 – German meaning of contract signing

As one can see, there were mostly positive feelings to sign the contract, and the security of having a long-term employment seems to be important for most cadets.

When asking the Swedish cadets about how they would react upon signing a contract the opinions varied quite much:

| S1 | No negative effect, would sign it. Depends on length. Surprised we do not have contracts. |
| S2 | Would have signed before, but not now. Depends on length. |
| S3 | We need contracts. I would sign it. Security |
| S4 | Negative effect. Freedom is important. |
| S5 | I would think extra. Did not know so much before. Today it is like mentally signing a contract. |

Table 5.b.2 – Swedish meaning of contract signing

107 Hofstede. Cultures and Organizations, 200.
109 Interview question #11 of the Swedish interviews.
Here you can see that two cadets (S1, S3) are thinking the Swedish armed forces should also introduce contracts, like Germany. One cadet (S4) is negative towards it, and the other two (S2, S5) are somewhere in between.

Comparing the two tables above, one can see the resemblance between the two Swedish cadets that are pro contracts and the German cadets which signed the contracts. Perhaps the mindsets of the other three Swedish cadets are also present in the German society, but they did not want to sign a contract, and therefore they are not in the Bundeswehr today.

Some conclusions can be drawn from questions 17 and 22 of the German interviews, dealing with the dilemmas ‘staying even if I didn’t have to’, and ‘to leave or not after 13 years’. Here the German cadets are a very homogenous group, because they all answered that they would have stayed in the armed forces, even if they were not bound by a contract. When asked if they wanted to leave after their 13 years were over, all the cadets were ambiguous, meaning that it is a long time ahead, and they all agreed that it is a decision to make later in life.

When asked if they wanted to have a shorter or a longer contract, all but one of the German cadets answered that they would like a longer contract than 13 years. This clearly indicates the positive meaning of the contracts for the German cadets. If they were unhappy with it they would more likely want a shorter contract. The last interviewee (G5) preferred a contract of 6-8 years, which could mean that 13 years is considered to be too long for a contract. Perhaps one explanation for this can come from one of the other cadets:

“Others who are maybe younger, who applied straight away after school, are not happy with what the military is because they also didn’t have the perspective before […] So they didn't really know the military life, how it was before, and then they say ‘Oh it's not mine’, so they leave the military. Especially now here in the, during the university.”

Because the cadet wanting a shorter contract is the youngest of the interviewees being 21 years old, while the others are 23, 24, 24 and 25 years old. However that is a conclusion that cannot be drawn from such few interviewees, it might well be an interesting coincidence.

By looking at the Swedish cadets and comparing _how long they would have signed a contract for_ as compared to _how long they are planning to stay_ in the armed forces the summarized results below are quite interesting.

<table>
<thead>
<tr>
<th>Number of years to sign</th>
<th>Number of years to stay</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1 10 years</td>
<td>10-20 years</td>
</tr>
<tr>
<td>S2 2 years</td>
<td>2 years – my whole life</td>
</tr>
<tr>
<td>S3 10 years</td>
<td>Long, but not till retiring</td>
</tr>
<tr>
<td>S4 5 years</td>
<td>A few years – my whole life</td>
</tr>
<tr>
<td>S5 5 years</td>
<td>20 years</td>
</tr>
</tbody>
</table>

Table 5.b.3 – Signing versus staying

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110 Interview question #12 of the German interviews
111 G4 on interview question #11
112 Interview question #12
113 Interview question #22
From this table one can draw a few conclusions; the first one is that generally the Swedish cadets would agree to sign a contract with a much shorter time period than 13 years. The other one is that even if they are planning to stay longer, they still do not want to sign a contract for a longer time. According to the three previously mentioned cadets who did not want to sign (S2, S4 and S5), or were ambiguous about signing a contract in table 7, the reason could be that the freedom of choice is too precious:

S4: “Because I want to be free. I don’t want to be [...] stuck with something I have chosen for many years ago. And I want to be free and make new decisions whenever I want if I find something else.”114
S2: “I will have had the time to get a feeling for the job or feel if this is really something that I want to do and I can do. [...] I think that if I don’t enjoy it or if I hate it after two years, I think I will have a hard time continuing for three more years, or eight more years.”115

To reach a conclusion about the long-term employment, Hofstede’s theory could help explain one of the reasons for the structural difference. The theory says that German cadets are supposed to prefer a longer, stable contract, which is in line with what they have today. The Swedish cadets are supposed to not necessarily prefer a long-term employment and therefore having shorter contracts would suit the organization better. In reality, the cadets of both countries generally fit well into Hofstede’s theory, showing that long-term employment seems to be more important to the German cadets than for the Swedish cadets. The Swedish interviews show that there are two cadets who, just like the German cadets, value the security of having a long-term employment. However they are not as many as in the German group, which could mean that Hofstede’s theory is right in this case.

ii. Quote 2 – Structure

“Uncertainty-avoiding cultures shun ambiguous situations. People in such cultures look for structure in their organizations, institutions, and relationships that makes events clearly interpretable and predictable.”116

The focus for this quotation is structure, and how big needs the cadets have for their lives, and things in their lives, to be structured. According to the theory, strong uncertainty avoidant German cadets are supposed to avoid ambiguous situations by wanting as much structure as possible, while the weak uncertainty avoidant Swedish cadets are supposed to not have great need for structure; life being disorganized is more acceptable. This could help explain why in Germany there is a need for signing a contract to structure the organization and the employees’ lives.

Examining the answers from question 15 about if the officers’ program is as they thought it would be according to the information they got during the application process, the answers are in some ways the same, but also different. See summarized answers in table below.

114 S4 on interview question #12
115 S2 on interview question #11
116 Hofstede. *Cultures and Organizations*, 197.
Table 5.b.4 – Same as information in beginning

<table>
<thead>
<tr>
<th>Swedish cadets</th>
<th>German cadets</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1: Yes and no</td>
<td>G1: Yes and no</td>
</tr>
<tr>
<td>S2: Cannot remember</td>
<td>G2: Same as expected</td>
</tr>
<tr>
<td>S3: Not the same as expected</td>
<td>G3: Nearly the same as expected</td>
</tr>
<tr>
<td>S4: Cannot remember</td>
<td>G4: Same as expected</td>
</tr>
<tr>
<td>S5: Yes and no</td>
<td>G5: Yes and no</td>
</tr>
</tbody>
</table>

The table shows that two people from each national group answered ‘Yes and no’ which means that the information was generally right, but some parts were missing. The other three of each group differ very much from each other, which is interesting. One Swedish cadet answered that it is not the same as the expectations, and the other two Swedish cadets answered that they cannot remember, which can be interpreted as they haven’t reflected upon this because it is not considered to be of importance. On the German side, one cadet answered that it is nearly the same as expected, and the other two answered that it is the same as they expected from the information they got in the application process.

Looking at these two groups and taking away the average answers (‘yes and no’), the information they had in the application process can be interpreted in different ways. Either the German cadets had overall better information in the beginning, or the system is more structured and therefore easier to follow. The Swedish cadets could either have had information which they didn’t care about enough to remember, or they got the wrong information, or the supposed structure was not followed. If the last case is true the theory might seem correct, because the Swedish cadets and/or organizers do not seem to mind that the structure is not exactly followed, but disorganization is acceptable anyway. However in Germany, most of the cadets seem to think that the structure is well followed or well informed. Below follows some quotes from the cadets that could strengthen this implication:

G4: “I have to say up to today it’s exactly how they say it is with these different phases. There was no... There was nothing that came in between”  
G5: “First the information looks like: you do the basic training, the speaking course. First you lead the basic training for a group then you go to the officer school and then you study again. So in this way it will be good, also the information about the university and officers schools are very good.”  
S5: “But then when I realized that that wasn’t the case, I said “Alright, well we’re doing this instead”, and that’s alright because it’s also valuable and I’m learning things from it so... So it’s alright basically.”  
S3: “I don’t think, when reading the pamphlets or the information on the website prior to applying, I wouldn’t say it’s exactly the same, or what you imagined, but it’s not really that big of a deal.”

Structure in work life also gives the German cadets structure in their private life which seems to be something highly valuable. Being able to plan ahead seems to be important and that would also

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117 G4 on interview question #15  
118 G5 on interview question #15  
119 S5 on interview question #15  
120 S3 on interview question #15
support the contract-signing. Here are only a few examples, but the main point is shared by all German cadets.

G1: “Somebody have a plan for you. It is more easy. I think of course to join the army is easy, very safe way to do your life because there is always someone who say “ok now you do this, tomorrow you do this and next another thing”. There is always a plan.”

G4: “On the one side, I’m pretty satisfied, or glad, that we actually have a contract, because like I said before; we will have these thirteen years are safe. You can plan ahead of time and for your future, so it’s important to have a contract.”

To conclude, Hofstede’s theory could explain why the signage of the 13-year contract seems legitimate to the German cadets and the Bundeswehr as an institution. When aiming for structure in work- and private lives, this would be a good option. For the Swedish cadets the need for structure in work and private life does not appear to be as important, which could explain not feeling the need for a contract. Generally the cadets fit into Hofstede’s theory, but there are also some interviewees that do not fit with the theory.

iii. Quote 3 – Worries

“Weak Uncertainty Avoidance: People have fewer worries about health and money. [...] Strong Uncertainty Avoidance: People have more worries about health and money.”

“For Weak Uncertainty Avoidance: If country is affluent: satisfaction with family life. [...] Strong Uncertainty Avoidance: If country is affluent: worried about cost of raising children.”

For these two quotations the focus is worries. What the cadets in Sweden and in Germany are worried about in their lives at the moment and in the future, can explain many things when it comes to choosing one thing over the other. In general living in a strong uncertainty avoidant culture, like in Germany, people are supposed to (according to the theory) become anxious and worried when a lot of uncertainties are present. To not feel worried, the uncertainties must as far as possible be avoided by setting up rules, plans and structures. While in the weak uncertainty avoidant culture of Sweden, uncertainties are supposed to be considered part of life and are not necessarily something to be worried about; hence not such a big need for rules, plans and structures. This could also help explain the structural difference; the contract signing in Germany could be to decrease the worries of their employees and therefore make them feel and perform better, and in Sweden the worries are not that big so there is not the same need for a contract.

In both quotes above the financial aspect is taken up; worries about money, and worried about cost of raising children. When looking for this aspect in the interviews, one can see that every German cadet mentions the importance of money at least once in every interview. When looking at the Swedish cadets there are three of them that never even mention money. By searching through the transcriptions for the words; pay, salary, money, financ* or econom*, one can see how many times these words are being mentioned in each interview. To get an overview, see table below:

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121 G1 on interview question #12
122 G4 on interview question #11
123 Hofstede. *Cultures and Organizations*, 208.
124 Ibid, 203.
<table>
<thead>
<tr>
<th>Swedish cadets</th>
<th>German cadets</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1: 1</td>
<td>G1: 9</td>
</tr>
<tr>
<td>S2: 0</td>
<td>G2: 5</td>
</tr>
<tr>
<td>S3: 8</td>
<td>G3: 1</td>
</tr>
<tr>
<td>S4: 0</td>
<td>G4: 4</td>
</tr>
<tr>
<td>S5: 0</td>
<td>G5: 3</td>
</tr>
</tbody>
</table>

Table 5.b.5 – Importance of money

This is of course not a qualified method of comparing the answers, in most of these cases many words are being mentioned within the same context, but it can give you a hint of what is important for the cadets. When looking further into what they actually say about money, the two Swedish cadets use expressions like "regular salary"\(^{125}\) and "payment is [...] enough"\(^{126}\), while the German cadets use expressions like "good pay"\(^{127}\) and "good money [...] good salary"\(^{128}\). Many of the German cadets also stress the fact that it is good to be getting safe money for 13 years, so they can plan their future lives. Some other opinions from a few German cadets were that you become more independent from your parents when you are getting a good salary. According to the two above examinations, one could say that earning good money is an important factor for most German cadets, and one can draw the conclusion that this might have something to do with worrying about the financial aspect of things. However there are also a few cadets that claim the difference and are going against the theory; for example cadet G1 who thinks that "Money is not everything"\(^{129}\) or cadet S3 who is quite disappointed by the low pay in the Swedish armed forces.\(^{130}\) This shows that in this case, not all German cadets worry about money, and some of the Swedish cadets do. However the fact that signing a contract and therefore getting a safe salary for the next 13 years, seems generally to be a well-liked structure among the German cadets.

Apart from the financial aspects, cadets were also worried about where they are going to live during the time of duty. Worrying about where to live and when to move is probably quite unique for the military. Some or usually many times within an officer's career, there comes a time when he or she has to move towns or regiments because work demands it. This is an uncertainty that almost all military personnel must live with and tackle in whichever way most suitable. The above mentioned factor was shared amongst most cadets, regardless of nationality. Below follow some examples:

S4: “I think I have much [...] [l]onging for home to that west coast of Sweden. And we don’t have any places to work in the west coast in Swedish armed forces. So it not depends on the organization, it’s more about the place.”\(^{131}\)

G5: “[B]ut I don’t know where the job is. That’s the only problem, that was one of the hard decisions for me because I am very proud of my hometown. I have many friends there and I go back nearly every weekend, so this was the only hard or negative way.”\(^{132}\)

\(^{125}\) S1 on interview question #24  
\(^{126}\) S3 on interview question #24  
\(^{127}\) G4 on interview question #24  
\(^{128}\) G5 on interview question #19  
\(^{129}\) G1 on interview question #24  
\(^{130}\) S3 on interview question #16  
\(^{131}\) S4 on interview question #21  
\(^{132}\) G5 on interview question #11
Paradoxically here is that the German cadets, in search for structure and stability, sign the contracts which mean that they have to move if the work demands so.

The conclusion is that regardless of the nationalities, many cadets worry about where they will live during their time of duty. Because the Swedish cadets are not bound by a contract, they can leave if they do not like the town or regiment where they have been placed. But for the German cadets this is a sacrifice they have to make in order to have the security and stability of a 13-year contract with good salary. When talking about the financial aspect, the opinions cross more between the countries. To worry about the financial aspect is according to the theory in this case more true than false; the German cadets in this interview generally worry more about money than the Swedish cadets, however there are as usual some exceptions. Many of the German cadets, as mentioned earlier, value the work contract for assuring their income for the next 13 years, which could help explain the motifs behind the structural difference (signing the contract or not) between the two countries.

c. Motivation Patterns

Here is a brief reminder of what motivates people according to the theory Dimensions of National Cultures;

What motivates people affected by the Swedish national culture is achievement and belongingness. What motivates people affected by the German national culture is security and esteem.

Before moving on, the definitions of these words should be defined. Here with the help from Collins Dictionary¹³³,

“Achievement: something that has been accomplished, esp by hard work, ability, or heroism.”
“Belongingness: the human state of being an essential part of something.”
“Security: the state of being secure.”
“Esteem: high regard or respect.”

In this chapter the focus will be on answering the sub question what motivates people in Sweden/Germany to work in the armed forces. Investigating first if the theory can be applicable in this case, and secondly if it can also be considered correct.

To investigate if these two motivation patterns can be applicable in this case, one can have a look at the two organizations’ websites; the one of Försvarsmakten, and the one of the Bundeswehr. By visiting the official homepage and doing one click to get to the ‘Career’-site one can see what approach the organization has to get people interested in a career in the armed forces.

On Försvarsmakten’s career page the quote reads:

“If you choose to work in Försvarsmakten, we can promise you one of the most exciting jobs you can imagine. A job where you get the opportunity to mature and develop, both professionally and as a person. You work in an open organization which has great

confidence in each individual’s ability and where you will be given responsibility. The majority of our exercises and activities are executed in Sweden, but we often have an international focus to meet today’s requirements.”

This approach focuses very much on describing the job and what personal achievements (exciting, mature, develop, individual’s ability) it can offer. It also focuses a little bit on esteem (responsibility) but not on belongingness. If you continue to the page ‘Our organization – our values’, one can read the following: “Welcome to a world of challenges, comradeship, responsibility and personal development”135, which basically goes perfectly in line with the motivation pattern achievement (challenges, personal development) and belongingness (comradeship).

On the Bundeswehr career page the quote reads:

“The Bundeswehr is one of the largest employers in Germany. It offers qualified men and women a variety of career opportunities - in uniform and in civilian clothes. Just before the end of the service the Berufsförderungsdienst of the Bundeswehr helps employees to re-enter the civilian labor market on at least a comparable level.”136

This focuses not so much on the job itself, but more on what happens after the 13 years, demonstrating the possibility of re-entering the civilian labor market. This would go in line with the motivation pattern for security (largest employer, re-enter civilian market), and a little with esteem (qualified, career). When continuing reading about the ‘Military employer Bundeswehr’ it says that “[a]s a soldier in the armed forces one can expect interesting and varied tasks with high demands. For this we offer you professional training and an attractive salary”137, which basically is more about esteem (high demands, professional) and a little about security (salary). These two quotations found on the Bundeswehr career website would in combination speak clearly to a person valuing security and esteem highly.

To see if Hofstede’s theory can be considered true in this specific case, one must look at the interviews as a whole, and interpret both what the cadets say, but also what they do not say. Therefore this interpretation is inevitably personal, but it can give you an indication about what is important for the cadets. In the table below it is shown which motivation pattern is most suitable for each individual, with regards to what can be interpreted from the cadets’ answers.

<table>
<thead>
<tr>
<th>Swedish cadets</th>
<th>German cadets</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1: Achievement and esteem</td>
<td>G1: Security and esteem</td>
</tr>
<tr>
<td>S2: Achievement and belongingness</td>
<td>G2: Security and esteem</td>
</tr>
<tr>
<td>S3: Achievement and security</td>
<td>G3: Belongingness and esteem</td>
</tr>
<tr>
<td>S4: Achievement and belongingness</td>
<td>G4: Security and esteem</td>
</tr>
<tr>
<td>S5: Achievement and esteem</td>
<td>G5: Achievement and esteem</td>
</tr>
</tbody>
</table>

Table 5.c.1 – Cadets’ motivation patterns

A few interesting similarities and differences can be seen in this table. To start the Swedish cadets all have achievement in their motivation pattern. Four cadets mentioned challenges and three cadets

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137 Ibid. [Author’s translation]
mentioned personal development, which proves the importance of achieving personal goals, and personal development for the Swedish cadets (and the German cadet who also has achievement as part of the pattern). After that it was a mixture of the other three parts of the motivation pattern, so it is hard to say a general preference for the Swedish cadets apart from achievements.

**Belongingness** was not a strong candidate for either of the countries, with only two cadets in Sweden and one in Germany. Many cadets mentioned the importance of comradeship, teamwork, and cooperation, but only three cadets in total got this as their strongest candidate for the motivation pattern.

When it comes to the German cadets everyone has *esteem* as one part of the motivation pattern. The fact that the German cadets seem to take more pride in their profession; things like family traditions (three cadets), wanting to make a career (three cadets) and doing one’s duty for the country (three cadets) were the most outstanding reasons (also among the two Swedish cadets with esteem in the motivation pattern).

Of the German cadets there were three of them who also had *security* as their other part of the motivation pattern. Here the characteristic aspects like money, a safe job, and being able to plan ahead, were strong candidates and mentioned by all German cadets (and for one of the Swedish cadets, however in that case it was only about the financial aspect). However it was only for three of the German cadets it was the most important part.

In general, all cadets mentioned all these four parts (Achievement, belongingness, esteem and security) at least once in their interviews, with only two exceptions; one German cadet who did not mention belongingness, and one Swedish cadet who did not mention security. Otherwise this shows that all these parts are included in an attractive work place, only that people value them differently.

Other things that were mentioned as motivational, but cannot be explained by this theory, were usually shared by most cadets regardless of nationality. These are listed here:

- Good and inspiring role models (five Swedish cadets, three German cadets)
- The work itself and all the variety that comes with it (five Swedish cadets, three German cadets)
- Working in an international context (three Swedish cadets, three German cadets)
- Having fun (two Swedish cadets, three German cadets)

To conclude; what motivates Swedish cadets are first and foremost achievements, thereafter it is a mixture. What motivates German cadets is firstly esteem, thereafter comes security. However all four are important to all cadets, only to different extent. There are also other things that motivate the cadets, which are not applicable in this theory.
6. Analysis Discussion

a. 13 years – Freedom or Security?

The answer to this question is not black or white; it has been very clear throughout the interviews that the cadets think both security and freedom is important. For example to some Swedish cadets a contract signage would be considered a good thing, and for some German cadets the freedom of choice within the contract (for example work hours and work place) is still important. Basically it is not one or the other; it is only how these two are balanced that differs from every individual.

It can also be hard to separate the two definitions from each other. For the Swedish cadets for example, having the freedom to choose make them feel safe; that would be their security. For the German cadets, even if they have signed a contract to ‘give up their freedom’ in order for security, they still did it of their own free will, so that was their freedom of choice.

It is also important to highlight that the German cadets interviewed are already part of the system; they already signed the contract. This means that the people being interviewed believe in security and the things associated with security in the Bundeswehr, because if they believed that freedom of choice was more important than security, they would probably not have signed the contract. Perhaps there are many other people who would prefer to not sign a contract, leading to the fact that they are not in the Bundeswehr today, and therefore they are not represented in this analysis.

Another aspect which is paradoxical is the security of having a job versus being secure on the job. The profession of an officer is very much associated with taking risks, for example on missions, or on the shooting range. It can partly be explained by Hofstede’s theory, meaning that uncertainty avoidance is not the same as risk avoidance, but still it makes one wonder if the people looking for security when they are young, actually end up with a lot of unintended risks when they are older.

For the Swedish cadets however, there were many who thought signing a contract for a couple of years would be good for their security. But to put freedom of choice over security in work life seemed in general more popular, because many of the cadets were hesitant about signing a contract and would not agree to sign for as long as 13 years; 2, 5 or 10 years were discussed. As one can read in the most recent Swedish defense resolution, introducing a system with longer contracts for employees would perhaps be better for the structure and financing of the organization. However it is important to realize that introducing a system of contract signing for a longer time, would probably lower the diversity of the people in the work force, discouraging the future cadets who are not attracted by signing a contract, because they value other things higher.

As Hofstede himself would put it: “[a]n important consequence of this fact is that we cannot change the way people in a country think, feel, and act by simply importing foreign institutions.”

b. Dimensions of National Cultures; Suitable or not?

“A country’s values are strongly related to the structure and functioning of its institutions” So of course the values of the people and the structure of organizations cannot be completely separated,
but it must also be pointed out that measuring motivation and underlying reasons for people’s behavior can be done in many different ways and with many other theories as well. This is only one way, and there are certainly more things than national culture that develop people and induce them to choose one option over the other.

Also stressing the fact that organizational culture and organizational structure are fields of study of their own, which could not be covered in this paper. There would probably be different aspects that could explain more about the differences, but the national culture can at least explain some aspects: “Research results regarding national cultures and their dimensions proved to be only partly useful for the understanding of organizational cultures.”

Hofstede continues;

“Organizational cultures are a phenomenon by themselves, different in many aspects from national cultures. An organization is a social system of a different nature from that of a nation, if only because the organization’s members usually did not grow up in it. On the contrary, they had a certain influence in their decision to join it, are involved in it only during working hours, and will one day leave it.”

He means that national culture is something you are born into, something you cannot really explain or know where you got it from, but when it comes to which organizational culture (workplace) you belong to, that is more affectable. This means that even though the people are in the same organization, they cannot be described as one homogenous group. Everyone will have their own opinions because of the cultures present when they were born and raised.

c. Which came first – the Chicken or the Egg? Structure or Motivation Pattern?

Hofstede claims that the organization influences the people as much as the people influence the organization, which leads to the question about what came first.

“Thus, institutions follow mental programs, and in the way they function they adapt to local culture. [...] In their turn, institutions which have grown within a culture perpetuate the mental programming on which they were founded. Institutions cannot be understood without considering culture, and understanding culture presumes insight into institutions.”

According to Hofstede, the culture of a country changes very slowly, because it goes from generation to generation. So in one way one could think that culture came first, but on the other hand the military as an institution has coexisted alongside culture in both countries for centuries. For Germany though, after the Second World War, both the country and the military institution have gone through very many changes, especially when looking at values and structure, so maybe it could be argued

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140 Hofstede. Cultures and Organizations, 24.
141 Ibid, 47.
142 Ibid, 47.
143 Ibid, 24.
144 Ibid, 20.
that the culture and military institution developed together from after the Second World War up until today.

Either way, the interesting thing here is that to understand people’s motivation patterns, you cannot only look at people’s values or only at the organization’s structure because “[r]educing explanations to either one or the other is sterile.”

**d. Methodological Critique**

i. **In General**

Most important to emphasize is that this is a case study, and can therefore not be used for generalizing. This case study only shows how it is in this specific situation, with these certain cadets. It does not mean that all cadets think the same, and it does not mean that the answers can be used for expressing the general opinion. This case study shows how one part of the truth looks, but it is only a limited part, and should be taken for what it is. As mentioned in the introduction, this study is mostly for understanding the differences, not explaining the truth.

Validity, meaning the way of measuring the right things for the right cause, is of course hard to prove in this case. One thing that could be criticized is for example that the interview questions are a little bit different between the two groups, which make them hard to compare. On the other hand, one cannot ask all the same questions when the two groups have such different default positions. The interviews were tested and altered after four test interviews before the real ones, which would have made the validity higher, but then it is still very personal in every interview how the person interprets the question and how the interviewer interprets the answer. One can also see that the cadets sometimes answered another question than the one being asked or that they associated a question with something else and came up with another answer, which was also hard when trying to compare the results.

Reliability, meaning that the way of measuring things is always the same, is hard to defend in this case because of a couple of reasons. Reliability in culture studies reveal a paradox; because measuring and valuing a culture is mostly done by another person who is affected by his or her own culture. Therefore the analysis can be biased and the answers can be interpreted through a point of view which can unconsciously miss important information. The interpretation of the answers is therefore person bound, and if another researcher were to look at them, it is not certain that he or she would draw the same conclusions. There is also often information in what the interviewees do not say and the analysis of this information is even harder to not make personally. Other critique could be that the interviews were not conducted in the same way, because of the obvious fact that one group of cadets was in another country and therefore face to face interviews could not be made. Also the semi-structured interviews are needed to ensure that if an interviewee misunderstood the question or did not understand it, rephrasing or asking in another way is still doable, but this makes the reliability lower because not every interview is exactly the same. It was however a conscious choice because when talking about things this personal it is important to have a smooth and easy going attitude towards the interviews.

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The *most similar system design* in this case turned out to be harder to follow than imagined. It is very hard to make people as similar to each other as possible, but still wanting a widespread variety of answers. The organizations are not either as similar as they could be, but then again if you want to compare a big difference, it is hard to avoid smaller differences that come along with it. Also people’s backgrounds play a big part when it comes to culture studies, and this factor was hard to make similar for obvious reasons.

### ii. Theory Critique

Hofstede and his team have had many supporters as well as critics over the years. One piece of critique is that the theory is westernized. For example when looking at Asian cultures, they discovered many years later with a different survey system that the Uncertainty Avoidance didn’t matter, instead they added another dimension; *Long-term versus Short-term Orientation* which is better when comparing different Asian cultures.146

“Cultural Homogeneity [...] This criticism is perhaps the most popular. Hofstede’s study assumes the domestic population is a homogenous whole.”147 It is very hard to say that people are and behave in certain ways only because of their national culture; of course that is not the case, and one must be careful not to stereotype people through this tool. Many other cultures are also always present in every individual; gender, generation and class culture are only some examples.148 Also in many countries there are different ethnic groups which has a big effect on behavior, for example in Sweden where the majority of the inhabitants belong to the Swedish ethnic group it is easier to see similarities, but for example in the USA where there are so many different ethnic groups, people will almost certainly act differently. “Regional, ethnic, and religious cultures account for differences within countries; ethnic and religious groups often transcend political country borders.”149

There has also been criticism of the national culture theory explaining peoples’ acts and behavior, without taking into account individuals’ personalities. Hofstede partly disagrees, saying;

“Our joint study showed that culture and personality are not independent. [...] while there is a wide range of different personalities within every country, the way these individuals describe themselves in personality tests is partly influenced by the national culture of the country.”150

Another criticism is that the study is out-dated. “Some researchers have claimed that the study is too old to be of any modern value, particularly with today’s rapidly changing global environments, internationalization and convergence.”151 To some extent that is correct, a lot of things have happened in our society since the 70’s. Hofstede defends his theory by saying that culture does not change fast, even if society is.

“Culture change is slow for the onion’s core, labeled *values*. As already argued, these were learned when we were children, from parents who acquired them when *they* were children.

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147 Jones. Hofstede - Culturally questionable?, 5.
148 Hofstede. *Cultures and Organizations*, 46.
149 Ibid, 45.
150 Ibid, 40.
151 Jones. Hofstede - Culturally questionable?, 5.
This makes for considerable stability in the basic values of a society, in spite of sweeping changes in practices.\textsuperscript{152}

However in this case there is also another aspect of time, because Hofstede’s studies were made in West Germany at the time, and questions about how the culture differs between former East and West Germany are still not answered.

To conclude; most important is knowing that this theory generalizes and stereotypes all inhabitants in a country, and this is not true in real life, everyone is different. It is also easy to look at a dimension and see that one has a high or a low score of something, but this does not mean that the country does not acquire any of the other values on the other side of the scale. Every country has parts of the dimensions of both sides, the score only shows how the two sides are balanced.\textsuperscript{153}

\textbf{iii. Interviews and Interviewees}

The most protruding thing noticed was how the difference in the interviewees’ English speaking ability effected the interview. In general the Swedish cadets had more efficient English, which made them say more in a shorter time, and made it easier for them to express their exact opinion. There was also more flow in the speech, which made it easier to follow. This could have had an effect on the outcome of the interviews.

One can always question whether the interviewees actually express their real opinions. Questions about motivation in a quite specific job like this one are always sensitive, and sometimes people tend to answer what they have been taught or indoctrinated with.

The interviewer-effect can also have had an effect on the interviewees. How the interview was conducted, what approach the interviewer had and so on, this is always important to remember when doing personal interviews.

Searching for interviewees that could speak somewhat good English, the unintentional result turned out to be that a few cadets had a background with English-speaking parents. This could mean that the cadets when they were young were induced with not only German or Swedish culture (from schools, friends et cetera), but also Canadian, or British (from family life), which it was in this case. Of course this could also be the case of cadets with parents from other places, but that could not be heard in the interviews, and therefore there is no record of this. It is not defined where the line is drawn between a national culture within the country, and when bringing it to another country. Perhaps it is also too hard to define, and differs from individual to individual.

Because of strategically choosing interviewees and with quite specific limitations, the people within each group turned out to be in many ways similar to each other; generally they all had a fundamentally positive view of life, which was very much reflected in their answers. In reality this is most probable not the case.

Also the groups of interviewees are already in the system, so the results will of course be a bit biased. In the case of Germany, for example the people who do not think it is important with security; what they think about the system one might never find out, because they are probably not in the system.

\textsuperscript{152} Hofstede. \textit{Cultures and Organizations}, 20.
\textsuperscript{153} Ibid, 32.
The limitations for choosing the interviewees were set to look for German cadets who started 2010 and Swedish cadets that started 2011 – that would ensure that all cadets had had the same time at the university as well as basic training. However, it very soon turned out that the interviewees had a lot of different military experience before that, so this aim was not really reached.

7. Conclusion

a. Review of Research Questions

1. According to the theory ‘Dimensions of National Cultures’; the Masculinity versus Femininity Index tells us that the German people are supposed to think it is more important to be the best, while the Swedish people are supposed to think it is more important to like what you do. Part of the conclusion is that the theory could help explaining why the German cadets do not mind signing a 13-year contract; because if they want to be the best; doing a career, they will stay that long in any case. According to the theory, for the Swedish people it is more important to like what they do, which leads to the need for being allowed to change job if they do not like it. This could help explain why they would prefer to not sign a contract. When it came to reality of this case, the outcome of the three examined cases was that in two out of three cases (expectations, and liking what you do) the theory was more or less correct for Sweden, but in all the other cases; three for Germany (expectations, liking what you do and work/life-balance) and one for Sweden (work/life-balance), the answers from the cadets were so different that the theory could not be confirmed nor denied.

2. The other part of the theory; Uncertainty Avoidance Index, tells us that the German cadets are supposed to get worried in uncertain situations and want to avoid it as far as possible by setting up rules, laws and regulations. According to the theory, the Swedish cadets are supposed to not get as worried about uncertain situations and therefore do not have such big needs to create rules, laws and regulations. The theory can help explain why the Bundeswehr and its cadets call for a contract; to sign away another uncertainty, but Försvarsmakten and cadets do not. In reality for this case, it showed that the theory was generally correct for cadets of both countries, however there are always individuals not fitting into the theory.

3. The last part of the theory about people’s motivation patterns tells us that the German people are supposed to become motivated by security and esteem, while the Swedish people are supposed to get motivated by achievements and belongingness. This could help explain why German cadets are motivated by signing the contract; it gives them security and the possibility of making a career. For Swedish cadets it would not necessarily be motivational to sign a contract, because personal goals and liking your colleagues and workplace are more important ideas to follow. Looking at reality of this case, the theory was nearly correct for the German cadets but only half correct for the Swedish cadets.

4. Putting all of this together, the general conclusion is that the theory can be used to help understand reasons why there are structural differences in the two organizations, and what personal effects come of that. However, it is of great importance to point out, that the theory is generalizing and it does not mean that all individuals fall under this theory, which has also been shown in the interview results. When dealing with people you could never say that all are or think the same. Because these are people and everyone is different, even if the general crowd goes in a specific direction. During the examination of results there have always been cadets
from both countries who did not follow the theory, sometimes the theory did not seem to be right at all compared to the interviews, and sometimes the cadets had so many different answers that it was hard to draw conclusions at all.

b. Conclusion

This case study shows that German cadets in their fourth year of studying that were being interviewed do not suffer from any lost job motivation that would come from signing the 13-year contract. More the opposite, that it makes them feel secure and therefore has a positive effect. If the Swedish cadets had to sign the contract, some of them would appreciate it for the same reasons as the German cadets, but for some cadets it would be demotivating. These cadets value the freedom of choice for the future, higher than security.

By looking at the two different organizations and the people interviewed, a conclusion can be made that each structural system suits well for the people in each country, when looking at the different national cultures. The interviewees in general like their own system and it would probably be hard to change it, one way or the other.

Looking back on the purpose of this paper, the theory Dimensions of National Culture could generally be used to describe the differences in cadets’ mindsets and motivation, which can also be a ground for having or not having a contract-system. Theoretically, the theory is correct and can be applicable in this case, but when it comes to reality it is much more complex. Because it is a generalizing theory, it can never meet every individual’s opinions, which was also shown in the cadet interviews.

c. Recommendations

To conduct further research on this topic a few areas of interest have been highlighted. First of all to do a comparison with a group of people within the Bundeswehr, and one control group outside the Bundeswehr, so one group did sign the contract, the other did not. Then looking into the differences of these two groups could perhaps tell us more about the average German person and what motivates them to choose the Bundeswehr or not.

Another thing could be to do a larger survey to get a clearer overall picture of the motivation for cadets, instead of in-depth case studies. It would be interesting to see whether the outcome is the same (quantity instead of quality), and whether the Hofstede theory is more applicable in that case.

Even more interesting would be to do the same kind of study, but with people who are nearly finished with their 13 years. One could investigate if the same high motivation is still present after all the years of duty, without the excitement about their new job. If possible, one can return to the same interviewees after a couple of years to see if their motivation has changed.

One could also do a comparative study with other organizations in the German or Swedish societies to see whether the same organizational structures exist somewhere else. In that case one could investigate if there are differences in motivation for the employees between the two different institutions that still have the same structure.
Finally the same kind of method and case could be used, but with another theory. Perhaps an age-, class- or gender theory could be applicable, to see if the results differ or are overlapping.

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9. Appendices
   a. Interview questions
      i. German version

About me:
Helena, 25 yrs, Stockholm, 3rd year cadet, Navy, Erasmus, Bachelor

About my work:
Topic: Differences between the German and the Swedish officer education systems, and how it effects officer cadets’ views on the profession.

Basically How organizational structure influences job motivation.

Structure of interview:
30-40 min, Background, Decision making, Change in expectations, Motivation today

Background:
1. Name:
2. Age:
3. From:
4. Years in the military:
5. Future service branch:

Decision Making:
6. When did you decide to apply for the officer program?
7. Who or what effected you in making the decision?
8. Was it an easy decision? Why?
9. Why did you decide to apply for the officer program?
10. What was the one biggest motive for your decision to become an officer?
11. What did it mean to you to sign a contract to serve in the armed forces for 13 years?
12. If you could choose, would you sign a shorter or longer contract than 13 years? Why?
13. Anything to ad?

Change of Expectations:
14. Which expectations did you have before you started?
15. Is the officer program as you thought it would be, according to the information you got in the applicant process?
16. Has your ideas about this profession changed since you started? If yes, how?
17. Would you work in the armed forces after you were finished with your degree if you didn’t have to? Why?
18. Depending on if you like your job or not, how do you think your mindset effects your work?
19. Anything to ad?

Motivation Today:
20. How do you feel about the fact that you will soon start working as an officer in the armed forces?
21. What do you think about your future career in the armed forces?
22. Do you want to leave the armed forces after your 13 years are over? Why?
23. What motivates you to work in the armed forces as an officer?
24. What is important for you as an employee in the armed forces?
25. Anything to ad?

ii. Swedish version

About me:
Helena, 25 yrs, Stockholm, 3rd year cadet, Navy, Erasmus, Bachelor

About my work:
Topic: Differences between the German and the Swedish officer education systems, and how it effects officer cadets’ views on the profession.

Basically How organizational structure influences job motivation.

Structure of interview:
30-40 min, Background, Decision making, Change in expectations, Motivation today

Background:
1. Name:
2. Age:
3. From:
4. Years in the military:
5. Future service branch:

Decision Making:
6. When did you decide to apply for the officer program?
7. Who or what effected you in making the decision?
8. Was it an easy decision? Why?
9. Why did you decide to apply for the officer program?
10. What was the one biggest motive for your decision to become an officer?
11. Imagine that you would have to sign a contract to serve for a number of years after the education, how would that have effected your decision?
12. What is the maximum amount of years you would have signed up for? Why?
13. Anything to ad?

Change of Expectations:
14. Which expectations did you have before you started?
15. Is the officer program as you thought it would be, according to the information you got in the applicant process?
16. Has your ideas about this profession changed since you started? If yes, how?
17. Will you work in the armed forces after you are finished with your degree? Why?
18. Depending on if you like your job or not, how do you think your mindset effects your work?
19. Anything to ad?

**Motivation Today:**

20. How do you feel about the fact that you will soon start working as an officer in the armed forces?
21. What do you think about your future career in the armed forces?
22. How many years do you see yourself staying in the armed forces? Why?
23. What motivates you to work in the armed forces as an officer?
24. What is important for you as an employee in the armed forces?
25. Anything to ad?
b. Transcriptions

i. Interview with (S1) 16th of April 2014

Background:
1. Name: (S1)
2. Age: 25
3. From: Stockholm, Sweden
4. Years in the military: 4 years in total. 1 years conscription.
5. Future service branch: Army, Logistics

Decision Making:
6. When did you decide to apply for the officer program?
   I decided to apply pretty much after or under my conscription service during 2009. During the spring of 2009 I was doing my conscription in the Swedish armed forces in the army, cavalry. And I saw and I heard about there were applications for fighter pilot, or helicopter pilot. I applied for that and did those tests during my conscription. After that, I didn't pass the tests, so I applied for the regular army in the regular officers program for the army in January 2010.
7. Who or what effected you in making the decision?
   My experience during the conscription.
   Me: In what way?
   First of all I didn't think that I would do my conscription. During the time in Sweden it was semi-mandatory to conduct your conscription. You could do it if you wanted to, but you didn't have to. I decided to do my conscription but didn't have any plans to continue in the armed forces. During the conscription I realized that the armed forces was a good workplace and... It spoke to me. So that's why I applied and wanted to continue in the armed forces.
   Me: Was there any emotional reasons, or any people that affected you in any way?
   Mostly not people, it was more about the workplace, and the job description as you might say.
8. Was it an easy decision? Why?
   Yes.
   Me: How come?
   I've always wanted to do what I want to do and I have always been supported by my family back home in whatever decisions I want to make. Even as well my god father has been supporting me in joining the armed forces because it's an honourful tradition.
9. Why did you decide to apply for the officer program?
   Because of the reasons I mentioned before, that I wanted to continue to be in the armed forces after my conscription. At the time it was not possible to continue in the armed forces, except for applying for the officers program, going abroad on missions to Afghanistan for example or doing the BFA-tjänst, noncommissioned officers duty as you might say. And those... It wasn't a whole lot of people that got the opportunity to do that so the best way was kind of to apply for the officers program, so that's what I did.
10. What was the one biggest motive for your decision to become an officer?
    That's a tough question. I'd say the development of your own personality.
11. Imagine that you would have to sign a contract to serve for a number of years after the education, how would that have effected your decision?

It wouldn’t have effected my decision in a negative way. I would have still done it. It also depends a little bit on how long the period that you have to sign up for. But I was, how you might say... I’m surprised that in Sweden you don’t write a contract. I really thought that we would, like at least have a verbal contract that we would serve for at least two years.

12. What is the maximum amount of years you would have signed up for? Why?

Five to ten years.

Me: And why is that ok but not more?

Ten years is a long period of time and a lot of things can change in ten years. Especially if you get a family you can have sickness in relatives, you can get injured. There's... Your goal in life can just change in ten years. And that's why having a longer period of time than ten years I believe is not appropriate and to have forcing people to stay longer than ten years would probably make a lot of people unhappy. And having not happy people at a workplace will decrease the work morale I would say.

13. Anything to add?

No.

Change of Expectations:

14. Which expectations did you have before you started?

I didn't really have any expectations. I had the.. I wanted to become a good officer. That was my goal, and that was like the biggest expectation you might say.

Me: And what is a good officer for you?

A good officer has to have several different... Categories or experiences. It's hard just to define a good officer, people are different and people are good officers in different ways. But I wanted to have the basic knowledge that would make me a suitable officer. Knowledge of my work. The ability to develop and to push soldiers to complete the tasks that they're given. That's two things that a good officer has to have according to me.

Me: So your expectations you could say was you would get the education to become a good officer?

Yeah.

15. Is the officer program as you thought it would be, according to the information you got in the applicant process?

Yes and no. Yes it has developed me into becoming a better leader and a better person. It has given me opportunities to develop as a person and as a leader. The reason I'm saying not is that it hasn't given a lot of opportunities to develop my military experience. In three years it has been mostly civilian studies. And according to me more military studies could have been conducted so that we would have a bigger knowledge of the military profession.

16. Has your ideas about this profession changed since you started? If yes, how?

No. Not really.

Me: So it’s still what you thought when you started becoming an officer?

Yes. It might change when I start working and becoming an officer myself, but up until now my view of an officer has always been the same.

17. Will you work in the armed forces after you are finished with your degree? Why?

Yes.
Me: Why?
Because I'm striving towards becoming an officer and work as an officer that's why I am doing this education.

18. Depending on if you like your job or not, how do you think your mindset effects your work?
Absolutely. A person that isn't happy about their job and is based on a job that he or she doesn't like, that will definitely effect the work morale.
Me: In what way?
In a negative way. Having positive relationship to the work task that you're given will make the person more... Eager to do a good job.

19. Anything to ad?
One experience, difference, that I've noticed is when I came to the Military Academy I thought that every student would be as motivated and as eager as me to learn new stuff and to develop into becoming an officer. I quickly noticed that that weren't the case. According to me a lot of students just went to school because they wanted to go to school but they didn't want to develop into becoming an officer. They thought they would just pass exams and then they would start working instead of becoming a greater person or becoming a good officer. And that was a disappointment to me. Because having people that aren't as motivated as you are will affect your work morale. Being surrounded by people that are motivated will make the group as a whole move forward in a better and quicker way.

Motivation Today:

20. How do you feel about the fact that you will soon start working as an officer in the armed forces?
I look forward to it. Absolutely. I've... According to me three years in school is a good amount of years to becoming an officer. If I would have had to study more than three years I would have kind of lost the edge of the studying part, on the motivation. So I'm thrilled to start working soon.
Me: Anything else than just happy feelings?
I have a frustrating feeling, but that is towards the regiment that I'm going to work at because of the lack of information that I have been given up until now. I am still waiting for some huge information parts that hasn't been given to me yet.

21. What do you think about your future career in the armed forces?
I haven't really thought about my career as a whole yet. My goal has always been to just graduating officers school and start working, and from there I can see where I want to go in my career. But I definitely want to go abroad during my career as a military officer. And I want to go abroad as a military officer. My goal, my plan for my career... I really want to do parachute jumping. And I have come to the right regiment to be able to be given that course.
Me: When you said you want to go abroad, do you mean go abroad on a mission or to work abroad with like an attaché or something?
Mission. International mission. Or the proper word for it in English is operation.

22. How many years do you see yourself staying in the armed forces? Why?
Right now at least ten to fifteen, maybe twenty years. I haven't thought about any civilian career right now. I'm still, I will be 26 when i start working, and I have my whole life in front of me. Right now I don't see any civilian jobs that will... That sounds better than the armed forces. But that might change.
23. What motivates you to work in the armed forces as an officer?

The work tasks. I really like the physical work place. I would say some jobs as an officer are very practical, and I like practical work. So this education is a theoretical and practical education.

Me: What is it with the work tasks that you like? What do you mean with the physical workplace?

What I mean with physical workplace is that you won't, hopefully, I would say, because I'm not working yet, I'm not sitting behind a desk all day, as you do in other jobs, or civilian jobs where you have an academic career behind you. What I mean by the practical workplace, is that you can some days you can go to the shooting range and you have a shooting exercise with soldiers. The next day you can be behind your desk planning for a mission, and the third day you're out conducting the mission, or the training.

24. What is important for you as an employee in the armed forces?

Since I'm not an employee yet, I might say that my coming employment having good coworkers and a job where I can like develop myself.

Me: Do you have anything else from the employer? The armed forces as an employer, what they can offer you that you are expecting as an employee?

They could provide the basic things as a regular salary and a program where they would like to develop me into, with courses, to becoming a better officer and becoming an asset to the regiment.

25. Anything to ad?

I might ad that the armed forces as an employer I expect them to give me a good way to organize my civilian life, so I can have a proper schedule which would enable me to have a normal civilian life as well as a work career.

Me: What do you mean with a good civilian life?

I’d say a good civilian life is when you’re active and you’re able to do whatever you want to do besides working. And having a proper schedule makes it possible to both work and have a civilian life; with friends, to start a family, travel, do stuff that takes your mind of work.
Background:
1. Name: S2
2. Age: 24
3. From: Vetlanda, Sweden
4. Years in the military: 4 ½ years in total. 1 year conscription, 1 year as soldier.
5. Future service branch: Army, air defense.

Decision Making:
6. When did you decide to apply for the officer program?
   I applied two times. Both of the times I got in. The first time was after my conscript, or my
   basic training. And the next time was after the year I worked as a soldier.
   Me: How come you decided to not go the first time?
   Because I had the choice of joining the Nordic Battle Group as a soldier, and get some
   experience. And I felt that I wanted to have some more experience before my officers
   training. So that's why.
7. Who or what effected you in making the decision?
   I don't know exactly, because there weren't someone who pushed me into applying, so I
   think it was pretty much my own decision and when I told the officers in command... My
   colleagues, they were... They thought I should apply. They were in favor for my decision.
   Me: Anything about your friends and family at the time, did they affect you in any way?
   No, not affect me as... I think it was always my own decision to apply for officers school and I
   everyone else supported. Both family and friends.
8. Was it an easy decision? Why?
   Yes.
   Me: Why?
   Because I think I saw it as a challenge. And I saw it possibility to go abroad and make some
   difference without just being a ground foot soldier. Without just having the guns and the
   weapons.
   Me: What do you mean? To work with air defense that you can go abroad and not having to
   engage in fire fights?
   I don’t think... I don’t have to work in the air defense. I think I saw... When I thought of going
   abroad I thought more of civilian military communication than... yeah. I don't think I've seen
   it as go abroad, make a difference with weapons. I wanted to go abroad, make a difference
   and not have to use weapons. And that I couldn't do as a soldier I thought.
9. Why did you decide to apply for the officer program?
   I don’t think I applied... I run for it, I think it was because it was... not a high school, it was a
   university. I did apply for the other kind of officer also but I never sent in the last couple
   papers; I never fulfilled that application. But I think, and that was only the first time, the
   second time I didn't sign for the... how is it called? And I think that was one part. And the
   other part was I applied to become a, firstly to become a, officer like the ones I had during
   my basic training. But it looked like a kind of work or job I would like to have, or I would
   enjoy having. And it was both challenging and you could always learn new things. You could
   always become better.
10. What was the one biggest motive for your decision to become an officer?
   I don’t know. I don’t think I can... I think it was many things that had influence on each other so it wasn’t just one thing in particular.
   Me: Can you name maybe two? If you have a hard time choosing.
   I think why I applied was the support I got when telling I did apply or wanted to apply, together with... Why I was pretty OK in my service, or really good, I got appreciated for my... what I did. So I think it was the source that I joined.

11. Imagine that you would have to sign a contract to serve for a number of years after the education, how would that have effected your decision?
   That I have to go into that contract during my, or directly after my officers school?
   Me: Yeah so you sign it when you start or when you apply.
   If I would have signed it when I applied I think it will have a different effect than it would have had if I wrote it now. When I applied I wanted to become an officer and I wanted to work in the armed forces and I didn’t see... Yeah I wanted to try it, so I don’t think I would have had an... Or less thoughts about it then.
   Me: But today you are not sure you would sign such a contract?
   Yeah. That depends on how long it is. If it’s contract for two years, I could have signed it, but if it’s a contract for maybe five years, or ten years, I don’t think I would have signed it.
   Me: Why is two years OK but five or ten years not OK?
   I think that after two years I will have gone a pretty... I will have had the time to get a feeling for the job or feel if this is really something that I want to do and I can do. I think that after two years I... Yeah. I think that if I don’t enjoy it or if I hate it after two years, I think I will have a hard time continuing for three more years, or eight more years.

12. What is the maximum amount of years you would have signed up for? Why?
   (Skipped this question because it is already answered above)

13. Anything to ad?
   No.

Change of Expectations:

14. Which expectations did you have before you started?
   I thought that it would be more close to the basic service, like shooting weapon or having combat training. That would be the biggest part. I knew that it was very much focus on academic work and studying, reading books and lessons in classrooms. I was prepared for that, but I wasn't prepared for having to take so much responsibility for my own... I'm thinking of my... What I learned from my basic training or from my year as a soldier.

15. Is the officer program as you thought it would be, according to the information you got in the applicant process?
   I try to remember what I had for information. I can't remember. I don't think so, but I can't remember. Nothing that pops up. I don't think I have reacted on anything particular.
   Me: So has your expectations been met?
   Some of my expectations have been met. Some have not. When it comes to like combat training, the more practical expectations I had; those have not been met.

16. Has your ideas about this profession changed since you started? If yes, how?
   Yes a bit.
   Me: In what way?
I think when I started I think I felt that kind of officer I'm becoming now, would have more respect on the decision making, if you were... But as I think now, my part is to take a step back and the one that will work next to me, the officer who will work next to me, is the one who will make the fast call part.

Me: Will that be a non commissioned officer or a petty officer or is that another officer also from the academy?
No not from the academy. I don't know what the English expression for it is.
Me: And what is it in Swedish?
Specialistofficer
Me: Petty officer. So you mean that you will take a step back and the petty officer will do the practical work?
Maybe not the practical work, but the fast decisions; the decision making that happens here and now. And my work is more to “how do we get out of here and how do we get to the next stage”?

17. Will you work in the armed forces after you are finished with your degree? Why?

Yes. I have to think about the question. Yes.

Me: And why is that?
Because I got a... Befattning
Me: A position
Yeah a position, a proposition for a position that I... That's the position I applied for having. Can you say so?

Me: Absolutely. But so do you want to work there? Or is it just the duty?
No I want to work there. Because that means also that I will be working with my colleagues from my year as a soldier. Or many of my colleagues. It will be like going back to the same company as i left, but with a different position. And the position is the one that I hoped to get after finishing my officer training.

18. Depending on if you like your job or not, how do you think your mindset effects your work?

Yes.

Me: And in what way?
Because I think if you are happy and enjoying your... What you do, it will have a positive effect for those you're working with. I think you can because of your mindset you can help changing the mindset of the troops.

19. Anything to ad?
I think that's a tricky question because I think there's are many things that have changed, but I can't...

Me: Anything crucial for you in your future role as an officer in the armed forces?
No.

Motivation Today:

20. How do you feel about the fact that you will soon start working as an officer in the armed forces?
I'm motivated and glad for being able to see what I have went to school for. What's the job behind the three years. I think I'm excited also...

Me: Sorry, did you say excited?
Yeah. Because I'm a bit nervous also, because I'm not sure what's expecting, or what the
company is expecting from me.

21. What do you think about your future career in the armed forces?
   What do you mean?
   Me: Where do you see yourself in the future?
   I have no idea. I think first I don't have a goal for my future officer career. I think that
   depends on how my private life is developing. And how much I enjoy the work. I think it's
   hard to say now.

22. How many years do you see yourself staying in the armed forces? Why?
   It could be everything from two years to ten years to my whole life, but I can be staying for a
   couple of years then I something else, then going back. I think at this point I don't want to
   take out a direction completely.
   Me: What is it that effects your decision to stay for two or ten years, or your whole life?
   It's as I said before, it depends on my personal, no my private situation, how where I is going
   to live. In which city, because not all cities have possibilities to... Not all cities have military
   work. And it's also if I'm going to enjoy it, or if it will go against my... What I believe in, if it
   takes the wrong direction. And the way
   Me: Sorry can you just repeat that last sentence?
   If... I think I can't remember.
   Me: If it goes against your...?
   My beliefs. What I... Yeah if it goes against my beliefs, or if it gets a different direction than
   I'm not... haven't thought over.

23. What motivates you to work in the armed forces as an officer?
   The possibilities to work... To have an active workplace, it's not just so high work or not just
   outside work. It also motivates me because you work very close with other people and I think
   that I enjoy that very much. And I also enjoy the key work. That you're everything, everyone I
   think are very close. I think we have a very good and close teamwork in the armed forces.
   And I appreciate that a lot. More to environment.

24. What is important for you as an employee in the armed forces?
   To be treated equal as officers, not just in armed forces I think we should be treated equal as
   other employees in... What do you say? Statliga myndighet, government...
   Me: ... Authorities
   Yeah. That the armed forces are put aside and it will not be a good workplace if the armed
   forces is going roller coasting from year to year. That would have a bad influence on I think
   everyone. And it would have... It's an important thing, you can't be sure about the future.

25. Anything to ad?
   I think I... Or I can add, that my journey in this officer training, from when I applied until now,
   or till I get my employment, I have had... I have been lucky in my... I have chosen which,
   wished for certain directions during these three years, and I have always gotten my first wish
   or the one thing that I hoped for. So through this, from when I applied until now, it has gone
   my way. But I know that it hasn't been like that for, or it hasn't been like that for almost no
   one. Especially not in the army. So I'm the lucky one.
Background:
1. Name: (S3)
2. Age: 27
3. From: Jönköping, Sweden
4. Years in the military: 5½ years in total. 15 months conscription. 8 months deployment.
5. Future service branch: Navy, submarine

Decision Making:
6. When did you decide to apply for the officer program?
   Well the decision kind of grew on me and, but the first time I ever thought about joining was during my conscript time. Or actually that’s not really true. I was always thought of that it might be a career for me, but I never really thought of it as a real option until conscript time. And definitely during the deployments when I was talking to other officers about how the education was and what the career would look like. So it kind of grew on me during those years.
   Me: What year did you do the conscription?
   2007 till 8.
   Me: And when did you do the deployment?
   It was 2008 and 09.
7. Who or what effected you in making the decision?
   Well there's two factors; firstly there were some talks I had with officers during the deployment and the conscript times and there was also the fact that I wanted to have an education after high school. So I've always considered myself getting higher education, and so it was never a question of if I was going to get it, it was just a question of what and when. And I did apply for a civilian education as well when I applied to the officer training, and if I wouldn't have gotten into the Swedish armed forces officer training I would have gone to a civilian higher education.
   Me: What did these officers say that made you more interested?
   Well basically they didn't really say anything that I didn't know but they kind of more had... They explained what kind of task you might do. And also the way you might be able to have a career. Which decision, or which options you have. I mean for example doing some staff work was something I thought of being a little bit boring, but when I talked to the officers in the staff during the deployment, they explained it in a way that made me feel like this is also, not just the part of driving the boat or being in responsible as possible of the boat or ship, but also the other things that you might be able to do. Or it was made clear for me that that might be interesting as well.
8. Was it an easy decision? Why?
   Well yeah I think so. Yeah it was, it was pretty easy. I mean you know it's always the question if... I mean if we have quite a lot responsibility and also we... It's actually, we're being educated to exercise violence, or waging wars, but it's still... It motivates my knowing that I would do it for the best of my country so that was not really, I mean, you can just do military in different ways, and I believe the way that Sweden uses it’s military; it's OK with me. But using it in for example against the civilians or something like that would not have... I would
not like that.
Me: So why was it an easy decision?
It's a lot of different factors. But pretty much that it... Well, I share the values I think of the
what the Swedish armed forces do but also that it's... Some what of a... What's the word?
Me: You can tell me in Swedish if you want
Utmaning
Me: Challenge
Yeah. I always wanted to challenge myself and I consider officer training as being a challenge.
9. Why did you decide to apply for the officer program?
Well it was a... Yeah I was finishing of my målar, my painting education and I was about to
apply for any other education so I applied to the officers training and also that civilian
education.
Me: Do you have any emotional reasons for why you applied for the officers program?
Emotional... No not really. I think it's a good way of earning a living and as a good career I
think. It's not really that, I mean, I don't feel like it's a calling or anything like that. It's more
like a way of doing something I think is good but also making a living. And you get to do a lot
of fun things.
10. What was the one biggest motive for your decision to become an officer?
The one biggest thing... I would say it's probably the fact that you working in the military you
always get to challenge yourself and try new things. That's probably my highest motivator.
But there is different things to that, but you're always going to be in a position where you
have to challenge what you can do and try new things.
11. Imagine that you would have to sign a contract to serve for a number of years after the
education, how would that have effected your decision?
You mean before applying?
Me: Yeah.
I think I’m actually, I'm in the... My views on the contract is that I think we need those. So for
me I would have definitely signed up anyways. Actually I, it's actually more of a, if I would
have signed the contract, starting up, I would have known what I would do, or that I would
have a job. As it is now I'm not certain that I will get a job. Do you understand what I? So in
some ways it would actually be helpful I think.
12. What is the maximum amount of years you would have signed up for? Why?
Maximum amount of years... Well the thing is that... That's a hard question because you
don't really know what you get to do during those years, but I would say somewhere around
ten years would be maximum. And then you, I mean, then they can give you an option to
continue or something like that.
Me: And why just ten years?
Well. As it is a contract you would have to finish of ten years, and you don't really know, I
mean, it's a lot of time and you don't know what you want to do after that. But I mean that
would include officers training and seven years of service so I think that's fairly good start of
as a maximum.
13. Anything to ad?
Well I think the fact that I do like to try, or to work with, advanced technical systems so stuff
like that made my career choice much more easier. Because I know within the navy I will
always be able to work with state of the art equipment, stuff like that. And that's also
personal motivator.

Change of Expectations:

14. Which expectations did you have before you started?
   Me: Expectations about the officer education.
   Ok about the officer... Well my expectations were probably that I would have more time deployed at the ships or etc. It means I thought it would be a closer link between the Swedish naval officer training and the actual units within the navy. We have had, as you know, some times spent on different ships, but it’s still been within a school environment. So that’s probably the most significant difference between my expectations and what has happened.
   Me: Do you also have some expectations that were just as you thought they would be?
     Well yeah. I thought the education would be about this, as challenging as it is. So the challenge of the education is pretty much in line with my expectations. Although I thought it would be a little bit more physically demanding than it is. I thought there would be more physical tests and more, you know, trials and maybe I thought there might have been some exclusion or I mean I thought there would be a risk of not being able to finish if you couldn’t finish for example a physical test or something like that. And that’s not the fact. Or, yeah, that’s not the way it is in my opinion.

15. Is the officer program as you thought it would be, according to the information you got in the applicant process?
   Well it’s not that I feel that I’ve missed a lot of information, but it’s not maybe... I don’t think, when reading the pamphlets or the information on the website prior to applying, I wouldn’t say it’s exactly the same, or what you imagined, but it’s not really that big of a deal.
   Me: So there’s no big thing you’ve noticed as a difference that you didn’t expect?
     No not really.

16. Has your ideas about this profession changed since you started? If yes, how?
   No not really. I think I’ve gone a deeper understanding of what my future work will be, or my responsibilities will be, about my tasks. But I believe I knew when I signed up that, or I had a feeling, or a good expectation. And it hasn’t been changed that much.
   Me: Is there something that has changed your idea of the profession as an officer?
     Yeah one, actually I... One of my expectations would be that being a naval officer would... I mean you wouldn’t make a lot of money, but it wouldn’t be considered low paid. But nowadays I’m not sure that it’s really a well paid job anymore. So that’s kind of one of my biggest concerns. Not that I wouldn’t make enough money, more that back in the days I think the economical... Well I think the benefits hasn’t really been höjda.
   Me: Raised
     Raised yeah in the same way that the rest of the society. So basically it’s the pay that’s been the most... I feel that that answer wasn’t really good.
   Me: The pay has been most disappointing maybe?
     Yeah exactly. I expected it to be on a little bit higher level. But it depends, I mean, we have all higher pension time or years and stuff like that.

17. Will you work in the armed forces after you are finished with your degree? Why?
   Yes that’s my intention.
Me: Why?
Well I think it's what I want to do. Also I have a little feeling of I wanted to repay the education in one way. I mean I don't think... I think I have a little bit of a obligation to continue for a little bit at least and... But that's just a little part, the main part is that this is what I want to do and I think my future service will be a lot of fun and much challenging.

18. Depending on if you like your job or not, how do you think your mindset effects your work?
What mindsets?
Me: If you like your job or not.
Ok, well of course. If you like your job you will always be more... You will stay on for longer and you would have a lot more motivation going to work and stuff like that so I suppose it's important. If you don't like your job you will eventually try and find some other solution or some other job.

19. Anything to ad?
No I just want to clarify that I think the officers training and also my future career it's it feels in line with my expectations. But it's I had higher expectations of payment and benefits and that's biggest difference, or the biggest thing that's changed during this period of time.

Motivation Today:
20. How do you feel about the fact that you will soon start working as an officer in the armed forces?
Yes, I'm looking forward to it. It's going to be a lot of fun. Although I know I have about one and a half years of school left so I'm still not really feeling that it's close. I mean it's still some time away in my mind.
Me: Can you explain more about the feelings you have when you think about starting to work?
Well for example the feeling you have when you're in command on a ship bridge; that's one of the feelings I really want to have. And that's one of the things that we will be doing this fall, for example, so I mean that's always been a motivator; being able to challenge yourself in that way. And it's those kind of situations that motivates me I think.
Me: Do you have something else that is not good feelings?
If I have any bad feeling about becoming...? Alright, yeah well not really at this point. I mean like I talked to you about before, it's the economical factors but I mean that doesn't really lower my motivation, it's just a kind of nagging on the side. It's more of a issue that I think the Swedish armed forces need to have a look at. But it's not going to effect my motivation I think. I'm still going to be able to support my family and stuff like that so. But the my tasks and my future things I will do, motivates me a lot.

21. What do you think about your future career in the armed forces?
What my expectations are?
Me: Where you see yourself in the future.
Well I think hopefully I would be able to show such good qualities that I would allow me to become a head of a ship, *fartygschef*
Me: CO [commanding officer]
But I'm still realistic and I know that I have to perform when, and I have to show that I can deliver all the things that I have to deliver on. But hopefully, with a lot of hard work, it pays off. So that's my first goal, it would be to advance through the ranks. But I have no problems
with the fact that I might be able to, or you have to, or have but, part of the work is to be on land; in a staff maybe and those kind of works, tasks. So that’s not really... That’s something I can do, it’s maybe not what I want to do, but it’s not a problem. So but realistically maybe five years I might be able to be, some years, but hopefully in five years I have done the first two parts of the submarine officers... Well the first two jobs then I could maybe advance to the next level.

22. How many years do you see yourself staying in the armed forces? Why?
How many years... I've always thought of myself that I might not retire in the armed forces. But how many years I will stay, I'm not sure. I will stay as long as I think it's giving and I think it's fun and it motivates me to go to work tomorrow, in the morning. But I'm not sure I will retire. Can I put it like that?
Me: Absolutely. And why don't you want to retire in the armed forces?
Well I don't... It's not that I don't want to retire, it's just that I... I see myself as well as... I mean I've always wanted to challenge myself and if I don't feel that is enough of challenge in maybe, well forty, fifty years old, I might try something else. But I'm not, it's not like I have end dates, it's more a feeling.

23. What motivates you to work in the armed forces as an officer?
I think it's three things; it's all it's the fact that I want to in some way serve, I mean serve Sweden or serve my country. It's also personal motivators like working with high tech gear, stuff like that. But it's mostly the fact that I get to challenge myself. So it's three points in a way. And also of course, you should not forget the great, all my comrades and the comradery. I mean you have a lot of fun during the watch or when you're officers...

24. What is important for you as an employee in the armed forces?
Well yeah, that would be two things. Being able to exercise and have meaningful tasks. I mean if you're on a naval ship you want to be at sea or you want to exercise with other naval ships, you don't want to be at the by the quay or something like that, just laying around. So it's a fact that we get to exercise a lot, or enough, so it feels good. Or, and the fact that you have a good relationship with your employer and you feel that the financial... Your payment is significant, or not significant... Enough. Tillräcklig.

25. Anything to ad?
No I think we have covered the most parts actually.
iv. Interview with (S4) 18th of April 2014

Background:
1. Name: S4
2. Age: 24
3. From: Hunnebostrand, Sweden
4. Years in the military: 4 ½ years in total. 1 year conscription. 1 year soldier
5. Future service branch: Air Force, air surveillance

Decision Making:
6. When did you decide to apply for the officer program?
   I decided that in the military basic training, lumpen. When I had done half year there then I
decided to start at the officers program.
Me: But then you still worked with the Nordic Battle Group for one year?
Yeah I... Uppskov
Me: So you got it, but you postponed it to one year later?
Exactly, yeah.
7. Who or what effected you in making the decision?
   Very much my platoon commander in the basic military training.
   Me: In what way?
   He said that I was lämplig and..
   Me: Suitable?
   Yeah and he said that I had many skills and qualities that could be good for the organization.
   Me: Anything from your friends or family that effected you?
   Not so much my family, maybe friends... No I don't think so. It was my platoon commander
   and myself. I saw many positive effects to work in the Swedish armed forces. But my friends
   and family didn't effect me.
8. Was it an easy decision? Why?
   Yeah I think so. I had two choices; either there were the officers program or I would continue
   with the pilot training in the civilian.
   Me: Was that an easy choice, choosing between the two?
   No it was very very hard. It kept me up many nights. But at least... the... Yeah it was difficult.
   Me: What did you think were the pros and cons between these two options?
   Maybe I saw more negative effects from the pilot career. I have many friends that did the
   training to become a pilot and it didn't meet my expectations about piloting. And... I liked it.
9. Why did you decide to apply for the officer program?
   That was because I saw many positive effects. It is very... I like the work, I like the
   environment. And... I like the friendship we have here it’s very close friendship. And I like the
   varying types of tasks. Both tasks and work time. We don't always have work that requires
   seven to four. And I think that suits me.
10. What was the one biggest motive for your decision to become an officer?
    That will be the friendship. I think in this organization we have a very close friendship
    between this colleagues.
11. Imagine that you would have to sign a contract to serve for a number of years after the
    education, how would that have effected your decision?
I don't know, but I think it would effect me negative. I want to be free and choose whatever I want, whenever I want.

12. What is the maximum amount of years you would have signed up for? Why?
I don't know, maybe five years.
Me: And why just five years?
Because I want to be free. I don't want to be *fast*...
Me: Stuck
Stuck with something I have choosed for many years ago. And I want to be free and make new decisions whenever I want if I find something else.
Me: But up till five years that's ok? You can sign away your freedom for five years?
Maybe not. It is a very difficult question. Five years is a lot of time.
Me: What about two years? Could you do that?
Maybe not. It is a very difficult question. Five years is a lot of time.
Me: Stuck
Stuck with something I have choosed for many years ago. And I want to be free and make new decisions whenever I want if I find something else.
Me: But up till five years that's ok? You can sign away your freedom for five years?
Maybe not. It is a very difficult question. Five years is a lot of time.
Me: What about two years? Could you do that?
I've never been in that situation so I don't know because I think when I applied to this the military academy, then I knew it was three years but I knew also that I could stop doing it if I didn't want to anymore. So I'm never been in that situation that I signed up for something and I couldn't have the possibility to...
Me: Change it?
Yeah change it.

13. Anything to ad?
Yeah I have. I will maybe change my answer about the family and friends if they effected my choice. And maybe my boyfriend, Daniel, I think he did. Because he loved the military and he wanted to continue military. He did never say that I should apply, or I should work with it, but I think an indirect way he affected me. But not direct.
Me: And you met during you conscription?
Yeah, exactly. We were in the same group.

Change of Expectations:

14. Which expectations did you have before you started?
Before I answer these questions I think I have to say that I didn't have many expectations. Because I did know very little about Swedish armed forces... But. My expectations was that I would be a group leader and to be good in my profession. To become good.
Me: Do you have something concrete? Something practical or theoretical you expected?
I would say the leadership education. Both the theoretical and when we have been out in practical. *När vi går i befattning*.
Me: When we enter the position in the future.
Exactly.

15. Is the officer program as you thought it would be, according to the information you got in the applicant process?
I don't remember... I don't know if I can answer this question Helena, I'm sorry, because I don't remember what it said. But I can say this that I haven't reflected that it was very different from that I had read.
Me: So you haven't had any epiphany, like "Oh wow I didn't know it was like this"?
Yeah, no I don't think so. Not the big expectations anyway, maybe small but not that I have reflected.

16. Has your ideas about this profession changed since you started? If yes, how?
I don't know what... Profession?
Me: Has your ideas about the work as an officer, has that changed?
Yeah very much. When I did my military basic training, conscript, then I got the picture of an officer that is very masculine and out in the woods and is a good leader in many practice exercises. But now I see it more like an organization that needs many different kinds of leaders, and many different kinds of people. And the work is very very different and that depends on what profession you have chosen.

17. Will you work in the armed forces after you are finished with your degree? Why?
Yeah.
Me: Why?
Because I now in the, when we have been to the military academy, I have pratciserat, praooat...
Me: Practiced
Practiced in my position and I like the work very much, much more than I thought I would.
Me: Why do you like it more than you thought you would? What have you discovered?
I've discovered that I can tillföra...
Me: That you can add
That I can add something to the organization with my abilities and my skills. And I have a lot of fun when I am a surveillance officer. I like that job very much. Maybe I should say also that it was a meaning that I... When I applied to the Military Academy I didn't know anything about surveillance. That wasn't the reason I applied to the Military Academy. But when I come to Karlberg and heard about the surveillance I choosed it. And I'm very happy with my choice.

18. Depending on if you like your job or not, how do you think your mindset effects your work?
Yeah very much. I think if you like your job then you want to do something good about it. And I believe that if you have a job that you don't like, then you can't do that job effectively, effektivt.

19. Anything to ad?
No I don't think so. Just that my expectations was more like the officer that practiced in the woods, and that picture have changed a lot during the Military Academy.

Motivation Today:

20. How do you feel about the fact that you will soon start working as an officer in the armed forces?
I love that! I want to start work today.
Me: Why is that?
Because, as I said before, I have had a lot of practice training at the VFU-year.
Me: Just for the record; the branch school year?
Branch school year. And I have discovered that air surveillance is very fun. Very suitable for me and I like it very much. Maybe more that the... I don't know... I think that my life may be takes, begins, a new chapter of my life. That I can... start living. Deprimerande.
Me: What is depressing?
I think I'm ready to start a life with my boyfriend and a new job and take avstamp...
Me: That you can... I don't know that either.
Start a new chapter of my life and the job that I will have will be a major factor in that
chapter. I don’t think that the Military Academy has been depressing but I feel that I’m done with that chapter, if I say it like that. It has been great, but I wouldn’t do it again.

21. What do you think about your future career in the armed forces?
Can you explain?
Me: Where do you see yourself in the future?
It depends. Some days I see that I will work. For the record also then, I have been applied up in Luleå, and some days I see myself in Luleå for about four or five years. And then after that would work in staff in Bålsta, Mälardalen. But some days just see that I... Maybe Luleå wasn’t right for me and I just think maybe I just work for two, three years up in Luleå then goes to the civilian market. That’s not because I don’t think that the Swedish armed forces isn’t right for me, it’s more about the location. I think I have much hemlängtan.

Me: Longing for home
Longing for home to that west coast of Sweden. And we don’t have any places to work in the west coast in Swedish armed forces. So it not depends on the organization, it’s more about the place.

22. How many years do you see yourself staying in the armed forces? Why?
Yeah that depends on what day it is. Some days my whole life, and some days just a couple of years. That depends how much longing for home. Konstig mening. [funny sentence]

23. What motivates you to work in the armed forces as an officer?
What motivates me is that you can see a clear... utveckling.
Me: Development
Development, both in myself and the people that I will lead. And the Swedish armed forces give many opportunities to develop me. Utveckla mig.
Anything else you feel is motivating you?
The work time motivates me, it's a very varying, vary life.
Me: Variety?
Variety work hours, do you say that? Some times I work for about a whole 24/7 and some days I just work eight hours a day and sometimes I can be free Monday to Friday.

24. What is important for you as an employee in the armed forces?
Can you explain a little bit more?
Me: Think that the armed forces is your employer; what do you think they should provide you in terms of salary, vacation, parental leave, sickness pay, stuff like that?
That was a big question.
Me: What is most important for you as an employee?
That would be the... Big question, big answer... I think that I trivs, feel comfortable, in my environment and in my colleagues and that the Swedish air force work for a better environment. It’s very important for me to feel comfortable in my profession. That we talked about that a little bit before, but I think I will do a much more good job if I is comfortable.
Me: And what would make you feel comfortable?
That my colleagues are professional to me, and I have things that challenge me so I can develop... Is that the word? I don’t like that word...
Me: Utvecklas?
Yeah. So I can develop and yeah I want to see development in the people I lead also. I wish I have the opportunity to inspire them, and I hope the Swedish armed forces can give me that opportunities.
Me: If you think about all these rights you have as an employee, like vacation, salary, work hours, insurance and things like that, what of those things are most important for you?
Work hours I would say.
Me: And that they are...?
That they are varying. And that they don’t have to do job... Work outside my job, to finish my job. Do some job outside the working hours. I want to be free when I don’t work.
25. Anything to ad?
I don’t think so.
v. Interview with (S5) 19\(^{th}\) of April 2014

Background:
1. Name: S5
2. Age: 24
3. From: Malmö, Sweden
4. Years in the military: 3 ½ years in total. 1 year conscription.
5. Future service branch: Army, mechanized infantry

Decision Making:
6. When did you decide to apply for the officer program?
   I started thinking about it then with my military service, then I conscription stage in 2009. Where my, sort of, I got a greater understanding of what a career as an officer was about. And I spoke quite a lot to my superiors at the time, of my conscription platoon. And that was, well sort of the interest started with a career, really. And then you apply I think sometime in the summer for the program so in the... I finished my conscription in December and I applied twice to the officer program. I applied the first time a few months after that but wasn't accepted the first time I applied, and then I sort of studied some other things during the time in between and then I applied again one year later.
7. Who or what effected you in making the decision?
   A lot of things. I mean I my eyes were opened for the career by seeing the first officers in my platoon in action and how they behaved and how they talked about their jobs and so on. And that was the first point of interest really.
   Me: And after the first point of interest, what happened?
   Well then I started researching a bit on my own what it is about really and what opportunities do I have because my perception of the whole military career was rather... I mean it was limited to what you experienced during your conscription which isn't that much really. But then I sort of researched a bit, started speaking to more people and it's also well sort of a tradition in my family. Not really a voluntarily tradition as such, but my grandparents, both grandfathers, were in the second world war in different ways. So that's sort of an idealistic reason as well for me choosing the military as a career.
8. Was it an easy decision? Why?
   Well yes and no. I mean in the end it was an easy decision to make but it also involved quite a lot of sort of pre work and researching and finding out what it would be about so.
   Me: Did you choose between different options or was this the only option?
   Well at the time I did also apply for the, some of the courses at the university just to sort interpret of all eventual possibilities. But I mean the main goal was the officers program.
9. Why did you decide to apply for the officer program?
   For a few different reasons, really. Like many of the people, I am attracted to the possibility of a very varied career, with lots of different things to do. I mean if you think of any armed forces as a small community of its own, you can basically do anything really in the context of... in a military context. But the biggest reason I think you could have called it an idealistic one, really. I think based on this, the family history, that we touched upon earlier, I sort of as a person I think it's very important that the ability and the right for a state to use violence to either defend itself or to advice further some goal. I think it's very important that that right,
the monopoly right, to use violence comes from a very stable and secure version of a state. And... Let’s see if I can explain this actually properly, you have to stop me if you don't get it. To be an actor I think that’s... Well as I said very important. And then to be a part of that, I thought would be a very interesting to have a career sort of in the middle, potentially in the middle, of situations where these things haven’t got so well in the context of international operations or sort of failed states in different reasons. And that that would be a sort of interesting and then challenging career to have. To be able to handle different situations that could come from that. Is that sort of clear?

10. What was the one biggest motive for your decision to become an officer?
   It’s a difficult question actually. The possibility of a really big variation of different situations and passing some challenges.

11. Imagine that you would have to sign a contract to serve for a number of years after the education, how would that have effected your decision?
   Since my understanding of the career in the armed forces has sort of evolved, or continued to evolved, over the years and it was pretty limited when I actually applied compared to today I imagine that it would have made me think a few extra times at least. Whether an officer was the way to go. I mean, in a way you do sign; I mean a lot of people say "well I'll just do this to try and see if it's for me" and stuff like that, but really, I mean if you've decided to apply for any program, regardless of the profession, you've... I mean, if you want to do it you'd thought of unofficially almost signed a contract with either yourself or with school or any institution. Of course it's not legally binding as such, but I think... Well, I mean if you've decided to do something you'll do it regardless if there's a contract involved or not I think.

12. What is the maximum amount of years you would have signed up for? Why?
   Interesting question. I probably... I mean, if it were a contract for life I probably wouldn't sign. I think that's a bit of an intimidating decision to make to put your entire life into something. But I don't know, you said earlier that the German version was thirteen years, was that right? And that's a long time as well, I'm not sure if I'd sign... Five years perhaps. It all comes from knowledge I think. If you're certain that "right I'd like to do this for ten or fifteen years", then it's no problem signing a contract. But if you don't know anything about it that's... Well it's a lot more... A daunting step to take.
   Me: So how come five years is a good number to sign up for and not more?
   I think that's sort of... At least for me the... No I just sort of said five on a wing really but from what I think it's... It's sort of a good number of years that you could overlook, or see from where I'm now sort of. I'm better of with a clear picture of where I'll be in five years, but I don't know at all where I'll be in fifteen years. So that... Something like that.

13. Anything to ad?
   No I think we've covered everything.

Change of Expectations:

14. Which expectations did you have before you started?
   Well my biggest expectation was that this, I mean the period of the officer program, the three years, would be the three years in my life so far that I've learnt the most. And that was sort of my overall impression or expectation that this is... These are the years so to speak. It is when everything will happen and I'll learn everything I have to. And then... Well yeah, that basically answers that question I think.
Me: Do you have any more theoretical or practical expectations that you can remember from before you started?
Well, since my experience was pretty limited of the armed forces as a whole, I expected to, because I knew that it was a joint school and so on, that now I'll actually learn things about the air force and the navy that I haven't had any contact with beforehand at all. So I expected to speak to people from different branches of service and learn more about them than before so... Well become more proficient myself as goes for leadership and technical knowledge and all the things, I mean; teaching and psychology and the line which fits a... I mean, basically all the components of the officer program. I expected to be able to increase my own ability.

15. Is the officer program as you thought it would be, according to the information you got in the applicant process?
Yes and no. When I look back now on the time that has gone since I started, it has been years and I have learnt an incredible amount of things. I think that my personal ability and my skill and competence has increased a lot and I'm thankful for that. But I mean as goes for all the details I didn't really know what to expect and if I look back now, I don't think that I could have expected any of them either. Cause they have been so... Well so many different things has happened really. There have been so many new situations that happened that I couldn't have expected. So overall yes, but in detail no. Based on that idea really, know what to expect in detail.

Me: What about the expectations you had before you started, have they been met?
Yes I think overall in a sense that I, that my expectations, were rather broad, based on that I sort of expected to learn a lot, and I have so... Overall yes.

Me: And there's not something big that you, a big disappointment; you feel that something was missed of your expectations?
No not really. I mean I expected that we'd stand more time in the field. For example be more practical parts of the training. But then when I realized that that wasn't the case, I said "Alright, well we're doing this instead", and that's alright because it's also valuable and I'm learning things from it so... So it's alright basically.

16. Has your ideas about this profession changed since you started? If yes, how?
Well yes in the sense that I think that my eyes have been opened even more to the great variation of things that you might end up doing as an officer. During my conscription, I mean the officers I saw and came in contact with then, we're mostly in the teaching role, that they were training us. And that was also something I was interested in. I like teaching, I think that's a rewarding profession, so I thought "well if I can do that, that's fine". Such... Now I've realized you can do so much more, so those expectations have changed.

Me: What do you mean with much more, do you have some examples?
Well I mean there's the teaching sense, I mean the... Now in recent time there was a Swedish... Really just a teaching mission in Mali for example, where one of my friends at Karlbergs brother was there. And I mean of course it's also teaching, but that's a difference between teaching conscripts in Sweden and Malinese soldiers. It's very interesting. And then our deputy battalion commander, cadet battalion now, she's in... I'm not sure where she is actually, but she's planning the sort of Swedish contribution to a mission in the Central African Republic now. And to do those types of things, I mean it's rather far ahead in our career, or it's at least a couple of years, but to be able to do those things, and to be able to
be involved in the work to influence the world at that level is pretty cool. So it's everything from the very basic level; of teaching someone how to, how a rifle works or how to do basic first aid, to planning military interventions and missions in other countries. We work around an impressive span of things to do that I don't think exists in very many other professions.

17. Will you work in the armed forces after you are finished with your degree? Why?
   Yes.
   Me: Why?
   Well also I mean this is really the end goal of our studies now, so it would in a sense I think be a bit counterproductive to just leave the armed forces after you finished your training and gotten your degree. But I, yeah so that's sort of the reason for me, I'm never actually want to so it's the goal for me. I'm also... I understand quite a few people are planning to do other things or, take some other training in another profession... Which is fine I suppose, I don't foresee, perhaps it comes later in the interview, but I don't see myself working in the armed forces for the rest of my life at this point. But at least after the degree absolutely.

18. Depending on if you like your job or not, how do you think your mindset effects your work?
   Absolutely. I think that depending on what your job is, it's possible not to like it but still sort of value it for being committed, provide some and feel it's worth your time to go to work and do your job and then go home and live your life. But I think that the officer profession is a bit different. I think it's absolutely necessary for you to like what you are doing, to be able to perform well and do a good job as an officer. So If I ever start not liking it or not being happy at it, I'll probably think a bit harder about other options, or try to change my situation so I'm a bit more content.

19. Anything to ad?
   No.

Motivation Today:

20. How do you feel about the fact that you will soon start working as an officer in the armed forces?
   Mixed feelings about that. One the one part I'm really looking forward to it, and I really can't wait to start working. Cause I mean that's been the goal during three years now and I'm really looking forward to it. On the other hand I've also realized that I still have an amount of things to learn, and that the training at Karlberg is still into rather high level and some certain basic things I feel are missed. It goes for leadership on basic levels and certain competences regarding different types of weaponry and so on that I haven't had yet, or skills I don't have. Which makes me also a bit apprehensive about stuff and I hope that the end result will be alright anyway.
   Me: Is it only practical education you miss or also theoretical education?
   I think it’s mostly the practical part actually, I think theoretical... I have I feel that I've a good theoretical base and I've, My... Well I think the theoretical bases could have the ability to apply myself to some practical knowledge and training is... I'm not worried that the practical training won't go well, it's just that I wish, some parts of me wishes that it'd been greater if we'd had some practical training at Karlberg.

21. What do you think about your future career in the armed forces?
   As regards to what are we doing or?
   Me: As to where do you see yourself in the future?
Well. Also a good question. I see myself in a few coming years at a sort of platoon commander level. Training my own platoon and sort of applying myself to building a good functioning unit, part of a platoon. And then probably later on, I’m not sure in how many years; three or four, five, ten I don’t know, moving up to perhaps the higher levels doing some staff work, perhaps in an international context in the future.

22. How many years do you see yourself staying in the armed forces? Why?
   It’s also a good question. Of course I have no idea, but as long as I think it’s rewarding and I feel that I myself has something to contribute to the armed forces, I’ll stay. Twenty years perhaps.

23. What motivates you to work in the armed forces as an officer?
   Well basically it's sort of a sum of all the things that we've discussed. So far the possibility for a great varied range of situations working and everything from the teaching side, to be able to teach skills to a group of people and see their progression would be very rewarding for me. And I like that, that would motivate me in the beginning. But then I think as my career progresses it would be the, I mean also a bit as we discussed earlier, the possibility of affecting at a rather high level.

   Me: Alright, so apart from the career and what you can do, what motivates you emotionally for this work?
   Well I think it's the feeling of accomplishment really that comes from... I mean the effects of teaching someone something with a good result and actually being responsible for their learning, their progression to be better soldiers or better officers. It's very rewarding on an emotional level and I would say that it's, I mean it's... The career that's incredibly open for personal achievement as well. I think on some... I mean so far I had, I mean, rewarding experiences personally by doing some of... Accomplishing things I didn't think I'd be able to... Wasn't in... Reuniting difficult groups or I mean being contributing to that the group people produce something with a good result is also rewarding. I think really the effects of the career and what we can accomplish are rewarding on an emotional level.

24. What is important for you as an employee in the armed forces?
   And here are you referring to what sort of benefits I get as an employee or?
   Me: Yeah exactly.
   Yeah Well it’s important for me that I’m taken seriously by my superiors and have the opportunity, and that I am encouraged, to act on my own initiative. And being able to shape the things that I count on my level. The fact that I'm trusted to do that. Well yeah that my superiors encourage me to think for myself and yeah act on my own initiative.

   Me: Do you have anything else that is important more practically from the armed forces?
   Talking about benefits and things like that for example.
   Well I mean a lot of the insurance benefits and the purely sort of material things as access to become some equipment and stuff. I mean that’s really, it goes without saying that that’s important. But I mean that’s... Now I'm not sure how to explain this, I think it’s it wouldn't be as attractive a career I think for anyone if the whole all the basic things, like clothes, uniforms, everything, were up to the individual to fix for themselves. I think that’ a rather important point.

   Me: You mean that you had to pay for them yourself?
   Yeah for example, I think that that would be... That always sort of service branches in the armed forces that they work; there you have ability to I mean get new clothes and get clean
equipment and then when things are broken you can fix another always. It's more the practical things.

25. Anything to add?

No not really, I mean I think this is a really interesting subject that you have chosen for your thesis, I think we could speak for ages, but well I don't really have anything else.
vi. Interview with (G1) 15th of April 2014

Background:
1. Name: G1
2. Age: 24
3. From: Bad Salzungen, Germany
4. Years in the military: 6 years in total. 1 year conscription, 1 ½ years as non commissioned officer
5. Future service branch: Army, Artillery

Decision Making:
6. When did you decide to apply for the officer program?
   When I was a teenager during my time at school. Maybe I was 13 or 14 years old.
7. Who or what effected you in making the decision?
   I don’t know, maybe nobody and everybody. It’s difficult. My Father was officer in the army of the German Democratic Republic, maybe this played a little bit roll. And Bad Salzungen has troops of the German army based and I had a lot of friends of my father who were soldiers and I don’t know, maybe it is mixed.
8. Was it an easy decision? Why?
   Yes.
   Me: You didn’t have to think for a long time?
   No no. I think about some alternatives but my first idea of my future career was a career in the armed forces.
9. Why did you decide to apply for the officer program?
   Maybe it’s a little bit difficult; I wanted to join the army as an officer of course. But the guy who helped you at the career centre he said to me your marks are so bad, you are not good enough for school to make an officer career and you can join the army as a sergeant. And I did this way and after 1,5 years in the army I wanted to go up to the next level. To apply to the officer career. I wanted to check for me personally if I can do this or if I am smart enough or not. And I did it in april 2011 I was in cologne at OPZ [recruitment centre] and I get it. But first only without studying; in august 2011 I get my place for history.
   Me: But why emotionally? Is it something more than just climbing the ladder; getting a high rank?
   My point is that the problem of a sergeant there is always an officer saying you have to do this this this and that you can only say ok thank you for this task. And I think I am a guy who want to be asked. I want to say my opinion in different things and I want to change some things maybe in this way. And to be an officer, I think, is the best way to have a very young years a lot of responsibility for a lot of material and people and this is great.
10. What was the one biggest motive for your decision to become an officer?
    Only one? The biggest reason was I want to be asked. There are some other maybe my job as a sergeant was not so good. I was at this time in my training, I know what will be my job and it was being a group leader of ammunition group. And this group you have all the guys who are too stupid for the haubitser and it’s not the best job in the company.
11. What did it mean to you to sign a contract to serve in the armed forces for 13 years?
    My first contract was 12 years, now I have for 15 years.
    Me: How did you think about that?
When I was before my time, when I was a civilian I think like “oh my god! 12 years?” You are now in class 12 and you look back to your whole time at school and think “ok now I signed a contract for another 12 years in the system” but today I think 12 or 15 years are only such short time and the time is running.

Me: When you were going to sign the contract, were you hesitating?
No no I was very happy in this moment.

12. If you could chose, would you sign a shorter or longer contract than 15 years?
I don’t know, maybe I think I would take the longer contract.

Me: And why is that?
The security for yourself, you know you get for a longer time money from the government and you have a plan. Somebody have a plan for you. It is more easy. I think of course to join the army is easy, very safe way to do your life because there is always someone who say “ok now you do this, tomorrow you do this and next another thing”. There is always a plan.

13. Anything to ad?
Maybe two points; I saw what my superiors, my squad leaders, do and my idea was ok you can do it also. It’s not so complex and so difficult for me. Maybe this point and another was the changing of your identity. It is not so easy because you are in this big group of your company NCO:s [non commissioned officers] to say “ok I don’t want to be a sergeant I want to change, it is not so easy; it’s a little bit like mobbing. And if you fail it is not so easy to be part of a group because they only say to you “ok you’re not one of us because you want to be an officer”. Maybe this but I think this is a special point of my career and maybe not so normal for other guys. But when you look here at the university there are a lot of guys who did different things before this training to be an officer. Maybe this can be some special, I don’t know how it is in Sweden.

Change of Expectations:

14. Which expectations did you have before you started?
Maybe a lot of respect I think. I know it would be very difficult, you had to learn a lot of things. And of course the time the training goes on over seven years; it’s like you want to be a doctor. And it’s very hard and of course a little bit the English skills I had a lot of respect in this area because in school it was not my topic.
I did the military English course two times, first when I was a sergeant 3 months and 3 months in Oberstein [School of Artilleri].

15. Is the officer program as you thought it would be, according to the information you got in the applicant process?
Yes and no. It was difficult of course, like Dresden; I had to work a lot every day until we go to bed. I needed to get the marks I want to get, of course. But today I think it is easier when you look back. I don’t know how to explain it, it’s difficult. You don’t need to be very clever when you work every day it’s a little bit... very easy, it’s not so difficult.

Me: You mean the studies here?
Yes the studies and also the training. But I see the differences to the training of a sergeant. The training of the sergeant is of course a big level lower; more easier. I think this is the main difference.

Me: So the sergeant training was easier?
Yes but a lot of guys don’t know that. That we have here a very high level of education. That we do a lot and can be proud about the things we did here at the university and our training. Because it’s a little bit of a problem the German army; the junior officer, lieutenant, you get your support you have a little bit feeling like you have to say everyday: “sorry I’m only a junior officer you are the guys who knows how to do it”. And I don’t know.

Me: Is it still like that?
Little bit because a lot of people tell you that you don’t know, that you don’t know how it works. And you have to learn a lot of course; we don’t know everything. An officer can’t do everything. But I think we can be proud of what we did.

16. Has your ideas about this profession changed since you started? If yes, how?
Yes of course it changed, today I think I see the job as an officer better. I know what will be my role as an officer. And my perspective changed, because of the changing of the levels. I was talking about it you have this sergeant level of course and today you are thinking about bigger picture, you see the whole thing not only your group, your squad, your company you think ok there are other big problems.

17. Would you work in the armed forces after you were finished with your degree if you didn’t have to? Why?
If I can choose to leave? I would stay.
Me: Why?
Because I study history and I know how difficult it will be to get the same money in a civilian career. And I know our teachers here at the university get less money than us. Not as a professor, but as a doctor. Maybe when I study economics maybe I would leave because it is easier to do a civilian career.

18. Depending on if you like your job or not, how do you think your mindset effects your work?
I think you are right, when you think ok I do a good thing I like my job I see everything more better. And when I always walk through and say shooting blaaa, running blaaa everything is bad.
Me: Do you think that even if you think “shooting blaaa, running blaaa” that you could still do a good job?
No. And I think that when you have disopinion you transport this to your soldiers. Everything is bad all the other guys think that it is also bad. You’re the guy who has to motivate the others.

19. Anything to ad?
I discovered that studying is very important to do your job as an officer better.

Motivation Today:

20. How do you feel about the fact that you will soon start working as an officer in the armed forces?
I’m happy.
Me: Why?
Because the time of 9 years training, 9 years of not being finished. It’s very difficult for yourself, and to be finished is ok. I finished it and today I can do other things.

21. What do you think about your future career in the armed forces?
Like what I will do?
Me: Yes, do you see yourself making a career in the armed forces for your life?
Yes. I want to be a full career officer. Today the only thing I’m thinking about is that I don’t know if my family says “ok we don’t support you in this decision” this can be important for me. Or if I will have the chance to do I-don’t-know-what, but for a civil career, that would be interesting and to get the right money.
Me: Then that would also be an opportunity?
Yes of course.

22. Do you want to leave the armed forces after your 15 years are over? Why?
It depends, I don’t know today. I’m working everyday for my objective that I could decide. That it will be my decision and not maybe in 4-5 years they say “ok thank you for your service, after 15 years you can leave because we don’t need you”.

23. What motivates you to work in the armed forces as an officer?
I think to work as an officer I think it is very special. You have a lot of responsibility for your guys. First of all I think this is the most important thing. If you crash a tank it is not important because a tank is a tank, but a human life it is very important. And I want to give something back to younger guys; my future soldiers. Like a little bit of a teacher. Not things like marksmanship more to help them to live their lives better. When I was a group leader on basic training some of the greatest things was when you walk through your company, some of your recruits say “sir I have a question”. And it was not like an easy question about the gun, it was a question about “I want to hear your opinion; what would be the best for me in the army?” or like everyday problems at home.
To support and help other people in Germany or maybe on mission, this is a great task and a lot of fun. And to feel very good about yourself and your service.

24. What is important for you as an employee in the armed forces?
Hmm as an employee… that I had the chance for a good career of course, an interesting career. Interesting jobs. Changing topic of your job of course. And to be honest; money also plays a role but I think money is not everything and of course in the armed forces you get enough money for a life, but if you have the same job in economy, you are responsible for 200 men, I don’t know, a lot of material some hundreds of millions euro of course you get more money but it is ok. Money is not everything.

25. Anything to ad?
Yes, I don’t know any other civilian company where I had in the past and of course in the future so many opportunities to do so many different interesting things. I as a cadet I was in Ankara, this year I will study in Scotland; all payed by the army. And like these things, it is very interesting, I see a lot of parts of Germany and you can meet so many different people of course like you. Dresden I had in my class cadets from France and from Afghanistan, Albania, from Namibia; very good guy. And this is great for your personality.
vii. Interview with (G2) 17th of April 2014

Background:
1. Name: G2
2. Age: 24
3. From: Meckenheim, Germany
4. Years in the military: 5 years in total. 1 year conscription.
5. Future service branch: Army, Operative Communication

Decision Making:
6. When did you decide to apply for the officer program?
   I decided during my conscription because I had no idea what to do when I would go outside. So I said ok I like the way it works in the army. I know some parts of life to be a soldier because of my family; because of my father and grandfather and so on. And of course because of Stefanie [girlfriend] because she also wanted to become an officer candidate. And I think these three parts; my family, Stefanie and my own points of view during the first month during conscription. These all three come together to my opinion to become an officer candidate.
   Me: So was it at the end of your conscription you decided or in the beginning?
   No I think in the beginning. I can't say exactly but I think it was in the second month of my conscription. But you have to split it up because in the second month I decided to become an officer candidate, but to get the contact with them to say here; underline my paper to show ok here I am I would like to do this; I think I did this in the 5th or 6th month.
7. Who or what effected you in making the decision?
   Ok first of all during my school time I had no idea what I should do after my school term and I heard from Stefanie because she went to the program to test the candidate to become an officer candidate in Cologne. She was there so she told me a lot of it and I practiced with her the exercises. So I think this is one part, the other part is my family..
   Me: And she was at the time your girlfriend?
   Yeah. I think the second part is my family because my father is an officer, both of my grandfathers were officers and their brothers were also soldiers, so it's a little bit like family tradition. Yeah but for me I think the main part was that I had no idea what to do so when I become the paper for my conscription I said ok, try this first and when I was there I decided to stay here.
8. Was it an easy decision? Why?
   Yes. I would say yes because on the one hand I have no so much options because my end results from school time was not the best one. So I knew that if I would like to study history the only chance is here in the army or in the armed forces because otherwise my results in school were not good enough to do this in the civilian world.
9. Why did you decide to apply for the officer program?
   I think the same answers like before because I don't know so much options and I heard a lot about it. I had the chance to talk with my parents, with my girlfriend and other people about it and they all said here it's the right decision if you like to do this and yeah. I think these are the main reasons for me to decide this. And for me it was at this time an easy decision.
10. What was the one biggest motive for your decision to become an officer?
If I’m honest it’s the fact I have no idea what to do, so have the English word for it? Well you know what I mean. There were no so much options for me. Actually it’s kind of sad, but it’s ok.

11. What did it mean to you to sign a contract to serve in the armed forces for 13 years? Or was it 12 years?
   I have no idea, it doesn’t matter. What do you want to hear? If I think it’s..?
   Me: Was it hard to sign the contract?
   No no actually for me it was very easy because for me it was good because I knew ok now if I don’t do any bad things or steal some weapons or something like this I've got a job and earn money for the next 12 or 13 years. And I have no fear to lose my job so for me it was good that the time was 12 or 13 years. It was not hard that I say “Oh my god 12 years. I have to sign for 12 years?”

12. If you could choose, would you sign a shorter or longer contract than 13 years? Why?
   If I had to choose I would prefer a longer term. Because on the one hand for me then I knew ok I’ve got a job for 15-16-17 years, because I the civilian world you know, there are so many people without a job or they lose a job after one or two years. So you know ok I can buy a car I can build a house for a lot of money because I know the next ten years I earn money. And on the other hand the army pays your whole studies so they want to have something back from you. And if the time would be shorter you only can serve for three years like this I think it is not enough for the time you earn the money during the university.

13. Anything to ad?
   At the moment not, maybe after the last question maybe there is something new to add.

Change of Expectations:

14. Which expectations did you have before you started?
   When I applied? So after my conscription?
   Me: Yes what did you think about the future officer education program? What was your expectations?
   On the one hand to learn how to... the word for führen?
   Me: Lead
   Yeah to lead and command people. And of course to learn a lot of new things in all areas.

15. Is the officer program as you thought it would be, according to the information you got in the applicant process?
   Yes more or less it’s the same I expected. So I can’t find any things that were so different than I thought.
   Me: And when you applied, the information you had gotten; did you discover something like “Oh they haven’t told me about this”?
   They haven’t told me that I can change my....
   Me: Your service branch?
   Yeah. I think this is the only fact I don’t know. But I think I’ve got some vorteile... Advantages because of my father because he helped me and he told me a lot of things and answered my questions.

16. Has your ideas about this profession changed since you started? If yes, how?
   A little bit because at the beginning I thought an officer is more popular in the armed forces then I think now. Because I see that all the people in the army who are not officers; most of
them don’t like the other officers. So I thought it would be more.. people like you more than I.. yeah...
Me: Is there anything else about the work an officer does that has changed? The everyday work?
Actually I cannot tell so much about it because until yet I haven’t worked as an officer because you know my time in the military education before the studies and now the university so I can’t tell you so much about the actual work of an officer.
17. Would you work in the armed forces after you were finished with your degree if you didn’t have to? Why?
So you mean if I have the chance to leave the armed forces after studying? Yes I would [stay] because its similar to my first question; as a historian I haven’t so much options because I don’t want to go to a school to become a teacher or something like this. So yes I would.
Me: You would stay?
Yes stay here and try to do my best as an officer in the armed forces.
18. Depending on if you like your job or not, how do you think your mindset effects your work?
Yes of course. Because when I don’t like what I do in my job I think the results are not as good as they would be if I would love the things I do.
19. Anything to ad?
Maybe the only thing is that when I signed to becoming an officer candidate if they had given me a paper where I had the chance to sign for 50 years, for my whole work time, I think I had underlined it. And now after some years when I know more about how it works inside I’m not sure if had done this; if I’d underlined it today no.

Motivation Today:
20. How do you feel about the fact that you will soon start working as an officer in the armed forces?
On the one hand I freue mich..
Me: You’re happy? Excited?
Yeah I’m a little bit of both. I’m happy and excited for my new work and my new exams I have to fulfill in my new job. And on the other hand I’m a little bit scared because at the moment I have no idea where I will be in 1 ½ year and because of my future planning, also with my family, it’s hard not to know where I have to stay after my university time and the time with my different parts of officer education.
21. What do you think about your future career in the armed forces?
Like a told you two minutes ago; actually I would like to become a professional officer for my whole work time. And at the moment I would say if I have a chance to leave after 12 years and get a very good and well paid job, I would leave. But also maybe if possible that I decide to stay here for the rest of my work time. So I would like to have both options for me.
22. Do you want to leave the armed forces after your 13 years are over? Why?
Maybe.. Or should I repeat it for you?
Me: No that’s fine
23. What motivates you to work in the armed forces as an officer?
One motivation for me is that I have every day, I expect that I have every day, new things that I have to master. Can you say like this? And to know new people because of different places you have to work. And for me as a historian it’s part of tradition, not only from my
family, also in history and military history. And for me it’s. I can’t say why, but for me it’s a special job.

24. What is important for you as an employee in the armed forces?
What they give me or what I would like they should give me?
Me: What you think you should get.
Ok. I think they have to do very much in the part for the family. Because I saw this in my own family with my father, because every two or three years we have to leave our home and go to a new city. And after some time when we were in the.. I think 4th class, my mother decided that we stay here now, so my father has to flew every weekend from Munich to Cologne and so on. And I saw my father for years ago all just for every second weekend and I know a lot of other people which do the same in the army. So I think they should handle it that you don’t have to switch your position every two years. And that there is a plan, maybe that you can say ok in three years you have to stay there, and not oh in three weeks you have to go there. So I think this for me is the main part they have to handle and to work on.
Me: Do you think anything else is important as an employee? Apart from the family and the planning?
I think they should do a little bit more in Germany for our reputation. Not only for the officers, I think all soldiers here in Germany. Because in society I think we’re not favourite part of work.

25. Anything to add?
No I think I told you everything. No I think I have nothing to tell more.
viii. Interview with (G3) 17th of April 2014

Background:
1. Name: G3
2. Age: 23
3. From: Brandenburg an der Havel, Germany
4. Years in the military: 3 ½ years.

Decision Making:
6. When did you decide to apply for the officer program?
   I think I decided very late, so during I prepared my exams at school, so the A-levels, I tried to
   find a good job and I decide maybe to try it in the armed forces. Why I think I will explain
   later. And so it was nearly maybe one and a half year before I joined.
7. Who or what effected you in making the decision?
   Yeah so of course my background, so how I grow up
   so with the water and some of that’s so
   it’s why I joined especially the navy. But also in my family; so there is a friend, a very good
   friend of mine, who’s also in the armed forces, and so I can change information with them
   and so it was very interesting, so it sounds very interesting, and so that’s for example one
   point why I choose this.
   Me: You said you grew up with the water, can you explain?
   Yeah so yeah of course, so like if you look on the landscape so I live in a little town that’s near
   the water, everything, everywhere is water. And so also I grew up with sailing and also in my
   free time the swimming stuff is also there and so water has always been a very important
   part of my life. Another branch in the armed forces wouldn’t work so maybe the air force or
   the army is not really my part, but the navy is cause of that very interesting.
8. Was it an easy decision? Why?
   Oh no! Cause my family thought about this that I want do this and I have to talk with them of
   course, so and they said “you can do whatever you want, so it’s your decision it’s your life”.
   But they also told me that they are very... So that it could be hard also for the family and
   that’s a hard decision to be far away from home so it’s not a slow step, or a small step, it is
   just a very big step. Also with this idea of military training; that you are everywhere in the
   whole world and so it was yeah connected with a lot of talk to everyone also to my friends
   cause they also want to study near where they grew up and something like that but it was
   not the easy decision, but I think a good decision.
9. Why did you decide to apply for the officer program?
   Yeah cause all in all that’s what... So all parts together; if you look at the training, to see a
   part of the world, to come around, to connect it with other people, and the idea of military
   service and also of officer cadet training is all in all that what makes me happy.
10. What was the one biggest motive for your decision to become an officer?
    Especially for the armed forces or for the officers program?
    Me: The officers program.
    Maybe to lead a group as a leader.
11. What did it mean to you to sign a contract to serve in the armed forces for 13 years?
    So I think it sounds like a big deal, but I think it’s no big deal. Cause if you decide to do any
    other jobs in other branches you also study six years and then still work in this part of branch
and so it’s if you start maybe studying whatever like medicine or engineering so you’re also always be part of this branch and work in this branch. And I think this contract is just to make sure that you really want to stay here, but you also have the possibilities to cancel it so I think it’s just a... I think it sounds harder than it really is.

12. If you could choose, would you sign a shorter or longer contract than 13 years? Why?
   So it depends. So cause from my point of view until now it’s very hard to say anything through that cause I really did not see anything of the real navy. So I just still studying, but I think if I like the job in the navy, also this go by ship and something like that, I would like to make a longer contes... con... Yeah you know. And but I think it’s until now it’s hard to say.

13. Anything to ad?
   No.

Change of Expectations:

14. Which expectations did you have before you started?
   So I think before I started there were a lot of expectations so it’s just also with you have no really idea what you want to do, or what you will do. And so my expectations were to make a study. But I did not expect that that would be so important and so a big point of the whole education. And so also I expected to see a lot of the navy, especially so the fleet, the ships, the control levels and something like that. And I also expect to lead people very soon and to work with them together. So that was what I thought about it.

15. Is the officer program as you thought it would be, according to the information you got in the applicant process?
   So the basic idea of how it will go on; so first the officer program, then the studying, then you go to your group and to work there, that’s nearly the same like they told me before. I joined but I think there are a lot of special things they cannot really told you before so it’s just like you have to see it and to get it if you are in that special situation. So it’s like the basic yeah, but the special things nobody can tell you.
   Me: Do you have any example of those things?
   Yeah for example like I told before the part of the studying. So everyone have another idea why we are really studying. So the military I think thought that we studying because we have to become a good officer and a lot of people over here also want to make a good study for later after the time in the armed forces. And so it’s a lot of your own, what you really want to do with the time over here in the military. So they just told you “you have to be a good officer”, but not really how to become or something like that. That the studying will be an important part to yeah... to build your own.

16. Has your ideas about this profession changed since you started? If yes, how?
   I think some parts changed. So there are some basic things, I think they will always be the same. But after you work together with other officers, with other people, you like kind of you rebuild always the own picture of a good officer and of this profession to be an officer. And always if you saw a good or bad officer you try to pick the good or bad things and maybe to put it to your own and thought that you will do it or not do it. So it’s like the basic things are the same but so after you joined them and get to know them, maybe you put something parts on it or left it.
   Me: Do you have any examples of good or bad things you have seen from other officers?
Yeah so it’s also cause during the education to become an officer I told you that there are different branches also. And for example at the naval academy in Flensburg there were some officers they’re very strict and my platoon leader over there were also very strict and he tried to give you good things that you have to learn to be a good officer. But they so I really like this part cause it was very good for my own mind. But there also were some officers for example so that’s not what I really think how is a good officer typically; and then he screamed the whole time, he in one situation he said this one part, and in one situation he changed his mind completely. So it’s like you said “yeah that’s not how I want to lead my people later” or my soldiers. So that’s like you get to know everywhere I think also here at university; some people I thought “oh my goodness that’s not really real”, so it’s just a joke, and sometimes you also see one and you say yeah that’s I want to do it also.

Me: Do you think your idea has changed, when you look at the work an officer do? Not how an officer is, but more the work he or she is doing?
Yeah cause so nobody told you really that an officer just sit around and write everything. Works with the computer and write papers and just make this organization stuff. So first of all you really think that you have to lead someone, but lead in case of really lead them, not to sit there and said yeah you have to be there in that time and to organize everything. So first of all I thought that you’re really in charge and in the situation, and not everywhere on the table and just make this organization stuff.

17. Would you work in the armed forces after you were finished with your degree if you didn’t have to?
Yeah.
Me: And why is that?
Yeah so cause all in all I still like my work and it’s... So I think it’s... If you make your work good and you like it, it’s also good for you. And so you also like it, so it’s your thing what you want to do with this. So if you think yeah you can do it, so do it, and if you don’t like it, it’s also ok but it’s your decision what you want to do.

18. Depending on if you like your job or not, how do you think your mindset effects your work?
Yes of course, so also a very good example; two days before I went to the emergency point here and I thought I’d say hello and so I’m always a happy person, and they just sat around and said like “hello” [makes a bored face]. So it’s like no one really likes what they do there so I really, I hate it cause I cannot understand why they do the job if they don’t like the job. And so I think it’s exactly that if you like what you do, you are motivated, cause you think it’s a good thing and you know why you do this especially. And I think you really get to know very fast if they don’t like the job cause always they show you that they don’t like it; they are angry, they have no fun while they are doing their job and I think you really get to know it very fast.

19. Anything to ad?
No that’s all.

Motivation Today:
20. How do you feel about the fact that you will soon start working as an officer in the armed forces?
Oh that’s great. Cause I really hope that the studying finish next year cause that’s not really what you do as an officer. Studying is like everyone else in the world; it’s like just studying, so
it’s not really that what you really do. So I’m very happy about the idea to go to a ship and maybe to be there and to do the things an officer normally do. Not here at the university.

Me: Do you have something else but good feelings? Do you have also bad feelings?

Yeah cause that’s still the problem that you have no idea, not really, what will happen over there in the fleet. So you don’t know the system, you don’t know the fleet, you don’t know the job at the fleet. So you just can imagine how it will be, but so it also can be a very hard step. It’s like you are there, they expect a lot of you cause you are an officer, but you have no education for the work for example at a frigate so it’s also like... I hope it will be good, but it also depends how you try to work there, what you want to give to be a good officer.

21. What do you think about your future career in the armed forces?

I think this really depends from the first two years in the fleet. So if you make a good job you can do whatever you want. And if also, I don’t know, so what’s happen if I don’t like the job so I can cancel, so I left the armed forces after my contract finished. So I think it’s really open, so it depends what you want to do after studying, and if you do a good job or not.

Me: Do you want to aim for a career? These first two years you get some grades and you need good ones to be able to continue right?

Yeah.

Me: Do you want to make sure you get that?

So I try to make sure to get that but not to make a career. Just to make a good job, so if this is enough to make a good career, that’s also ok but first of all I want to have a good time and then we will see.

22. Do you want to leave the armed forces after your 13 years are over? Why?

No idea, so still depends from the time after the studying.

Me: So it is not like a complete yes or a complete no?

Until now I would say yes, but so I have no idea how the work is in this maritime part. And yeah just how to say... Cause also depends from your work, so if you’re good, I told you, you can do it so it’s also like... Yeah it’s hard to say.

23. What motivates you to work in the armed forces as an officer?

I think there are a lot of things that motivate me. So this the profession as an officer itself; so like the education, the very good education, not just the studying also the education stuff; this maritime part; how to go by boat and something like that. Or this also to work together with other people, it’s not like you sit in a room and just write your things. So you are always in the situation together with the people so it’s like every day is new so not really here at university but you never know what happens next. And that’s like an experience, and I like experience. And yeah also that you can go your own way directly after you finished school [after the day’s education] cause you are very good paid so you have your free time, you are not really depending on your parents any longer. And yeah of course also the military things, to make a good thing for Germany. That sounds very patriotic, but I think you can imagine it. And yeah it’s just an awesome profession.

24. What is important for you as an employee in the armed forces?

... I have no idea.

Me: About like maybe your contract, pay, vacation, parental leave or things like that? What the Bundeswehr can give you; not maybe emotionally, but more practically.

Yeah that’s also one part, but it’s also that they handle me; that they give me a good job where I’m happy. So also so this organization things like pay and vacations; yeah that’s also
important, but more important also the things I can do in the Bundeswehr to... yeah to be free. And to do what I want to do. So if I say I want to maybe go directly on this ship, I try, or I think that they should try everything, that I can go to this special ship. Like that I can do what I want so that I have also free things in this big organization. That I can do what I want to do.

25. Anything to ad?
   No.
Interview with (G4) 22th of April 2014

Background:
1. Name: G4
2. Age: 25
3. From: Freiburg
4. Years in the military: 3 years
5. Future service branch: Air force, Intelligence.

Decision Making:
6. When did you decide to apply for the officer program?
   Ok then I have to explain just a couple of years before... When I did my Abitur [high school graduation] from gymnasium, I didn’t want to work strait away. So I decided to do one year au pair in Monaco, so I had more time to think about my future, I didn't know strait away of my plans. So there I did my experiences for one year and first I decided to apply to the police, it didn’t work out. The same thing with my application to the criminal police, I think it’s called, you know Kripo; Kriminal Polizei, because of my height, I’m too short. You have to be at least 1.62. And then also in that direction but I would say the more extreme is the military. And then it worked out also with my height; 1.55. So I applied from Monaco and yeah, after I was finished my work as an au pair I came here. And it worked out.

7. Who or what effected you in making the decision?
   Ok. There you have to know that my stepfather is a, or was, a Canadian warrant officer by the Royal Canadian Air Force, so I had the background, the military background, already in my family. So I had this pre connection what I would say that everybody has when they make their decision. So it was quite more or less the first step to even consider the military as a job.
   Me: Was it someone else or something else as well?
   Do you want the reason why I applied or...?
   Me: No just who affected you.
   Affected...
   Me: Yeah someone or something else than your stepfather?
   Not really. That was first step.

8. Was it an easy decision? Why?
   I would say yes. Because of course you have to inform yourself now you know which direction you want to go more or less. These Kripo, Bundeswehr, it’s all in the same direction; security politics more or less. And of course you just don’t apply anywhere also in the civil life without informing yourself about the institution, and then if it has both aspects what you are looking for you take it. You take the opportunity. The thing is you just have to know what you want and then take the shot.

9. Why did you decide to apply for the officer program?
   Ok. Well I knew that I had a special education in Germany, the highest that you can have to that stage the Abitur, so I knew straight away if military then of course the officer level not warrant officer or Mannschaft [soldiers]. So if i wouldn't have made it I would have taken an alternative. It was either officer or not in the military. Why? Because yeah with background of my stepfather I already had a view in the life, military life, since it has a whole different
culture, and knew what to make out of it so I look for different aspects you know. There will always be war in the world, so if you work in the military you will always have a safe job. Meaning you always have work. Cause here you also have a work contract for thirteen years, you don’t see that everywhere in the civil life. Ok and then there was other personal aspects I knew what I was looking for in a job. I didn’t want a routine job you know just sitting in an office doing the same thing every day, I needed diversity. That was important for me, and you know I’m just that kind of type; I need adventure. And I think more adventure says... I just want to do something different. Because where did I grew up? I grew up not in this big huge town, but a small little community, so I just needed something different and international. Yep international opportunities with my English background and my French from Canada or... You get around, you get to see different lands, different people, you work every day with different people and... Yeah what can I say? To make a difference, you know. You know you have like a sort of meaning because you make a difference and it’s just something special. If I ask around in my French friends and stuff like that, they say "Wow!" it’s you know, something special. And it’s not like I can do it and others can’t, it’s that I want it, and others won’t, so it’s really something like extraordinary. And you also have social benefits, like in other companies as well, so everything you get in civil you have here, but a plus, a more, extraordinary. And learn languages, learn people, cultures. Of course it’s dangerous when you actually go into war. But let me say this way; from those 13 years, I already have three gone and it’s all that I’ve seen from the military now is school, so I haven’t actually come into that phase yet where I actually am going to do what I will the next few years for my whole life. And then I also have the opportunity if I want to stay in the military or if I want to go, you know. You can't decide that in other companies really. Ok I won’t say the financial aspect cause it wasn’t the first priority, but let’s say it’s not unimportant. Cause you are young, you want to take more responsibility and then you also get the support from... Financial support so you are more independent. I also think in the military you grow up faster, you get more mature as well. It offers a lot of possibilities, a lot can happen in those 13 years, and if I stay, who knows?

10. What was the one biggest motive for your decision to become an officer?

Ok. I actually wanted to become a pilot. That is I think everybody’s dream more or less if you are applying for the air force. Somewhere it’s in the background, you have this dream of flying and yeah. You tried it you know; if you don’t try it then... But then now I’m in the background, intelligence, that’s also great. So it was this dream of, my personal dream of wanting to be a pilot.

Me: Do you still have the chance to become a pilot today?

No that is all in the beginning phase where you do these tests so... Maybe as a hobby.

11. What did it mean to you to sign a contract to serve in the armed forces for 13 years?

On the one side, I’m pretty satisfied, or glad, that we actually have a contract, because like I said before; we will have these thirteen years are safe. You can plan ahead of time and for your future, so it’s important to have a contract. Because I know for myself it’s what I want to do. I’m satisfied, I’m happy, with what I do. I’m proud of what I do. Others who are maybe younger, who applied straight away after school, are not happy with what the military is because they also didn't have the perspective before, like I did with my stepfather. So they didn't really know the military life, how it was before, and then they say "Oh it’s not mine", so they leave the military. Especially now here in the, during the university. But I knew
exactly what I wanted to; I’m totally happy with my thirteen years. And then decide if I want to stay or not. So it was important to me.

12. If you could choose, would you sign a shorter or longer contract than 13 years? Why?
   What you mean shorter than thirteen or longer than thirteen? That’s a difficult question. So it depends, on longer; like how long, more longer, until the pension you mean like?
   Me: No not necessarily, just if you would pick any other number of years?
   Yeah then I would say longer.
   Me: And why is that?
   Because I... I don't know I have this kind of feeling that I’m in the military, why should I want out now? You know? Why should... If I’m happy with what I’m doing, I’m proud of what I’m doing, I love my work; why should I get out and start a whole new life more or less?

13. Anything to add?
   Easier is that I had the support from my family. They know that it’s dangerous also, that you would eventually have to go to war, but I had the support of my family that was easier step then, decision to make. Anything else...? I don't know... I think that's about it you know, you have this... I had a vision of how it would be you know with the comradeship; it’s a big family for itself and it gives you opportunities.

Change of Expectations:

14. Which expectations did you have before you started?
   Before I started... Expectations... Well expectations I mean of course I had to inform myself about everything with the regulations, about the structure, the organization, how it was build, so you have an idea of what going through so... And in Germany there’s also special phases, so it’s pretty clear what’s going to come in the future. How it’s build up, one phase after the other. Expectations, yeah... I thought the military or still do as a big family, like I was going to say. That teamwork is big aspect, that everybody works together, it’s not like maybe in civil life where the Konkurrenz...
   Me: Hmm it’s the same word in Swedish; konkurrens
   Yeah Konkurrenz you know, that they all work together in to one goal, they all have one goal.
   And expectations... I knew that if you would work hard, that you could get a high position.

15. Is the officer program as you thought it would be, according to the information you got in the applicant process?
   I have to say up to today it’s exactly how they say it is with these different phases. There was no... There was nothing that came in between, it wasn’t like this. First you came to the officers school, by the Air Force it’s eleven months in Fürstenfeldbruck, and then you have your exam, end exam; if you pass to be officer cadet, and after it was directly to university.
   So like I said up till now all I have seen is really school... So it’s not a lot in three years. I don’t know how it is with Sweden; how it’s build up or the organization where you guys do in three years, but here it’s really just up till now school. Yeah school and university.
   Me: Alright. And about your expectations; have they been met?
   They’ve been met yes. Because also the way of life, the military culture, I already knew that from before you know so... It wasn’t like a shock for me the military culture that is here.

16. Has your ideas about this profession changed since you started? If yes, how?
   Yeah... It’s difficult to answer, because of course as an officer, you have an amount of responsibility, you have to have a lot of organization skills. But every officer has of course
also his own job. There's different officers and different branches, so I would say my picture of an officer in the military up till now hasn't changed. I know we have a lot of responsibility, we have an authority role. Maybe I could say that I also have to, not just with my father, but with other officers, I learned that, you know, they are just people; like you and me as well. But even if you are an officer that you're still human being you still have to be... Yeah you have to delegate with hearts and minds, you know it's just... You are with people and work with other people. But you have a lot of responsibility. You have to decide when it comes to... Over life and death.

Me: Is it something else that has changed your idea of an officer or the work an officer does? Change about the... It's hard to answer the question because every officer has his own position, his own work field you know. So I can't really say if it has changed or not. Maybe once I'm in my own position later, when I work, my own branch; intelligence branch, I could answer that better but... I wouldn't say it has changed, I would say it's still in the evolution of making.... My vision of an officer.

17. Would you work in the armed forces after you were finished with your degree if you didn’t have to? Why?
Yeah. Of course I didn't apply to the military because of my academic degree for studying. If it was up to me I would work my job as an intelligence officer and then after the thirteen years, you could go to university and study then. I mean it's not because of academic title, you know. If it was up to me they could change the whole structure and say first you do your military career and then study before you leave, if you want to leave. You could change it, it's a question is discussable what's better or not. It's just I would say a benefit that you can study, but really it is the military career that is important.

18. Depending on if you like your job or not, how do you think your mindset effects your work?
Of course. If you don't like what you're doing then it will be very long thirteen years and unhappy years. You have to be satisfied what you do, you have to wake up every morning with a smile, and you have to be proud of what you do. It's not you know, being in the military, being a soldier, an officer, is not a, we would say in German null hundert achtzig job, you know? Like
Me: A nine to five job?
Yeah nine to five job. It's you have to like what you do, you have to be proud of what you do. You have to... How I say... Opferbring... You know what I mean?
Me: Is that sacrifice?
Yeah exactly, sometimes for your job. And you know all this beforehand, you know what the military is. Everybody knows there you have a gun and that you one day might have to kill. So either you like what you do, you know what you're doing, you're proud of what you're doing; then you will have a fulfilled job, a fulfilled life. But if you have a negative mindset then you're in the wrong job.

Me: And what sort of effects can that have; if you have a negative mindset to your work?
Of course then you don't have motivation to work. I mean the results of course will differ. You will probably of course then quit after these thirteen years. You don't want to keep on going, you don't want to have a new position maybe you will just keep on doing what you're doing. Yeah it will effect of course the soldiers that you are responsible for as well, your mindsetting. Because you're also a teacher for them so it would also effect your soldiers you are responsible for.
19. Anything to ad?
Well I can all I can state is that it's no huge change, but since I've only seen school and I
haven't been in the troops, it's not really military. So you know what I mean? It's still always
the academic line, so it's also up till now pretty easy going. Let me say like that.
Me: Was that not what you expected?
Well, in this phase I mean that's how it is you know. The real military tone in life is then after
when you're in your troops. It's just this phase at the moment. And you can really see the
different mindset you know, some actually still go with their uniform every day to the
university, and others are in their civil clothes, so you can also see how it differs this military
mindset.

Motivation Today:
20. How do you feel about the fact that you will soon start working as an officer in the armed
forces?
I have to say I'm looking forward to it. Because like I said; three years is a long time. And I
know I'm doing this for me right now, the academic aspect, it's also for the time after the
military. But I applied forwardly for the military career and I want to start doing what I
actually applied for. I am very motivated.

21. What do you think about your future career in the armed forces?
What I think about it? Well I'm going to be working in the intelligence, so I think it's a great
chance to work international, not just in Germany, also in other countries. To be intercultural
as well. And I think it would also open doors for after the military because it's a branch, it's a
worldwide branch. And I think I will have a lot of fun.

22. Do you want to leave the armed forces after your 13 years are over? Why?
Okay this question is difficult because I haven't had the experience yet actually in the branch,
but I mentioned it also before, in the other question, that I'm saying "ok I'm in the military
now, I got to know the military life, why should I leave?". Since the military offers you the
same social benefits as in civil life you know. I wouldn't say directly no, to becoming a
Berufsoffizier, I don't know how you would say that.
Me: Professional officer?
Yeah professional officer, but right now in my situation today, I can't decide it one hundred
percent because what comes, what happens in these thirteen years; anything can happen.
Maybe get a family or whatever I don't know now. So I'll just leave it open, the future to
come. It's to early to decide that question.

23. What motivates you to work in the armed forces as an officer?
What motivates me? Yeah my personal fulfillment. You know? That I know I will make a
difference, yeah it's... Something I'm proud of doing and I know that that I can climb the
ladder you know. One day have a nice position where you have responsibility over personnel
and material as well. That I one day can... Yeah take care of my family as well and stuff like
that. It's a safe future more or less.
Me: So with taking care of a family you mean you have work, you have an income?
Yeah exactly.

24. What is important for you as an employee in the armed forces?
Ok. Contract, work contract, social benefits are important, that I have the possibility to climb
the hierarchy, you know what I mean? Good pay, financial aspect. And that it's a... How
should I say.. It's not like a small family orientated business but it's a... from the... The word's missing; *staatlich*?
Me: Government
Yeah exactly from the government. Yeah
Me: And because it’s from the government you mean it’s more secure, more secure than a family owned business?
Yeah of course, and that you have more possibilities.

25. Anything to ad?
I'm just going with the flow you know, and looking forward what comes. I would say I'm very motivated because I love what I'm doing.
x. Interview with (G5) 15th of April 2014

Background:
1. Name: G5
2. Age: 21 years old
3. From: Oppurg, Germany
4. Years in the military: 3 ½ years
5. Future service branch: Army, Infantry

Decision Making:
6. When did you decide to apply for the officer program?
   It was in 2009. during my A-level degree. During this I wanted to do my basic training but then I hear from a friend of mine that you can study in the army so I just looking for some informations and then they said you can try, and you can do your basic training in the officer program and if you want to stay in the program you can say after half year you can say yeah and just sign the 13 years. As only be here for one year so I do my last half year.

   Me: How old were you when you decided to apply?
   17.

7. Who or what effected you in making the decision?
   My year of birth was the first that can decide to do the basic training or to stay away from the armed forces. And I make the decision for me that I want to do my basic training. Maybe used to get some pressure from studying or from other friends who do something to find the right way, what I want to do with my life.

   Me: Did you have someone in the family or friends or something that effected you?
   No one who served in the Bundeswehr. One of my uncles had to serve in the army of the DDR, so that’s the only connection to the military; but this was a really bad connection because at this time it was another place and another way to serve.

8. Was it an easy decision? Why?
   I am not that worried so it was first easy to apply because you can just apply and then I can decide so I applied for this and then I have to go to the officer central in Cologne and there they say “yeah you can do this” and so I don’t have to wait like someone else so yeah I do my basic training there and then I will look for it. After this half year I served it was so great I was like yeah it was something I looked forward to. Work with people and to split the job and then the formal things like the learning and doing some trainings and also to get out of the office and do something. This was the reason I chose it.

   Me: Was the basic training a part of the officer program or did you do that before?
   No I should do the basic training before at the 1st of April but then I apply and get the positive recommendation from the army they say “you don’t have to go there just go 1st of July to the officer cadet school”.

9. Why did you decide to apply for the officer program?
   First I want to study it’s an important point. Also I search for a job, that is also important. Then maybe I’m looking for some adventures. Maybe I have get the adventures the first half year but I want more.

10. What was the one biggest motive for your decision to become an officer?
    To lead people.

11. What did it mean to you to sign a contract to serve in the armed forces for 13 years?
What it means? It means no choice for my future. No but I think it is splitted in those 3 years, 6 years, 9 years, 12 years. Maybe you know, have you read it? So first you study for 3 years if you didn’t pass the officer school you are getting out. If I’m bad I go out. But no, it was because I can say for the next ten years I will be very secure. I can plan my life in a way to say I have a job, but I don’t know where the job is. That’s the only problem, that was one of the hard decisions for me because I am very proud of my hometown. I have many friends there and I go back nearly every weekend, so this was the only hard or negative way.

12. If you could choose, would you sign a shorter or longer contract than 13 years? Why?
I would prefer a shorter contract. Maybe for I think 6-8 years. But I would want the studying to be at the end so you serve 8 years in the military and after this you can do your four years of studying at the university. So then you can decide yeah do I want to have it like the first 8 years and go back to the military or I stay at the academy and stay out of the military and do my job there maybe you can do more of your studies. But it is also ok at the moment.

13. Anything to add?
Maybe for my decision to stay after the first half year; my platoon leader, the guys who are in charge of our groups, are very important for this because they were very nice in a military way but very good education and trainings. Maybe not every basic training has such good people who lead it. Maybe this was the point during the first six months.

Change of Expectations:

14. Which expectations did you have before you started?
Before is started I know that it was going to be hard to pass the basic training and all the stories you hear from all friends and so on. My expectations were also I want to know more about tactics and weapons maybe like every boy want to know. Then I want to learn many things I want to be strong in my character; get my own style. My own life style. Style of leading. Something like that. Maybe I want to find myself a bit.

15. Is the officer program as you thought it would be, according to the information you got in the applicant process?
Yes and no. First the information looks like: you do the basic training, the speaking course. First you lead the basic training for a group then you go to the officer school and then you study again. So in this way it will be good, also the information about the university and officers schools are very good. But it was also bad because of the branches. I just meet a captain before I apply, and with him I had to talk about branches and there is a big problem. Looking backward, that was a big problem. Because he don’t know such special things about other branches, he only knew his branch and not that much about other branches.

Me: The people at the career centre?
Yeah there are career centres all over Germany, not at the main career centre. All over Germany you have the ability to apply for every career we had in the army or in the military service. That was a big problem so I had look for some informations in the internet. My first thought was to be an engineer because my school internship was at the army, maybe I forgot this? I had an internship in the army for two weeks. This was an engineer because a friend of my dad was there and I want to know something about this. This time they only showed me some special things for this engineer barrack what they do and what they have. And this was very good.

16. Has your ideas about this profession changed since you started? If yes, how?
No not that much. I think that I know what a platoon leader do. But what they don’t tell you is the other part; if you are not leading a platoon, you get to office. Maybe I know that there are some jobs at the office also some really good jobs, maybe I will apply after my studying. But also there are really bad jobs, like doing IT-services as an officer for the whole barrack or something like that. But maybe my IT is too bad, I hope so.

17. Would you work in the armed forces after you were finished with your degree if you didn’t have to?
At the moment I say “yeah I want to serve” because when I look back I only do some trainings and I have had no time to do the real job I have applied for. So maybe it will be changed when I do my first job but at the moment I will serve here.
Me: Why?
Why? Because at the moment I have had nothing to do with the military service or not that much and I like it. I think it is the right job for me. I will do this, maybe for my whole life I don’t know. I have to make that decision a bit later. Of course there is family and something.

18. Depending on if you like your job or not, how do you think your mindset effects your work? What effect?
Me: If you have one person who likes the job, and one person who doesn’t like the job, do you think they would work as well?
No. Wouldn’t work the same job, someone who loves his job want to getting better and want to make the job better. Maybe that is an important point in the army because there are many changes today. Maybe you can push your job in that way you think it’s ok for you. I think there is a big difference between people who want to serve and people who just serve after they have studied.

19. Anything to ad?
Maybe the look at the soldiers in society has changed much. Because when you’re young and look at military service and if you’re not in the army you don’t get some problems with the society and the army because in Germany it’s not that good relationship in some parts of Germany, especially in some parts. If you grew up in Bavaria maybe you had a better way to look at the army but if you are coming from a point where there is no army maybe people say “let us alone, don’t soldiers”. It’s the important point that you look at the other way of relationship.
Me: How is it in your hometown?
Yeah my town it is a bit split. We have old people who say to serve is ok, but we have also people who served in the army of DDR and they say it is no army today because you are home every weekend. And other people say it’s a safe job; you get good money. Really important point how people look at the soldiers because they earn a good salary in comparison to people who work as a mechanic in my part of Germany. Many people see only you are in the military you get money.

Motivation Today:

20. How do you feel about the fact that you will soon start working as an officer in the armed forces?
I feel good because I think leave the office desk to leave studying to do your job. Maybe now studying is my job but I am a bit split; I like my studying but also I think it is too much. I want to do something with my hands and I want to go out.
21. What do you think about your future career in the armed forces?
   My future career? I think it will be good. I hope so. I’m going to America this summer to get
   an internship at the NATO and this is a really big offer from the army to me. So I will use this
   and I still hope I can get a good look on the things people do as a major or something like
   that, maybe to do something in foreign countries. Not a mission but to work there as a
   German army officer maybe it will be also a good way to if someone say “yeah you can do
   this for the next ten years if you decide to stay in the army”; I would say “yeah I stay here”.
   Me: So you mean like an attaché or something like that?
   Yeah or a communication officer. But maybe it can be changed if you get a really bad job in
   the army. There are some places I don’t want to work like Torgelow or the German-French
   Brigade because Torgelow is at the totally northeast near Poland, and the German-French
   Brigade is in the very southwest of Germany, maybe I don’t want to work there. Maybe if
   this will be going on I change my mind and opinion about my job. It depends on facts like
   family or like what your job is maybe. But if this works like I want to; if they say you can get
   this job you want or maybe you can get the second job you want, not the first but the second
   or the third, so I will be very lucky. Or not lucky, it will be ok for me. And then maybe I stay in
   the army, it depends on the jobs after the studies at the university.

22. Do you want to leave the armed forces after your 13 years are over? Why?
   Yeah it depends like I said. It depends on my family situation; maybe I have a child or
   something like that. And on the jobs I get. That’s the most important point, with the jobs I
   will get after my university degree. That’s I think the two points I make my decisions.
   Me: So it is not a complete yes or complete no?
   At the moment I will be so good that I can decide if I want to stay or I don’t want to stay.
   Maybe that’s the point if I’m good I can say “yeah I want to” and the army says “yeah you
   can”. But if I’m bad they say no; then I have a problem. It’s on my own. I hope it’s on my own
   at least.

23. What motivates you to work in the armed forces as an officer?
   What motivates me? To be a serviceman for my country. I want to get some adventures,
   maybe a mission. I hope I get a mission, maybe I should say like this. And I like this job. I don’t
   need any reasons like a grandpa or something, I do it because it is fun for me. Something I
   would like to do.

24. What is important for you as an employee in the armed forces?
   Maybe that the armed forces are a bit flexible. If I want to stay in a part of Germany maybe
   that they find a way to left me there, not to send me from the north to the south from the
   west to the east. If I want to make a career I say ok, to get a general or something you have
   to do this, but maybe if you want to stay in the army and be good maybe the army should do
   this for you that you can stay.
   That’s one point. Another point is the future of the army. The changes that are going on. I
   hope the army will be getting modern and not that old-school like old people there; we go
   there and we do this. Maybe a bit mission that will be important for me.

25. Anything to ad?
   No. I said it will work for me, and I hope so, and I hope that I can keep my motivation.
   Me: What could make you not keep that motivation?
   Maybe if I get one of this job I talk of before, for IT services or maybe they send me
   anywhere I don’t want to. I’m not that hard if I had to go somewhere but maybe if I had a
choice or a family and they say you have to move with your whole family to stay there only for two years maybe, that’s not the way I want to do.