

# Operational leadership

Relationship with swift trust, moral stress, and adaptability



Peder Hyllengren

Thesis for the degree of Philosophiae Doctor (PhD)  
University of Bergen, Norway  
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## **Scientific environment**

In the work of this thesis I have been employed at the Swedish Defence University and I have been a PhD candidate at the University of Bergen.

My supervisor for this project was Professor Roar Espevik, initially at the University of Bergen and later at the Swedish Defence University. My co-supervisors were Associate Professor Sofia Nilsson at the Swedish Defence University and Professor Sigurd Hystad at the University of Bergen.

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In spite of all the support and encouragement along the way, I am solely responsible for the accuracy in the thesis and any deficiencies are my responsibility.

## **Abstract**

The conditions for warfare and military leadership have changed dramatically in the last few decades. Rapid technological advancements and a new geopolitical landscape imply an array of new demands and challenges for military leaders. This thesis focuses on the individual military leader from a psychological perspective. The overall aim of this thesis was to provide a greater understanding how swift trust in temporary groups, moral stress and adaptability are related to operational leadership among lower-level army leaders.

Study 1 aimed to illuminate factors that benefit, or do not benefit, the development of swift trust towards leaders in temporary military groups. A total of 581 Norwegian and Swedish cadets and officers participated and a combination of qualitative clustering and non-parametric statistics was used. A hierarchical model of factors contributing to swift trust in leaders of temporary groups emerged. The model consists of two high-level categories—Individual-related characteristics and Relationship-related characteristics, both of which comprise several subordinate categories.

Study 2 aimed to identify and gain a deeper understanding of environmental, organizational, and group conditions, and leadership-related issues in particular, reported as being important in severely stressful situations involving a moral stressor faced by military and police officers. The study group consisted of 16 military cadets and officers and 10 police officers (all Swedish). In-depth interviews were conducted and analyzed using a grounded theory-approach. The emerging model consists of a hierarchical system of interrelated codes and categories of aspects reported as being important in severely stressful situations involving a moral stressor. The categories were the following (each being underpinned by several codes): Environment, Organization, Leadership, and Group.

Study 3, finally, consisted of an initial qualitative study (study 3A), followed by a quantitative study (study 3B). The aim of study 3A was to obtain a deeper understanding regarding the following question: what characterizes successful and unsuccessful military leadership at a lower hierarchical level, when adaptability is needed to handle an unexpected threatening event during a peacekeeping or peace enforcement mission in an environment characterized by irregular warfare? Since qualitative studies have low generalizability, the obtained results were operationalized into a questionnaire (study 3B) in order to ascertain whether a quantitative study would validate the results or not. Interviews were conducted with 16 Swedish soldiers and officers in study 3A, and responses obtained from 193 Swedish soldiers and officers in study 3B. A process model describing conditions that affect adaptability when encountering an unexpected event was developed in study 3A. The model was tested in study 3B. Regression analyses showed high to moderately high adjusted  $R^2$  coefficients. However, a moderation analysis yielded a non-significant result and a path-analysis resulted in a poor model fit.

The main contributions of the thesis are the three developed theoretical models, and in the case of adaptability, the quantitative test of the model. The person-by-situation paradigm was used as a framework in the general discussion of all three studies. Taken together, the findings broaden the current understanding of operational leadership among lower-level military leaders.

## List of Publications

- Hyllengren, P., Larsson, G., Fors, M., Sjöberg, M., Eid, J. & Kjellevoid Olsen, O. (2011).  
Swift trust in leaders in temporary military groups. *Team Performance Management*,  
17(7/8), 354-368. <https://doi.org/10.1108/13527591111182625>
- Hyllengren, P., Nilsson, S., Ohlsson, A., Kallenberg, K., Waaler, G., & Larsson, G. (2016).  
Contextual factors affecting moral stress: a study of military and police officers.  
*International Journal of Public Leadership*, 12(4) 275-288.  
<http://dx.doi.org/10.1108/IJPL-04-2016-0019>
- Hyllengren, P. (2017). Military leaders' adaptability in unexpected situations. *Military  
Psychology*, 29(4), 245-259. <https://doi.org/10.1037/mil0000183>



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## Introduction

Military leadership has a history going back thousands of years. Research and theory on military leadership can be found in a number of historical sources (Clausewitz, 1821/1997). However, the conditions for warfare and military leadership have changed dramatically in the last few decades. Rapid technological advancements and a new geopolitical landscape imply an array of new demands and challenges for military leaders. These ongoing changes can be studied from different perspectives and levels. This thesis focuses on the individual military leader from a psychological perspective.

Given this delimitation, a number of possible study areas remain. To illustrate, an American officer can start the day by leaving the kids at a day care center, move on to a well-protected shelter in the U.S. from where he or she directs a missile from an Unmanned Aerial Vehicle (UAV) to a specific part of a building on the other side of the globe, and then pick up the kids and return home. Another non-commissioned officer makes a comment on the battlefield, and thanks to global media and social media, this may have major strategic implications within minutes (Krulak, 1996).<sup>1</sup> The days of major armies fighting each other have faded and have largely been replaced by unpredictable, asymmetric warfare (e.g. Salas et al., 2006). Yet, the Russian invasion of Ukraine in 2022 serves as an unwelcome reminder that the days of conventional warfare are not over.

The illustrations above show that further delimitations are necessary. The present thesis builds on the following choices. First, the arena of lower-level military leaders, and mainly army leaders, is selected. Within this arena, three problem areas will be focused. In a sense they can all be regarded as evergreens in the development of military leadership, but

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<sup>1</sup> A classic example from modern history concerns the battle of Mogadishu from 1993, as described in the book *Black Hawk Down* (Bowden, 2010) later popularized into a film. In the events, junior leaders on the battlefield had to make rapid key decisions that immediately affected other allied forces on the ground and later U.S. strategic decisions as well.

here they will be explored in the light of the present asymmetric warfare context. Temporary groups and swift trust were selected as a first study issue because these types of groups have become more common in recent years, and raise the question of the relevance of earlier research on long-term development of trust. A number of people are put together to perform a certain task. They have no or limited time to get to know each other. It is a matter of life and death, and so called 'swift trust' must be developed at once. How can this be achieved and how should such groups be led?

A second issue deals with the moral dilemmas military leaders and soldiers are confronted with in addition to the combination of acute stressful situations and accumulated everyday stress. Based on the premise that swift trust is a necessary component in ad-hoc teams, and lower-level leaders will face difficult decisions that need to be decided rapidly, moral components come into play. Confronted with moral dilemmas, thoughts like 'did I make the right decision?' are likely to worry such leaders in hindsight. Important questions arise like what contextual factors affect military leaders' experiences of moral stress and how can it be coped with? It also highlights organizational and contextual aspects, in particular, what contextual factors are favorable or unfavorable for the individuals' handling and reactions. This will be the focus of the second paper in the thesis. This second study area was selected because lower-level military leaders are expected to have to face morally challenging situations more frequently in future operational environments (e.g. Robinson, 2007). Combined with more frequent use of temporary groups, this may affect the trust that is needed to raise moral dilemmas to superior officers. In the absence of trust, moral considerations risk being overlooked. This, in turn, may lead to long-term psychological stress reactions (Litz et al., 2009; Molendijk, 2018). Such reactions risk developing into moral injury, a state where one's conscience and values become altered. This can in turn lead to feelings of guilt, shame, and betrayal (Barnes et al., 2019; Litz et al., 2009).

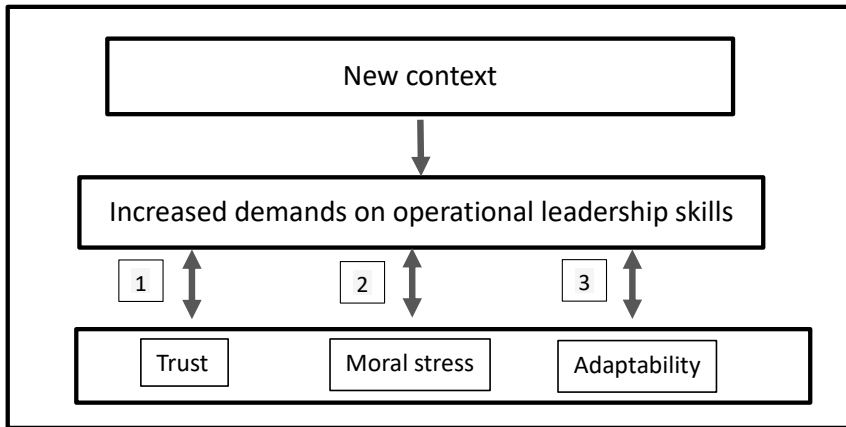
The third issue is about individual adaptability to the rapidly changing conditions. Leading in ambiguous and unpredictable conditions requires high flexibility/adaptability. How can this be developed? This is highlighted in the third and final paper, and was selected as a study area because of its close connectedness to adaptation to temporary groups and handling moral dilemmas where one experiences various degrees of trust.

The three study areas have also proved to be interrelated. To illustrate, trust has been shown to increase the likelihood of leaders daring to openly address moral dilemmas rather than avoiding or concealing them (Waalder et al., 2019). Further, complex and rapidly changing field conditions increase the probability of young army leaders having to make choices between one's own inner moral compass and standard operating procedures poorly adapted to a given situation. Both types of choices can result in different kinds of moral stress (Jameton, 1984; Nilsson et al., 2011). The required individual adaptability in such episodes could be assumed to affect, and be affected by, the level of trust and the strength of moral stress reactions. Thus, the three chosen research topics appear to be interrelated. This completes the broad story line of the thesis, and provides the basis of its general aim.

### **General Aim**

The overall aim of this thesis was to provide a greater understanding of how swift trust in temporary groups, moral stress and adaptability are related to operational leadership among lower-level army leaders. Figure 1 provides an overview of the thesis, and shows how its three separate empirical studies fit into the overall picture. Relevant existing research will be presented in the following, after which the specific aims will be formulated.

**Figure 1:**



*Overview of the Thesis and its Three Empirical Studies*

Before reviewing the literature on trust, moral stress and adaptability, some additional remarks on the new context and the increased demands on operational leadership skills will be given.

### **New Context**

The end of the cold war has led to new challenges for military forces. The direct threat against countries in the Northern European region has been considerably lower for decades, and peacekeeping missions have been in focus (e.g. Williams, 1998; Yilmaz, 2005). These kinds of missions have generally been characterized by more challenges than just security, and by tasks that demand more than traditional military means. These include humanitarian efforts and rebuilding functional societal institutions (Ohlsson et al., 2013). This, in turn, has led to the emergence of concepts like the comprehensive approach. However, in recent years the situation in Europe and Eastern Europe in particular has become more tense due to

Russian aggressiveness, indicating a renewed focus on national security for many European countries.<sup>2</sup>

Most definitions of the comprehensive approach include the idea that it is a culture of collaboration between multitudes of actors involved in handling a crisis situation (Ohlsson et al., 2013). There are other concepts which are more or less synonymous with the comprehensive approach. The European Union often uses the concept of civil-military cooperation (CIMIC; Wendling, 2010). The United Nations often uses the name 'integrated approach'. This is presented as follows by the UN's secretary general in a Note of Guidance on Integrated Missions (2005):

An integrated mission is based on a common strategic plan and a shared understanding of the priorities and types of program interventions that need to be undertaken at various stages of the recovery process. Through this integrated process, the UN system seeks to maximize its contributions towards countries emerging from conflict by engaging its different capabilities in a coherent and mutually supportive manner (paragraph 4).

The Swedish national strategy is to support UN and EU peace efforts while also achieving Sweden's national objectives (Grönberg, 2010). Small nations like those in Scandinavia can mainly contribute to the actions of large actors within a multinational mission with 'plug-in' capabilities depending on the needs of the mission (Ohlsson et al., 2013). Friis and Rehman (2010) conclude that the effectiveness of smaller nations' contributions to the use of a comprehensive approach can be measured in terms of interagency

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<sup>2</sup> The Russian invasion of Ukraine in February 2022 will likely alter strategic priorities for western countries and shift focus from peacekeeping missions abroad to stronger national defence for the foreseeable future. Sweden's and Finland's decision in May 2022 to apply for membership in Nato is also indicative of such strategic change. However, the studied concepts in this thesis will most likely remain vital in future military contexts, not least since increased international cooperation among western countries is expected to intensify in the years to come.

coherence in the field with key actors such as the UN, the EU, NATO, and other large contributors. Thus, the traditional military picture of big armies standing against each other no longer prevails. The post-modern military context is highly complex and dynamic in a globalized world, with high degrees of inter-connectedness between and within countries.

The tasks for military leaders in comprehensive approach-guided missions/operations are highly complex. Beginning with the broader picture, end-state goals such as peace, democracy, etc., are normally a result of a long-term, historical process which is hard to accelerate. Related to this are different and parallel political agendas, cultural differences and differences in civil and military organizations, procedures, traditions, routines, and identities. Thus, military leaders need to have a political cultural understanding as well as social skills in communicating with media and handling social media influences (further developed below). Combined, these different sources may result in an emotional pressure and put high demands on the military leaders' stress tolerance (Ohlsson et al., 2013; Wong et al., 2003).

### **Increased Demands on Operational Leadership Skills**

In this section, some of the demands on military leadership stemming from the new context will be considered. First, two general leader competencies should be mentioned.

*Cultural competence.* Typically, the countries in which comprehensive approach missions take place have different cultures and leaders need to be aware of the differences as well as have a level of diplomacy on how to handle differences in a respectful way. One of the biggest challenges is for both the military and civilian actors to have a mutual respect for what each other has to offer to the comprehensive approach process (Ohlsson et al., 2013).

*Communication skills.* The United Nations document "A new partnership agenda: Charting a new horizon for UN peacekeeping" (2009) emphasizes that leaders should be

effective communicators, both locally and globally, and that effective communication of the mission's role and functions to local actors is essential.

An increasingly important form of communication is interaction with the media and social media. With real-time reporting and advances in technology, public relations training is now a central part of leadership training (Wong et al., 2003).

I will now turn to three leadership behaviors that have been emphasized in the writings on the post-modern military context.

*Trust.* It is counter-productive in a rapidly changing environment to try to be in charge of every aspect within a mission. Just as leaders want trust from their subordinates in order to lead them, it is equally important that they also trust their subordinates to follow through with the tasks they have been given. This helps create a culture of trust, which is imperative in the comprehensive approach (Ohlsson et al., 2013). This aspect will be further elaborated in the literature review below (see also Figure 1).

*Role model.* A leader should behave in a way that portrays the way he/she wants others to behave. Everyone involved in a mission is ultimately responsible for his or her own behavior. However, leaders have the opportunity to exemplify behaviors reflecting high moral standards and demonstrate what is expected in the organization (Ohlsson et al., 2013). Lieutenant General David Morrison in the Australian army (at the time Chief of Army) effectively captured such standards when he remarked, "The standard you walk past, is the standard you accept."<sup>3</sup> This also has consequences for the moral stress aspect, which will be further elaborated in the literature review below (see also Figure 2).

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<sup>3</sup> David Morrison, message regarding unacceptable behavior (13 June 2013).



*Adaptability/flexibility.* In complex and rapidly changing comprehensive approach environments, the flexibility of leaders is crucial so that they have the ability to adapt and adjust accordingly (European Union, 2008). The cited EU report also discusses the importance of increased flexibility in order to be successful when implementing the comprehensive approach. The EU report (2008) correlates the need for higher flexibility with the heightened complexity of the task. This is the third and final aspect which will be further elaborated in the literature review below (see also Figure 1).

### **Trust and Swift Trust in Temporary Groups**

*“Operations occur at the speed of trust”<sup>4</sup>*

- Jim Mattis, United States Marine Corps general (ret.) and former US secretary of defense.

#### **Trust**

This section begins with an overview of the general trust concept. This is followed by a focus on the special case of swift trust in temporary groups.

In any modern society, individuals working towards a common goal perform many important tasks within organizations such as the military, the police, and healthcare. The complexity of the tasks often means that group members are experts in various special areas. Unfortunately, gathering experts in different areas does not guarantee well-functioning teams (Hackman, 1998). Leadership therefore becomes an important factor in such contexts. The requirement that the operative leader is able to create and maintain trust may therefore be crucial and greater now than ever. Indeed, it can be argued that trust is at the very core for well-functioning relationships, both private and professional. When trust is missing between actors, even the easiest of tasks risk being complicated and time consuming. This is often

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<sup>4</sup> Mattis, J., & West, B. (2019). *Call Sign Chaos: Learning to Lead*.

related to increased suspicion leading to passivity. For instance, taking initiative is avoided and perseverance is reduced among the individuals involved (Fors Brandebo et al., 2013).

Trust as a concept has a long history among scholars and philosophers. As a subject for modern research, it can be traced back to the 1960s. In general, trust can occur in two forms, (1) on an individual level, and (2) in interpersonal forms, i.e. in relations between individuals.

On an *individual level*, in the field of psychology, the importance of a human being's first years of life have mainly been highlighted by adherents to the psychodynamic school, such as Freud, Erikson, and Bowlby. Even if psychology has evolved greatly since then, it could still be argued that an important factor like trust has been understated in modern personality models like Big Five (explained briefly below). Erikson contended, for instance, that “for the most fundamental prerequisite of mental vitality, I have already nominated a sense of basic trust, which is a pervasive attitude toward oneself and the world derived from the experiences of the first year of life” (Erikson, 1968, p. 96). Even if one does not agree with the last part of Erikson's statement — that it is derived from experiences in the first year of life — it is perhaps easier to agree with his acknowledgment in the first part on the importance of basic trust. However, it could also be argued that the concept of trust is inherent in the Big Five-model of personality (Costa & McCrae, 1992), and the Neuroticism dimension in particular. Individuals with neurotic tendencies could, compared to emotionally stable persons, be assumed to have lower propensity to experience interpersonal trust, a higher probability to show stronger moral stress reactions, and be less flexible/adaptable in ambiguous situations.

In research related to *interpersonal forms* of trust, Boon and Holmes (1991) have proposed the following definition of trust on the interpersonal level: “a state involving confident positive expectations about another's motives with respect to oneself in situations

entailing risk” (p. 194). Based on this definition, Lewicki and Bunker (1996) present a discussion about trust in professional relationships. They mention three types of trust that are linked in a sequential iteration, beginning with calculus-based trust, which can develop into knowledge-based trust, and in some cases develop further into identification-based trust.

The three-stage model assumes that two parties are entering into a new relationship and they have no previous “reputations” to overcome, the parties are uncertain about each other, believe they are vulnerable if they disclose too much too quickly, and are uncertain about the future longevity of the relationship (Lewicki & Bunker, 1996).

*Calculus-based trust.* This form of trust is primarily based on the fear of punishment for violating the trust, but also in the rewards that come with preserving it. Shapiro, Sheppard and Cheraskin (1992), who argued that trust based on threats is a stronger motivator for keeping the trust than expectations of rewards, first outlined a similar theory. Threats in professional relationships are mainly about spreading negative rumors (Larsson, 2005). Lewicki and Bunker (1996) argue in their model that trust in this view is an “ongoing market-oriented, economic calculation whose value is derived by determining the outcomes resulting from creating and sustaining the relationship relative to the costs of maintaining or severing it” (p. 120). An example could be rumors about a commander an individual knows he or she will serve under during an international mission. If the commander has a positive reputation, this may lower the critical calculus-based threshold of the individual and vice versa.

*Knowledge-based trust.* The second part in the three-stage model, knowledge-based trust, represents a form of trust based on predictability about the other. Knowledge-based trust relies on information rather than deterrence. The more one knows about the other person, the more accurately one can anticipate his or her behavior (Kelley & Stahelski, 1970). This form of trust grows from spending a lot of time with the other person. The predictability also means

that trust increases even if the other is predictably untrustworthy. This is generally regarded as the dominating kind of trust in work settings (Fors Brandebo, 2015).

*Identification-based trust.* The third type of trust is based on identification. Trust exists because the parties effectively understand and appreciate the other's wants. This mutual understanding is developed to the point that each can effectively act for the other (Meyerson et al., 1996). This means the other party can feel safe that his or her interests will be well protected and surveillance will not be necessary. Typical examples of these kinds of relationships where knowledge-based trust develops into identification-based trust are long-term love relationships and strong small groups with a long history together. This form of trust can also develop from doing things together with common identities and shared values (Lewicki & Bunker, 1996). In the modern military arena with rapidly changing group compositions, this kind of trust is probably unusual. An exception could be small teams of special forces who train and operate together for long periods of time under highly stressful conditions (Wisén et al., 2021).

*The stagewise evolution of trust.* Trust can develop and transform over time. According to Lewicki and Bunker's (1996) model, relationships begin with calculus-based trust, where one is particularly observant differences between oneself and the other. At the transition to knowledge-based trust, one gets more focused on similarities between oneself and the other. If knowledge-based trust is going to transform into identification-based trust, it requires not just knowledge about the other but also that one can identify with him or her. One has to be able to think, feel, and act as he or she would do. I will now leave the general discussion of trust and focus on the concept of swift trust in temporarily composed groups.

## **Swift Trust in Temporary Groups**

Ever since the Second World War, unit cohesion has been regarded as the main factor in motivating soldiers and fighting resilience. This perception has long dominated the literature, however, the characteristics of modern warfare where temporary groups have become more common have made scholars re-examine this assumption (Ben Shalom et al., 2007).

Temporary groups have sometimes been described as organizational ‘one-night stands’. They have a finite life span, form around a shared and relatively clear goal or purpose, and their success depends on a tight and coordinated coupling of activity (Meyerson et al., 1996; Schilke & Huang, 2018).

In normal conditions trust grows over time, but when people who are strangers towards each other immediately have to cooperate effectively, they must reduce their inner uncertainty about the others by using something similar to trust. They must act as if trust is present. The time frame simply isn’t big enough to let trust grow slowly and gradually. One starts to act because there is no other option. Doing nothing will be equivalent to failure (Larsson, 2005).

Temporarily composed groups are characterized by individuals who, due to their specific skills, are quickly put together to solve a task for a limited time. This places new demands on leaders, and important tasks for leaders in temporarily composed groups will be to quickly create, and maintain, trust from subordinates (Schilke & Huang, 2018). Important questions therefore become how leaders should be and behave in order to gain the trust of their subordinates in a new and temporary group as quickly as possible. An essential question arises: can the trust process be accelerated? If so, how is it done in the best way? An increased knowledge of leadership in this area and how leaders should act, or not act, in order to quickly create trust among subordinates ought to be of interest for gaining more insight into. Given

the lack of a generally accepted definition of swift trust, I will now move on to a summary of the research on swift trust in temporary groups, proposed assumptions, and suggested antecedent conditions.

### ***Research on Swift Trust in Temporary Groups***

There is extensive research on trust, but much fewer studies have focused on swift trust. In an attempt to illuminate the current knowledge in this field, Kroeger et al. (2020) conducted a systematic literature review of the published studies focusing on swift trust. Among their findings were seven possible bases of swift trust: 1) Roles, 2) Institutional categories, 3) Trusting predispositions, 4) Reputations, 5) The 'shadow of the future' (possibility of working together again.), 6) Active engagement, and 7) 'As if' behavior. These bases were in turn tested on 172 project managers by a survey in order to try to measure their relative importance. Their results showed that bases related to *team composition* (roles and the 'shadow of the future') demonstrated the strongest effects. On the other hand, *reputational and institutional* information showed less effects, and *action-related* bases of swift trust seemed largely unrelated to the development of swift trust. Naturally, there is a need for more empirical studies and the effects might have been different if tested on professionals in other contexts than project managers, but overall the study brings structure to a relatively unexplored research field which future studies can draw upon. Still, the seven explored bases of swift trust are fairly general, and there remains a need to investigate specific aspects within each of them.

In an experimental setting, Olsen et al. (2020) investigated how different leadership styles (democratic or autocratic) together with low or high emotional stability (i.e. four styles in total) were related to swift trust. This was carried out by randomly assigning 280 individuals to one of the four groups and showing them a 45-second video clip of each leadership style, (autocratic/stable, autocratic/unstable, democratic/stable, and

democratic/unstable). Their main findings showed that out of the four styles, autocratic and emotionally stable leaders received the highest scores for swift trust among the respondents (Olsen et al., 2020). Still, an unanswered question is what specific mechanisms underlie the superiority of these two leadership styles?

Ben-Shalom et al. (2005) have previously shown how temporarily composed groups have come to play an increasing role in multinational military operations where the need for immediate development of trust can be a matter of life or death. They carried out observations of combat units during the 'Al-Aqsa Intifada', which had been quickly put together, and by the researchers referred to as temporary groups. In order for them to function successfully, the study found it required what they came to call 'swift trust'. The study presented interesting hypotheses about how swift trust arises, or does not arise, in such groups based on, among other things, social dynamics and various forms of first impressions. Specifically, Ben-Shalom et al. (2005) highlight the following factors: 1) approval by the 'host' unit of 'guest' unit individuals in both logistical (providing kitchen services and places to sleep etc.) and professional (i.e. sharing of knowledge) terms, 2) the process worked especially well in cases where smaller forces operated within larger ones (the authors use the example of an armored company commander working under an infantry battalion commander), 3) 'distributive justice', i.e. a fair distribution of tasks and assignments between the guest and the host unit, and 4) using a mixture of doctrinal (i.e. accepting standard operating procedures) and 'local' (i.e. routines, language, and codes) practices established in the given context.

Regarding first impressions, this could take various forms, such as noting how a tank is placed in a parking area was appraised as a cue to the tank commander's capabilities. Other ways included asking questions regarding the person's earlier combat experiences and thereby getting hints of what to expect in upcoming events.

This thesis thus constitutes an approach to deepen the knowledge about the phenomenon and try to bring the pieces together in the form of a theoretical model, which is missing in the study by Ben-Shalom et al. (2005). In particular, the study's model differentiates between Individual-related characteristics and Relationship-related characteristics when illustrating various factors of importance for the development of swift trust. These aspects are further described in study 1 below.

Larsson (2005) summarized much of the research that was available at the time and found that three different kinds of circumstances (vulnerability, uncertainty, and risk) affect whether swift trust develops in a temporarily composed group, based on research by Meyerson et al. (1996) in particular. Compared to the rich amounts of research on trust in general (e.g. Fors Brandebo et al., 2013), swift trust in a military context is still largely an unexplored area. Lester (2006) pointed to positive and negative factors in creating swift trust in military leaders in temporarily composed groups of American cadets. This was developed further by Lester and Vogelgesang (2012) and suggested that military leaders who 1) used transformational leadership behaviors, 2) let subordinates take part in decisions, and 3) had a general positive attitude could speed up the process of subordinates trusting the leader (Lester & Vogelgesang, 2012).

Scandinavian studies in the field are few and the knowledge of the subject is still generally low. Given the expected continuation of increased use of flexible team compositions in the military arena discussed above, it could be argued that increased knowledge of swift trust, its antecedents and consequences, could be of vital theoretical and practical importance. Thus, as severe crises, both civilian and military, appear to be a never ending story, and to a high degree need to be handled with temporarily composed operational teams, stronger evidence-based knowledge is much needed here.



### ***Swift Trust—Some Assumptions***

Meyerson et al. (1996) have made some assumptions regarding swift trust in temporary groups, mainly based on observations in film producing teams. According to Larsson (2005), who has included a study on swift trust in the Israeli Army (Ben-Shalom et al., 2003) into the study of Meyerson et al. (1996), these assumptions look as follows.

*Assumption 1.* The smaller the pool or the network from where members are recruited, the faster trust will probably develop in the group. The assumption is based on the fact that it is more likely that the participants may have to cooperate again in new groups in the future. This means that each and everyone's reputation as competent or not will be spread and effect future possibilities. This may be particularly so for officers in a comparatively closed system, such as the military in smaller countries like Sweden and Norway where "everybody knows everybody."

*Assumption 2.* Role-based interaction leads to faster development of trust than person-based interaction. This is built upon the fact that role-expectations are often clear, standardized, and can be expressed in forms such as missions and specific competencies. Another way of putting it would be: roles are simple but human beings are complex.

*Assumption 3.* Inconsistent role-behavior and roles that are mixed up lead to an increased time span in terms of developing trust. This is based on the fact that this leads to increased insecurity.

*Assumption 4.* Individuals in a temporary group who find themselves under time pressure will increase their use of category-driven information handling that is aimed at speed and confirmation, rather than fact-driven information handling that is aimed at objective examination. This assumption is based on the fact that under time pressure, speed will win over precision. The assumption can also be related to military experiences. Under stress and uncertainty, individuals tend to be more focused on trust examination of those who give

information than towards verifying the information itself. This may especially be the case at lower organizational levels, where members have less overview and control of the picture at large.

*Assumption 5.* Category-driven information handling in temporary groups is influenced by the present organizational culture in the social system. These conceptions lead to selective perception—one sees things that confirm the conceptions that enhance swift trust.

*Assumption 6.* Increased usage of category-driven information handling in temporary groups leads to selective reduction of uncertainty and faster growth of trust, but also to a higher risk that future actions can damage and question the trust. When stakes are high and you put a lot of trust in a leader who appeared to be trustworthy, the setback can be irrecoverable if the leader shortly after acts in an immoral manner and makes hasty, counter-productive decisions. The recent collapse of the Afghan government and the former president's decision to jump ship and flee the country when the Taliban were closing in on Kabul could serve as an illustrating example here. Another classic example concerns the Mann Gulch fire in Montana in 1949, where 13 smokejumpers died from a wildfire in the canyon. Out of a crew of 16 smokejumpers, only three survived the fire. According to Weick (1993), the disaster had implications for how we understand organizations and temporary groups (he uses the phrase 'temporary systems').

In sum, the concept of swift trust in academic literature is relatively new and further empirical studies are needed. However, a theoretical structure and a deeper understanding of possible bases of swift trust have been addressed in the last couple of years. In particular, a study by Schilke and Huang (2018) found that brief interpersonal contacts, including visual and verbal cues, can have strong effects on perceptual accuracy regarding others. Brief contacts also facilitate taking the perspective of the other. However, findings are mixed. A study by Thommes and Uitdewilligen (2019) showed that low trust in temporary groups

enhanced cognitive flexibility and creative, non-routine solutions. On the contrary, high trust could lead to overreliance on other and simplified strategies. Fors Brandebo (2021) and Gargiulo and Ertug (2006) also point to a risk with excessive trust. One becomes more vulnerable due to lost necessary control.

Given the expected development in modern working life of a continued and expanding need for experts to come together in temporary groups to solve complex tasks, there is likely to be a demand for data that are more robust and greater knowledge about the phenomenon.

### ***Antecedents of Swift Trust***

Given the expected increase in temporarily composed operational groups in crises situations discussed above, an important aspect is to get a better understanding of underlying favorable and unfavorable conditions for the development of swift trust. Previous studies focused on possible antecedent conditions of swift trust seem to zoom in on three features: personality, organizational factors, and leadership. Starting with *personality*, Larsson (2005b) have argued that individuals with a personality and view on life characterized by high levels of trust are more likely to adaptably develop an ideal distance between themselves and their own values, and the values of the group/organization. This indicates that if a person sees the goals and values in a temporary group as satisfactory, he or she is more likely to be affected, learn new things, and become a good team player. But if the goals are seen as illegitimate, the person is more likely to keep a distance, and in some cases, even drop out from the group (Larsson, 2005b). On a similar note, Lester (2006) showed that a leader's positivity have a contributing effect on swift trust in the leader in a temporary group in a military context.

Turning to the other extreme, lack of personal trust characterized by insecurity could result in a person being under-distanced in the new group. Because of such insecurity, the individual is more likely to accept the group's goals and values in a non-critical way.

Deficient personal trust characterized by skepticism could also result in being over-distanced

in the new group. In such cases, the person is likely to keep a distance and won't allow him or herself to become close to the group and take part in its development (Larsson, 2005b).

Secondly, what role do *organizational factors* play? Previous studies have shown that when a group has acted together over time and unexpectedly ends up in an acute stress situation, leadership is easier if the group has allowed an informal communication pattern to grow on a day-to-day basis. When different players have had the chance to cooperate freely, without taking formal hierarchy into account, this has been helpful for the group in the stressful situation (Larsson et al., 2001). Therefore, it is probable that the more the parent organizations of the members in a temporary group are characterized by trust, the better are the conditions for swift trust to grow in temporary groups, and vice versa. A spirit of trust in the parent organization can provide the individual with security in their professional identity, and increase the likelihood of informational, emotional, and practical social support, also when one finds oneself in a temporary group (Larsson, 2005b). Specifically related to a military context, Lester (2006) showed that static factors such as the leader's rank and social similarity with followers were positively correlated to swift trust in the leader.

Thirdly, regarding the role of *leadership factors* in the development of swift trust, Meyerson, Weick, and Kramer (1995) have argued that the leader's reputation plays a certain part. If the leader in question has a respectable reputation, this can benefit the development of swift trust in the group. The participants are more likely to expect things to work well and enter the group with more positive intentions.

Previous research has shown that trust (not explicitly swift trust), especially when it comes to group leaders, affects how well a group performs (e.g. Dirks & Ferrin, 2002). Transformational leadership has also been linked to increased commitment and trust among subordinates (Podsakoff, McKenzie & Bommer, 1996). In summary, extant research on antecedents of swift trust is limited, particularly in the military operational context.

## **Concluding Remarks and Purpose of the First Study in the Dissertation**

Based on the above presentation of the extant research, the purpose of the first work in the dissertation (study 1) was to advance the knowledge regarding the creation of swift trust in leaders and the relationship of swift trust to performance. Given the assumed interconnection between swift trust and moral stress discussed earlier, one of these significant consequences is the handling of moral dilemmas and moral stress. Therefore, the issue of moral stress is focused in the following section.

### **Moral Stress**

Throughout history, people have been faced with morally difficult choices where it is not obvious how we should act. When faced with such decisions, we often say that it is a moral dilemma. At the same time, we know that operational leaders in pressured situations will have to make sound moral decisions. A doctor must, for example, be able to quickly decide who to treat first at an accident site. Another complicating aspect is that there are often ad hoc teams, composed in a very short time, where members are unknown to each other and need to function immediately (e.g. in the event of major accidents). The requirement that the chief operating officer can establish and maintain trust is therefore crucial.

Most studies conducted on moral stress in working life have been conducted in healthcare settings, especially in intensive care units. An important aspect has been related to the issue of ending life-sustaining measures, such as turning off the respirator for patients. Such studies have generally focused on individual reactions among physicians and nurses who need to deal with such problematic decisions (Corley, 2002; Glasberg et al., 2006).

In military settings, moral dilemmas and moral stress appear to be rather common due to continuous difficult decisions in high-risk environments. For instance, Richardson et al. (2004) used the example of Srebrenica to highlight moral dilemmas in military-operations-

other-than-war. Kallenberg et al. (2016) provide a number of examples of situations that have caused moral stress taken from Swedish military operations, especially in Afghanistan. In a complex and dynamic environment, leaders will be faced with ambiguous situations where the right solution is not always obvious or possible. Organizational barriers or lack of resources can also cause difficult moral dilemmas for leaders in decision-making. For instance, it is highlighted how officers relate to local authority corruption, and at the same time it is a part of the mission to be on the same side as the local police. Below are some illustrative quotes from these examples:

*So, the biggest pimp in town is the police chief. And he's definitely the biggest drug dealer. But that's how it works. /... / But you know, as soon as you take a step back and act offensively, things happen. And that's why it's not happening that much. Sweden does not do much there. But if you were to start going in and cut off the smuggling trail and so on, then you would be a nuisance to the local rulers and then Swedes would start to die. (Kallenberg et al. 2016, my translation).*

Another example concerns laws and regulations where several interviewees (Kallenberg et al., 2016) felt that they had to deviate from these in order to be able to do the morally right thing in different situations:

*I have been involved in breaking rules when I myself was not in command but when other senior officers have broken the rules to save a little boy's life. So I would do it again. I probably think I have broken Swedish law to find a middle ground between right and wrong. But not against God's laws, so to speak. There is a difference between God's laws and human ordinances. (Kallenberg et al. 2016, my translation).*

The quotations also shed light on the grounds on which individuals choose to defend their actions, in the form of potential consequences for various decisions and seeking support from higher powers for their actions.

### **What is Moral Stress?**

The moral stress concept was initially coined by Jameton (1984). It refers to painful feelings and/or psychological disequilibrium resulting from not being able to do the morally right action due to institutional obstacles such as lack of time, lack of supervisory support, or institutional policy. Alternatively, when an individual acts according to his or hers conscience but against the organizational regulations, norms, etc.

The appraisal of moral stress is highly individual and depends largely on an interaction of personal and contextual characteristics, which can be understood from the person-environment stress model developed by Lazarus (1991). Therefore, Kallenberg et al. (2016) suggest moral stress could be considered “an overall assessment that covers different forms of impact from morally challenging situations” (p. 96, my translation).

The concept of moral stress is relatively new in academic writings. The phenomenon touches on classical psychological, view-of-life-related, and philosophical themes. Every human being holds beliefs about how things are, what is right and what is wrong in the environment. The challenges and hardships of actually doing what is right were articulately formulated by Saint Paul: “For I do not do the good I want, but the evil I do not want is what I do.” (Rom 7:19; Revised Standard Version).

Psychological antecedents of individual appraisal processes are beliefs and commitments. The beliefs operate as a perceptual lens, often at a preconscious level (Lazarus & Folkman, 1984). At the same time, humans, society and nature are ambiguous phenomena and, although many beliefs are culturally shared, there also exists a considerable inter-

individual variation (Kallenberg & Larsson, 2004). This, of course, has implications for what is, and what is not, a moral dilemma.

Another classical theme concerns moral convictions. In psychological writings these are often referred to as commitments. They have a motivational component and express what is important to a person, what has meaning for him or her (Lazarus & Folkman, 1984). To illustrate, many people think that health and solidarity are among the most important things in life, but they also value justice and peace. Another kind of moral conviction or commitment concerns views on our duties, which actions we are obliged to carry out and which we are obliged not to do (Kallenberg & Larsson, 2004).

According to Grimell and Nilsson (2020), there seems to be some confusion regarding moral stress and the related concepts of moral distress and moral injury. The concepts are relatively new in academic literature and therefore rather unexplored, which includes their inter-relationships (McCarthy & Deady, 2008; Zuzelo, 2007) as well as moral injury (Barnes et al., 2019; Braitman et al., 2018; Jinkerson, 2016). An important distinction has been suggested between moral stress and moral distress. The concept of moral stress was, as mentioned above, introduced by Jameton (1984). It was further developed by Wilkinson (1987) in relation to nursing and later discussed and refined by scholars such as Cribb (2011) and Fourie (2015). Even if there are different views on specifics, there seems to be common ground in the proposition that while moral stress refers to the fact that individuals are conscious about various decision options, moral distress is a narrower concept that deals with negative emotional and psychological reactions (Hylton Rushton, Caldwell & Kurtz, 2016). This means that moral stress is a broader concept that can also include positive developments (see below). Another related issue is stress of consciousness, a concept primarily discussed within theology and religious philosophy, but which has also been studied related to nursing (e.g. Sandage & Morgan, 2014).



According to classical utilitarianism, the branch in ethics that emphasizes the consequences of actions—an act is right if (and only if), it to a higher degree than all other actions maximizes pleasure and minimizes displeasure among those affected by the act (Hansson, 2013; Tännsjö, 2002). However, it should be noted that there are a wide array of strands within utilitarianism and different adherents to this philosophical school of thought may reason very differently. To illustrate the conceptual diversity, Jones (1991) takes the focus away from intentions and consequences, and argues that what constitutes ethical decision making is not primarily a decision's outcome and consequences, but whether moral concerns were reflected upon and respected during the decision making process. In military contexts, leaders frequently make a corresponding evaluation of alternatives, which are all more or less undesirable. Thus, the issue of moral stress has psychological, view-of-life and philosophical roots with beliefs and commitments as central concepts.

Returning to moral stress at a more operational level, drawing on Jameton (1984) Nilsson et al. (2011) describe it as a form of stress response at the individual level that can occur in situations that are characterized by ethical decision-making in connection with any of the following events: Situations (1) that are characterized by there being more than one right thing to do. The problem then is that if one chooses one decision alternative, the possibility of choosing the other becomes excluded. Alternatively (2) situations where the individual is aware of the morally correct action the situation requires, but cannot act in such a way due to institutional obstacles (Nilsson et al., 2011).

### **Individual Consequences of Moral Stress**

Morally challenging situations can have different impacts. One way of explaining this is to sort them into positive and negative impacts, as well as short-term and long-term impacts. Beginning with short-term impacts, this form is related to the initial frustration and is often characterized by feelings of anger, impotency and guilt (Morley et al., 2019). Lazarus

(1999) suggests that emotions originating from being obstructed from doing what we believe is morally right are not pure emotions but rather “ambiguous negative states”. This means that moral stress can be viewed as a distinctive set of stress reactions. It is also highlighted that support for the notion that moral stress is not purely an emotional state comes from the fact that we use at least two different value systems when making moral decisions. One value system concerns cognitive responses when we reason with ourselves, and the other concerns emotional responses—what we intuitively think is right and wrong. These systems are also linked to different parts of our brains, where cognitive reasoning take place in the cortex and emotions are linked to impulses from the limbic system (Gross, 2007; Lazarus, 1999).

Much research has been devoted to long-term negative effects of moral stress. Severe moral stress can develop to be more or less chronic and result in ‘moral injury’ (Litz et al., 2009; Nash et al., 2013; Molendijk, 2018). To take part in, or even just to witness, actions that break deeply held beliefs and commitments may lead to harmful feelings of guilt and shame. Long-term effects can also involve a weakening and change of one’s own moral convictions. This can lead to difficulties differentiating between right and wrong, a state which has been labeled moral detachment, moral disengagement, or moral numbness (Litz et al., 2009; Moore, 2015). In an attempt to integrate the concepts of moral distress and moral injury into the concept of moral stress, Grimell and Nilsson (2020) have proposed a model highlighting and clarifying the concepts and their interrelationships.

Research on the long-term effects of moral stress has also investigated potential positive effects in the long run, since negative experiences also constitute opportunities to learn and develop from. In 1995, Tedeschi and Calhoun coined the concept ‘posttraumatic growth’. However, later findings are mixed and it seems that such growth requires that the individuals involved handle the traumatic events in a constructive manner (Jayawickreme & Blackie, 2014). Long-term positive effects can involve an increased awareness of the

importance of moral issues, which can in turn contribute to favorable organizational consequences. Tigard (2019) talks about the potential positive value of moral distress. The person improves his or her ability to evaluate and solve complex ethical and organizational questions (Kallenberg et al., 2016).

### **Organizational Factors Related to Moral Stress**

What has not been studied extensively, however, is the potential significance of work organizational conditions in military contexts for the development of individual moral stress reactions. Due to their potential impact, and the fact that relevant studies are relatively few, four promising organizational conditions regarded as relevant in the present study case will be elaborated below.

**Leadership.** A study by Olsen, Eid and Johnsen (2006) demonstrated the connection between moral reasoning and moral identity in leaders and various aspects of transformative leadership behavior. Two other aspects have been noted in the broad realm of research on transformational leadership (e.g. Bass & Riggio, 2006). The first concerns leaders' willingness to confront problematic behaviors and cultures within the organization. The second aspect is related to leaders' ability to support and mentor subordinates who have been involved in morally difficult situations.

Squires and Peach (2020) reported on two large-scale studies among the Canadian Armed Forces of relevance here. They found that successful leadership was characterized by an effective balancing of competing demands, priorities, and goals. Such leadership was associated with less role stress among subordinates, higher morale, organizational identification, and propensity to remain in the armed forces. However, the question of moral aspects was not directly addressed.

**Policy.** An important aspect when it comes to prevention of moral stress is a given organization's policy and the degree to which it provides employees organizational support. A review of the literature (Rhoades & Eisenberger, 2002) found that the most important factors regarding perceived organizational support were (1) fairness, (2) supervisor support, and (3) organizational rewards and favorable job conditions). This can be described as a necessary but insufficient condition. It is equally important that leaders at all levels in the organization act in accordance with the values expressed in policy documents. If leaders act as exemplary models, this breeds trust in the organization and vice versa (Larsson et al., 2018).

**Selection.** There is a rich body of research on how to assess stress management in selection situations (Lenzenweger, 2015). However, scientific evidence regarding optimal selection methods related to moral stress appears to be lacking. Given the fact that there is a high degree of likelihood in some organizations that their members will have to face moral dilemmas, this calls for new research efforts. In the absence of evidence, Kallenberg et al. (2016) suggest that well established methods to assess mental stability, social competence, and stress management skills should be used.

**Education, training, and exercises.** The lack of research on moral stress in selection contexts also holds true when it comes to education, training, and exercises. Research on stress management shows that it is generally better to be educated, trained, and have taken part in stressful exercises, than to not have this experience (Wisén et al., 2022). Military examples include the fact that officers during pre-deployment training going on an international mission are encouraged to write a letter where they explain their last will in case the worst happens (Swedish Armed Forces, 2021).

## **Concluding Remarks and Purpose of the Second Study in the Dissertation**

Based on the above presentation of research on moral stress, the purpose of the second work in the dissertation (study 2) was to identify and gain a deeper understanding of environmental, organizational, and group conditions, and leadership-related issues in particular, reported as being important in severely stressful situations involving a moral stressor faced by military and police officers. The presented challenges involved in temporary groups and the development of swift trust, as well as in moral dilemmas and moral stress, point to the importance of individual adaptability on the part of military leaders. This will be illuminated further in the upcoming section.

Referring to the aforementioned assumption of an interconnection between swift trust and moral stress, the third study area, adaptability, follows naturally in light of demands for rapid and flexible handling of unexpected situations in modern comprehensive approach-oriented missions. The third and final section of the literature below will therefore focus on military leaders' adaptability.

### **Adaptability**

In broad terms, the concept of adaptability concerns cognitive, behavioral as well as emotional alterations that assist in successfully responding to unique and ambiguous situations (Oleszkiewicz et al., 2022). An increasingly important issue for military organizations revolves around what characterizes effective operational leadership during irregular warfare. Soldiers and officers who serve in missions abroad are faced with threats that are often unpredictable and difficult to protect themselves against. Examples include buried Improvised Explosive Devices (IEDs), suicide bombers who with the naked eye cannot be distinguished from the civilian population, or suddenly ending up under fire during a routine mission (Fors Brandebo & Larsson, 2012). A common factor for these threats is that

they often place some form of demands on the leader's adaptability to master them in the best way.

Adaptive behavior in work related settings refers to the extent to which individuals can respond to, cope with, and support changes that are considered important behavior for both individuals and organizations (Wu et al., 2017). The cognitive perspective of stress (Lazarus, 1999) focuses on appraisal and coping processes when it comes to adaptation to new situations. Other perspectives, such as the psychoanalytic one, emphasize unconscious processes and activation of memories of earlier stressful situations (Wallenius, 2001). A third perspective is the biological Darwinian one, according to which automatic and genetic threat-detecting systems are activated in new situations (Wallenius, 2001). The latter two perspectives will not be further elaborated on here, but show the breadth of the adaptability concept.

There are several aspects of adaptability. Proactive adaptability refers to the ability to anticipate a need for change and act accordingly. Reactive adaptability takes place when changes in the environment have occurred, calling for accommodation (Griffin & Hesketh, 2003). A different way of categorizing adaptive behaviors concerns an individual's capacity to predict environmental changes. In this regard, proactive behaviors occur when an individual anticipates that changes are vital. On the other hand, if the environment changed in an unanticipated way for an individual, reactive behaviors refer to behaviors that compensate for such change (Ployhart & Bliese, 2006). Interpersonal adaptability has been characterized as an explicit part of individual adaptability (Pulakos et al., 2000) and concerns the individual's ability to change according to the demands of different social environments (Oliver & Livens, 2014; Ployhart & Bliese, 2006; Semadar et al., 2006). Additionally, it has been suggested that interpersonal adaptability also consists of an individual's behavior, thoughts, and emotions in relation to interpersonal communication, in order to accomplish

certain objectives (Oliver & Livens, 2014). It could also be argued that adaptability is closely related to the field of decision making (Klein et al., 2014).

Interpersonal adaptability appears to be receiving more research attention in response to more fluid work environments and work performed by teams (Kozlowski et al., 1996; Ohlsson, 2020; Pulakos et al., 2000). Interpersonal adaptability also seems to be a critical factor for effective knowledge-sharing among employees in workplace settings (Malik & Kanwal, 2018).

Returning to the cognitive stress perspective (Lazarus, 1999), an extension of problem-focused coping has been labeled innovative coping (Bruce & West, 1994). This concerns an individual's ability to actively change aspects of a situation. If circumstances are appraised by an individual as difficult but not impossible, he or she is more likely to invest extra energy in order to accomplish the task (Luthans, 2002). However, if appraisal processes do not match reality this can be problematic. If an event is appraised as impossible to affect when it in fact can be affected, necessary problem-focused efforts will not take place. On the other hand, maladaptive outcomes may also arise when an individual appraises a situation as controllable when it is not. This can lead to problem-focused coping behaviors that lead to no improvement or even a worse situation (Folkman, 1984).

In recent years, researchers have repeatedly highlighted adaptability as an important success factor in modern working life (Oliver & Lievens, 2014). Changing and dynamic environments have created a need for adaptable workers (Pulakos et al., 2000). Other scholars such as Bonanno et al. (2004) have placed great emphasis on the closely related concept of flexibility to successfully manage various forms of trauma. They argue that the concept of expressive flexibility—an individual's ability to both strengthen and restrain emotional expressions based on the situation—predicts an individual's long-term adjustment. Through an experimental study, the participants' expressive flexibility was examined and they were

able to demonstrate that expressive flexibility predicted better self-rated adaptation over a two-year period. A follow-up study (Westphal, Seivert & Bonanno, 2010) demonstrated the stability of expressive flexibility over a three-year period, and could also replicate the relationship between expressive flexibility and adaptability. In order to obtain a more objective measure than self-assessment, the participants' close friends were used instead to make estimates. Finally, they were also able to demonstrate that the relationship between expressive flexibility and adaptability was particularly prominent in times of high levels of cumulative stress among participants, especially when expressive flexibility was measured in situations of immediate threat. See also Gupta and Bonanno (2011) and Gross (2007).

According to Levy et al. (1998), social influence theory describes how individuals navigate in social relationships to obtain specific outcomes. Such skills could be regarded as specific aspects of adaptive behavior (Ohlsson, 2020) and also bear resemblance to networking, another form of adaptive inter-personal behavior that is often highlighted as important in modern working life. Previously it was mostly viewed as an ability benefiting skilled individuals, however more recent studies have also shown its beneficial effects for organizations (Gibson et al., 2014; Uhl-Bien, 2018). Building on this, it has been suggested that two overarching skills (factors) are important for adaptive behavior, smooth power and political skills (Ohlsson, 2020). Given the broad nature of adaptability, it follows logically that the concept has been related to high performance in a wide array of sectors, such as sales achievements (Spiro & Weitz, 1990), teaching effectiveness (Collie & Martin, 2016), and academic accomplishments (Martin et al., 2013) to name a few. Additionally, it has also been studied in relation to military contexts (e.g. Bartone, 2013), a theme which will be further elaborated below.



## **Individual Adaptability in the Military Context**

From a military point of view, the concept of adaptability seems to have gained increasing interest since September 11, 2001 and the subsequent wars in Afghanistan and Iraq. Soldiers in these environments do not normally encounter regular armies, but terrorists/rebels who fight through unconventional methods. An enemy that is ambiguous and difficult to predict demands new and often creative ways of acting. Being able to adapt to the opponent becomes a prerequisite for being able to perform well. These conditions have been described in studies of the Swedish Armed Forces international efforts by Ohlsson et al. (2014), as well as by Larsson et al. (2017).

Modern technology increases the pressure by providing information, perhaps sometimes too much, while limiting the available time to consider, decide, and act. Salas et al. (2007) argued that modern operational environments are characterized by a historically high degree of variation and change that requires teams and operational leaders with high skills in relation to flexibility and adaptability. To succeed, the operational leader must quickly integrate, synthesize, and decide. The operational leader's ability to adapt to different situations can therefore be crucial.

A literature study focusing on adaptability by Friman et al. (2007) showed that there is a lack of relevant empirical studies focusing on modern warfare from a leadership perspective. A study in the military environment by Bartone et al. (2013) used a taxonomy developed by Pulakos et al. (2000; 2002) to study adaptability. The results showed that the factor 'hardiness' among cadets who studied their last year at the West Point Military Academy not only predicted the cadets' leadership performance at West Point, but also their adaptability (self-esteem and supervisor's estimate) three years after graduation. Hannah et al. (2013) studied military leaders' self-complexity from both a psychological and neurological perspective to investigate effects on adaptability in decision-making. The results showed that

both the psychometric and the neurological measurements were related to the participants' adaptability in decision-making.

Bowles et al. (2017) present a literature review on adaptive leadership in higher military and governmental settings. They identify the following five competencies that top leaders need to cultivate to transform a conventional organization into an adaptive one: trustworthiness, communicativeness, emotional intelligence, tolerance of ambiguity, and hardiness. The authors also pinpoint strategies to enhance these competencies. However, the relevance of these findings for lower-level officers in unpredictable field situations is unclear.

While the topic has attracted the attention of several authors in the military sector in recent years, most articles are published in popular science journals rather than in scientific journals. Knowledge of what characterizes highly adaptable military leaders remains limited. Critical unanswered questions related to lower level hierarchical leadership regarding adaptability include: (1) what antecedent individual and contextual characteristics have higher versus lower importance?; (2) what specific situational individual and contextual aspects are important?; and (3) how do the antecedent and situation-specific factors interact?

### **Concluding Remarks and Purpose of the Third Study in the Dissertation**

Based on the above presentation of research on adaptability, the purpose of the third and final paper of the dissertation (study 3) was to obtain a deepened understanding regarding the following question: What characterizes successful and unsuccessful military leadership at a lower hierarchical level when adaptability is needed to handle an unexpected threatening event during a peacekeeping or peace enforcement mission in an environment characterized by irregular warfare? However, since qualitative studies have low generalizability, the obtained results were operationalized into a questionnaire in a second stage in order to ascertain whether or not a quantitative study would validate the results.

This concludes the presentation of the three core concepts of the dissertation: swift trust, moral stress, and adaptability. In the upcoming sections the empirical studies will be presented.

## Method

This chapter explains the various methods used in the three studies. The chapter will begin by showing a table (Table 1) that describes the methods used in each study. This will be followed by a methodological rationale, an overview of the research contexts, the samples and study procedures, measures and analyses, and finally, ethical considerations.

**Table 1**

*Design, Sample and Data Collection for the Papers in the Thesis*

Paper	Design	Sample	Data collection
1	Qualitative, hierarchical clustering Nonparametric statistics	50 Norwegian cadets 24 Norwegian officers 317 Swedish cadets 190 Swedish officers	Questionnaire including open-ended questions
2	Qualitative, grounded theory	16 military cadets and officers  10 police officers	Individual in-depth interviews
3	Qualitative, constant comparative method	16 Swedish soldiers and officers	Individual in-depth interviews
	Quantitative, descriptive statistics, regression analyses,	193 Swedish soldiers and officers	Questionnaire

## **Methodological Rationale**

Study 1 uses both a qualitative and a quantitative approach, study 2 uses a qualitative approach, and study 3 uses a combination of qualitative and quantitative methods. The qualitative aspects were used to explore and identify factors that were seen as relevant by the informants. The quantitative parts focus on interrelationships between the concepts, hypothesis testing and subgroup comparisons. Thus, the thesis as a whole uses a mixed-methods approach.

Using a grounded theory inspired coding procedure in all three studies, we were able to identify the participants' main concern related to the respective research questions. We were then able to statistically test different hypotheses. In study 3 we also added target-group adapted questions in the questionnaire based on the qualitative part.

## **Research Contexts, Samples, and Procedures**

### ***Study 1***

The first study aimed to illuminate factors that benefit, or do not benefit, the development of swift trust towards leaders in temporary military groups. The selection of participants was guided by an ambition to map different military cultures and different hierarchical levels. Four different groups of participants were included in the study. The first group of participants ( $n = 50$ ) were cadets at the Royal Norwegian Naval Academy; the second group of participants ( $n = 34$ ) were military officers at the Norwegian Defence Command and Staff College; the third group of participants ( $n = 317$ ) were cadets at the Swedish Military Academy; and the fourth group of participants ( $n = 190$ ) were military officers at the Advanced Commander's Programme and the Staff Course at The Swedish

National Defence College. Altogether, 591 individuals took part in the study, representing the Army ( $n = 276$ ), the Navy ( $n = 160$ ), the Air Force ( $n = 138$ ), and 17 individuals did not select any branch. The gender distribution was 89 percent men ( $n = 527$ ), 11 percent women ( $n = 62$ ), and two individuals did not respond to the gender question. The mean age was 28.8 years ( $SD = 7.58$ ). Among the officers, years of service ranged from three to 30 years with a mean of 15.5 years ( $SD = 4.5$ ). The officers' ranks were colonel ( $n = 2$ ), lieutenant colonel ( $n = 7$ ), major ( $n = 129$ ), captain ( $n = 84$ ), and lieutenant ( $n = 1$ ). One officer did not specify rank.

Data were gathered face to face in classroom settings on separate occasions (one time in each class of participants within the four groups presented above) between March 2006 and December 2008 (Swedish data collection in 2006 and Norwegian in 2008).

## ***Study 2***

The aim of the second study was to gain a deeper understanding of contextual and leadership-related factors in severely stressful situations involving a moral stressor. The selection of informants was inspired by the grounded theory method approach. The aim was to capture as wide a variety of experiences and occupational roles as possible (Glaser & Strauss, 1967; Starrin et al., 1997). Two occupational groups of first-responder character were selected: the armed forces and the police. The interview process started out with just a few informants, additional names being provided as it continued, and informants consequently being selected in accordance with snowball sampling, with the intention to capture as wide a variety of experiences and occupational roles as possible (Esaiasson et al., 2003). Contacts at the two types of organizations provided names of individuals holding both managerial and operative leader positions. In total, 23 Swedish military and police officers, all having experience of morally difficult decisions during severely stressful conditions, were interviewed. Data were collected by qualitative, semi-structured interviews following a prepared interview guide, which had previously been tested in a couple of pilot interviews.

The interviews consisted of broad open-ended questions and individually adapted follow-up questions. The informants were interviewed individually at their places of work, at the premises of the Swedish Defence University, Stockholm, or at the Royal Norwegian Naval Academy, Bergen, during the period of February 2011 to September 2012. The interviews lasted approximately 45 minutes to 1 hour and 20 minutes, and were all recorded.

### ***Study 3***

The third study aimed to investigate adaptability among lower-level military leaders in unexpected, threatening situations. In the initial qualitative part of the study (henceforth labeled study 3A), sixteen individuals were interviewed and all but two were military officers (the remaining two were soldiers). All had experience of serving abroad in the Swedish Armed Forces. Ten of the informants' experiences were from peacekeeping missions (Chad, Kosovo, and Lebanon), and six individuals had experiences from peace enforcement missions (Afghanistan). The selection criteria were that one had to have been involved in an unexpected event, which one's leader adapted to successfully, as well as in an event where he or she failed to adapt. Given these criteria, the selection of informants was non-random. Some were selected by their superior officer while others received information about the study by e-mail and subsequently chose to participate. The mean age was 30.5 years, ranging from 25 to 46 years. Seven of the informants were contracted soldiers and nine were employed officers with ranks ranging from second lieutenant to captain. Fifteen participants were male and one was female. Data was collected using semi-structured interviews following a prepared interview guide. The interviews took place between March and August 2008, and were mostly carried out at the informants' workplaces.

In the following quantitative part of the study (labeled study 3B), the participants represented one of two Swedish contingents that served in Afghanistan. The first served in 2008–2009 ( $n = 76$ ) and the second in 2010 ( $n = 117$ ). Among these 193 individuals, 102

fulfilled the inclusion criteria of having experienced an unexpected and demanding situation where they had not been the highest ranked leader (see the Measures section below). The gender distribution was 94 % men ( $n = 96$ ) and 6 % women ( $n = 6$ ). The mean age was 29.7 years ( $SD = 7.9$ ), ranging from 21 to 59 years. Twenty-nine of the participants were contracted soldiers and 73 were employed officers with ranks ranging from second lieutenant to major. Regarding military branch, 76 individuals represented the Army, 14 the Navy, and 10 the Air Force. Two individuals did not specify their military branch. Data was gathered face to face in auditorium settings on two separate occasions between spring 2009 and autumn 2011 (data was collected from the first contingent in 2009 and from the second in 2011).

## **Measures and Analyses**

### ***Study 1***

The questionnaire consisted of three parts. Part one included conventional socio-demographic questions, part two was a personality assessment, and part three included questions related to swift trust. The instrument Personality Questionnaire (PQ) (Bäckman & Carlstedt, 2010) was included in the questionnaire and was used to assess personality. Regarding swift trust, the Swift Trust Questionnaire (STQ) (Larsson, 2004) was included in the questionnaire. The STQ was designed to map context-specific aspects of trust in leaders in temporary groups and consists of three parts. The first part contains a description of a scenario with the following instructions: “Think about an episode where you were chosen to be included due to your competence. The group included persons with different competences. Everyone’s knowledge was needed in order to solve the task in a satisfactory way. Almost everyone in the group was new to each other. You had never met the leader of the group before. The task had to be solved fast and in an excellent way—there was a lot at stake. 1. Describe the situation you are thinking of that fits the information. 2. What was the group’s task? 3. What was your role?” The second part consisted of ten questions related to the self-



selected episode with fixed response alternatives. The Swift Trust Questionnaire ended with two open-ended questions with a general introduction phrased, “Think about your reactions towards the leader of the group. Give concrete examples regarding what made you immediately trust him/her, or what made you not trust him/her.” The first of the two open-ended questions is phrased, “Specify what contributed to a high level of trust” and the second question is phrased, “Specify what contributed to a low level of trust.”

The respondent’s answers to the two open-ended questions regarding swift trust were analyzed by the authors and sorted into clusters according to the clustering method (Miles & Huberman, 1984). This is a hierarchical structuring procedure where meaning units (MUs) or codes that are interpreted as being closely related to each other are sorted into clusters, and these are then sorted into successively more comprehensive categories to better understand the phenomenon. Non-parametric tests (Mann-Whitney *U* test and Kruskal-Wallis one-way analysis of variance) were used for all subgroup comparisons. Spearman correlations were used to examine relationships between the swift trust model, ordinal-level individual characteristics, and outcome ratings. Statistical significance was assumed at  $p < .05$ .

## ***Study 2***

The interview themes were inspired by the model developed by Larsson and Hyllengren (2013) and the informants were specifically asked to reflect upon the following themes:

- Background questions such as age, position, education, experience, etc., were included.
- The informants were also asked how they usually prepare for stressful situations. The informants were asked to describe the most severely stressful situation involving a moral stressor they had taken part in during work. Follow-up questions focused on

short and long-term effects and reactions (psychological, physical, and behavioral).

Other questions included if they had managed to put the event behind them and how they perceived daily hassles and uplifts following the event.

- Questions related to environmental, organizational, and group factors before, during, and after the severely stressful event were also included. Questions regarding their own leader's behavior before, during, and after the event were asked. Follow-up questions included how the informant, as well as the group, reacted to their leader's behavior.

All interviews were conducted and analyzed by the authors. First, the interviews were transcribed verbatim and examined line by line in order to identify the informants' descriptions, feelings, and actions related to the interview themes. In a second step, the meaning units derived this way were then sorted within the interview themes using the clustering method (Miles & Huberman, 1984). This is a hierarchical structuring procedure where meaning units or codes that are interpreted as being closely related to each other are sorted into clusters. Next these clusters are then sorted into successively more comprehensive categories to better understand the phenomenon. The interviewing continued until the data appeared to have reached a point of saturation, or in other words, when new data confirmed the results rather than brought new aspects of the study object to our attention.

### ***Study 3***

In the initial qualitative part of the study (study 3A), the interviews consisted of open-ended questions and the informants were initially asked to describe two incidents, one where their leader (group or platoon level) had successfully adapted to an unexpected and demanding event, and one where their leader had failed to adapt to an unexpected event. The informants were then asked to describe their leader's behavior during the event, the outcome

of the event, and many other individual follow-up questions were asked depending on the situation described. Regarding leader characteristics, informants were asked to describe their leader's personality, traits, and skills. Regarding general leadership, they were asked to describe their leader's everyday leadership style. The interviews were transcribed verbatim and analyzed by the authors according to the constant comparative method (Glaser & Strauss, 1967). This process consists of examining data line by line in order to identify essential meaning units, and then sorting these together into codes and categories. The categories that emerged were then sorted into higher level categories. The third and final step consisted of fitting together the higher level categories and the categories using the constant comparative method. Using Glaser's (1978) conceptualization, this resulted in a cause-consequence model of the studied phenomenon.

In the subsequent quantitative study (study 3B), the model concepts obtained from study 3A were operationalized into a questionnaire, and the suggested relationships between the model concepts in study 3A were used as model-based hypotheses in study 3B. Thus, the following hypotheses were formulated:

Hypothesis 1: Favorable scores on leader characteristics will be positively associated with favorable scores on general leadership.

Hypothesis 2: Favorable scores on general leadership (task-oriented and relationship-oriented leadership behavior) will be positively associated with favorable scores on leadership during the unexpected event.

Hypothesis 3: Favorable leadership scores during the unexpected event will be positively associated with favorable ratings of the outcome of the incident.

The questionnaire consisted of two parts. Part one included conventional sociodemographic questions. The second part of the questionnaire began with an open

question in which the participants were asked to describe an unexpected and demanding situation they had encountered during an international mission where the respondent had not been the highest ranked leader. The following questions in part two were based upon the qualitatively derived model from the first part of the study. The model was operationalized into 30 questions spanning the four general categories (see Figure 4). Descriptive statistics and correlations (Pearson) were computed. This was followed by three regression analyses specified according to the sequential model (see Figure 4). Thus, in the first analysis the eight variables designed to measure leader characteristics were regressed on each of the two General Leadership Behavior scales simultaneously (general linear model, multivariate model in SPSS 22.0). In the second analysis, the two General Leadership Behavior scales were regressed on the three scales designed to measure “type of leadership at the decision time” (same statistical procedure). In the third and final regression analysis, the type of leadership at the decision time was regressed on the Outcome scale (conventional multiple regression analysis). In this analysis, the scale balance between structure—initiative and the scale balance between leader alone—cooperation by the group variables, were entered in Step 1. In Step 2, the balanced handling of time variable was entered, this being an attempt to assess the potentially moderating effect of this variable on the effect of the other two balance variables on the outcome as suggested by the theoretical model (see Figure 4). A moderation analysis was also performed to assess this potentially moderating effect using Hayes’ (2013) file ‘process.spd’ combined with the SPSS regression procedure. Finally, the whole sequential model was tested with a path analysis using Amos.

### **Ethical Considerations**

All the studies in this thesis were carried out adhering to the ethical principles formulated by the World Medical Association Declaration of Helsinki—ethical principles for medical research involving human subjects (2004) and the Swedish Research Council (2000),

including that participation was based on informed consent. This adherence means that the four moral principles stipulated by Beauchamp and Childress (2001) were followed (autonomy, non-maleficence, beneficence, and justice). The data collection in study 1 took place between 2006 and 2008, study 3 data were collected between 2008 and 2011. Both these data collections started before the praxis of formal ethical approval was commonly in place in work and organizational psychology in work and organizational psychology and no application for this were made. However, an informal ethical board ('ämneshögskola') at the Swedish Defence College was informed about the studies. The data collection of study 2 took place between 2011 and 2012, and this project was approved by the Swedish Regional Ethics Committee of Stockholm (2011, protocol 2011/5:2; 2013, protocol 2013/53:32). The participants in all three studies received both oral and written information about the respective study, and participation was based on informed consent.

## Summary of Studies

Taken together, the three studies aim to provide greater knowledge and understanding of operational leadership in three important aspects: trust, moral stress, and adaptability.

### Study 1

#### *Aim and Results*

The purpose of this study was to advance the knowledge regarding the creation of swift trust in leaders and the relationship of swift trust to performance. Figure 2 shows the hierarchical model that developed from coding the answers to the open-ended questions. It embodies all military subgroups (Norwegian and Swedish cadets and officers respectively). The model is consistent with factors that benefit the development of swift trust (positive evaluation), as well as factors that do not benefit the development of swift trust (negative evaluation). Each category in the model exemplifies a certain perspective of the studied phenomenon, although to comprehend the phenomenon as a whole, all category levels must be taken into consideration.

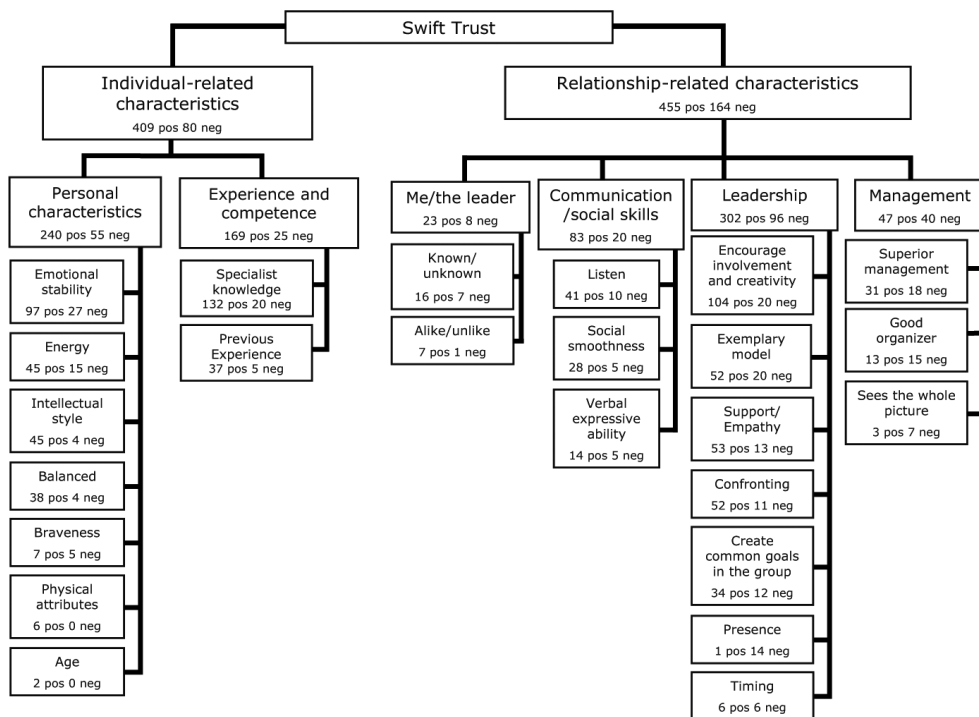
The number of responses in the various categories, as well as the difference between positive and negative replies, also merits consideration. Concerning the level-1 categories, answers related to the leader's emotional stability, specialist knowledge, and ability to encourage involvement and creativity were mentioned most regularly as immediately trust-building.

Most categories had a higher occurrence of positive responses than negative, however, the contrary was true for a few categories. For instance, the presence of the leader gained

modest attention in the positive sense. However if the leader was absent, this was viewed as considerably more negative in terms of trust.

Concerning level-2 categories, answers organized under the categories leadership and personal characteristics were mentioned often in both a positive and negative way. On the superior category level, Individual-related and Relationship-related characteristics received almost the same number of added positive responses. On the contrary, negative answers were almost twice as often sorted under relationship-related characteristics, in relation to individual-related characteristics.

**Figure 2**



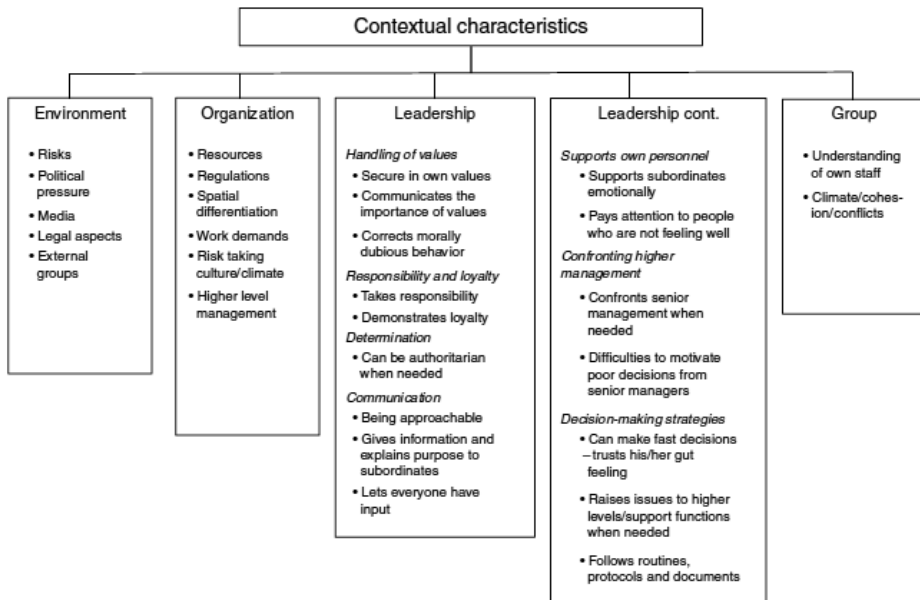
*A Model of Factors Contributing to Swift Trust (or the lack of it)*

## Study 2

### *Aim and results*

The aim of this study was to identify and gain a deeper understanding of environmental, organizational, and group conditions, and leadership-related issues in particular, reported as being important in severely stressful situations involving a moral stressor faced by military and police officers. The analysis of the interviews resulted in identification of a hierarchical system of interrelated codes and categories of aspects reported as being important in severely stressful situations involving a moral stressor. The developed hierarchical conceptual system is presented in Figure 3. Each code, i.e. the lowest hierarchical level in the figure (the bullets), represents a bipolar scale ranging from high/much to low/little.

**Figure 3**



*A Model of Contextual Characteristics Related to Moral Stress*



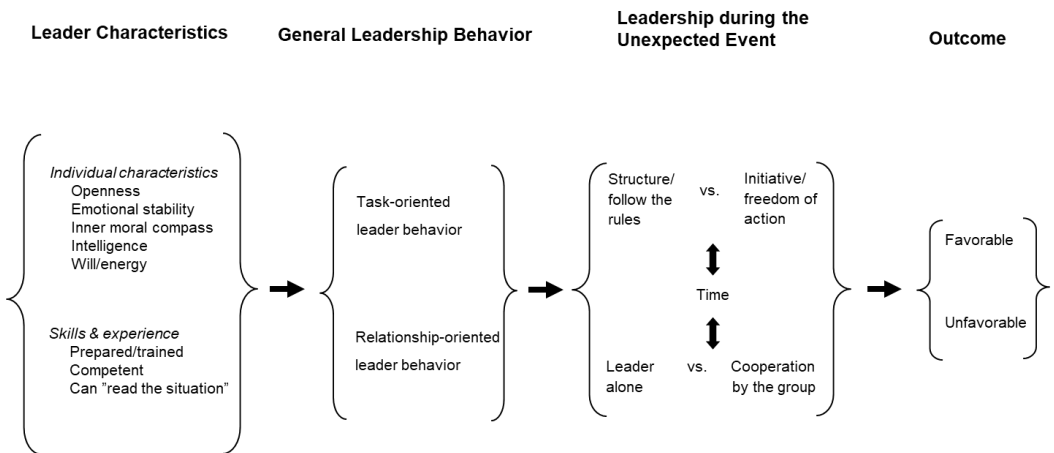
### Study 3

#### *Aim and results—initial qualitative study (study 3A)*

The aim of the first study was to obtain a deepened understanding regarding the following question: what characterizes successful and unsuccessful military leadership at a lower hierarchical level when adaptability is needed to handle an unexpected threatening event during a peacekeeping or peace enforcement mission in an environment characterized by irregular warfare?

An analysis of the interview responses resulted in a model which is presented in Figure 4.

**Figure 4**



#### *Conditions that Affect Adaptability when Encountering an Unexpected Event*

The model contains three main parts. The first part describes leader characteristics, the second covers general leadership behavior, and the third shows type of leadership during unexpected events. The first two parts contain aspects which can be described in terms of one-dimensional linear relationships from favorable to unfavorable, whereas factors outlined in

the third part are assumed to exhibit an inverted-U relationship. The last mentioned aspect means that in a given situation there is an optimal level, and that too little or too much can be negative.

***Aim and results—following quantitative study (study 3B)***

Since qualitative studies have low generalizability, the obtained results were operationalized into a questionnaire (the following study) in order to ascertain whether or not a quantitative study would validate the results. Means, standard deviations and bivariate correlations are shown in Table 2. The means and standard deviations indicate that the scales have satisfactory discriminability. Most correlations are positive and high (correlations of .35 or higher are statistically significant at the  $p < .001$  level). The exception is the personal characteristics scale Openness, which is weakly associated with the other variables.

**Table 2**  
*Descriptive Statistics and Correlations (n = 102)*

Scale <sup>1, 2</sup>	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Openness	4.64	1.75	si													
2. Emotional Stability	5.30	2.41	.04	si												
3. Inner moral compass	3.72	1.08	.06	.52	.92											
4. Intelligence	3.73	1.05	.09	.50	.78	.88										
5. Will/energy	3.72	1.11	.13	.56	.85	.80	.90									
6. Prepared/trained	3.65	1.05	-.03	.47	.78	.78	.80	.82								
7. Competent	3.82	1.11	.02	.39	.65	.69	.63	.74	si							
8. Can "read the situation"	3.37	1.27	.07	.54	.79	.80	.81	.76	.63	si						
9. Task-oriented leadership	3.32	0.74	.07	.38	.64	.63	.64	.61	.40	.63	.76					
10. Relationship-oriented leadership	3.38	1.20	.15	.58	.81	.72	.78	.65	.52	.73	.62	.93				
11. Balance structure-initiative	3.51	1.15	.14	.49	.68	.69	.69	.63	.62	.68	.52	.70	si			
12. Balance alone-cooperation	3.36	1.32	.24	.55	.67	.68	.72	.60	.49	.64	.44	.72	.79	si		
13. Balanced time handling	3.54	1.27	.01	.49	.62	.65	.69	.62	.51	.64	.46	.65	.73	.71	si	
14. Outcome	3.74	0.90	-.10	.25	.45	.44	.39	.43	.38	.40	.28	.30	.49	.40	.48	.69

<sup>1</sup> Note. All scales except for Openness and Emotional Stability could range from 1 to 5. The exception scales could range from 1 to 9.

<sup>2</sup> Chronbach alpha coefficients on the diagonal, si = single item scale.

The three model-based regression analyses (see Measures and Analyses above) sharpened the outcome of the bivariate correlations (Table 2) with high to moderately high adjusted  $R^2$  coefficients. However, a moderation analysis yielded a non-significant result and a path-analysis resulted in a poor model fit.

## **Discussion**

The discussion section starts with comments on each of the three main concepts studied: Trust and swift trust in temporary groups, moral stress, and adaptability. This will be followed by a general discussion of the findings in relation to the overall aim of the thesis: to provide a greater understanding of how trust, moral stress, and adaptability affect operational leadership among lower-level army leaders. The section ends with discussions of methodological aspects, future research suggestions, and practical implications.

### **Trust and Swift Trust in Temporary Groups**

The first question addressed was what factors benefit, or do not benefit, the development of swift trust in leaders of temporary military groups. The qualitative analysis of responses to open-ended questions suggests that swift trust in such leaders can be understood in terms of two higher level categories labeled individual-related characteristics and relationship-related characteristics. To the best of my knowledge, this kind of hierarchical model is new. In relation to more general models of leadership, the swift trust conceptualization appears to fit well into the general person-by-situation interactional paradigm (Endler & Magnusson, 1976) applied in the leadership domain (Larsson et al., 2003). The number of responses in the different categories also sheds light on their relative importance for the development of swift trust, or lack thereof. This finding is also new and needs to be replicated in further studies. The proposed model offers richer detail than existing models of interpersonal trust. Bowles et al. (2017) and Mayer et al. (1995) highlight ability, benevolence, and integrity as key factors of perceived trustworthiness. A similar conceptualization is presented in a military context by Sweeney et al. (2009), who talk about competence, benevolence, and good character.

Several of the codes underpinning the category personal characteristics can be related to general models of personality, such as the five factor model (McCrae & Costa, 2008). The two codes within the category experience and competence resemble the content of the ‘desirable competences’ in the developmental leadership model (Larsson et al., 2003).

Regarding the codes and categories in the higher level category labeled relationship-related characteristics, resemblances to the authentic and transformational leadership models are apparent (Bass & Bass, 2008; Bass & Riggio, 2006; Gardner et al., 2005). In line with Harrison (2010), who found a positive relationship between transformational leadership and trust in a business context, these results seem to suggest there is also a relationship between transformational leadership and swift trust in leaders of temporary military groups. There are also similarities between these results and Giffin’s (1967) classical work on interpersonal aspects contributing to trust.

The present study also supports Lester’s (2006) suggestion that swift trust is not only a cognition-driven construct, since both studies advocate that there is also an emotional component to swift trust. The findings also concur with Lapidot et al. (2007, p. 16) who, in a military context, found that “behaviors reflecting leader ability and integrity were more salient in trust-erosion incidents and that behaviors reflecting leader benevolence were more salient in trust-building incidents”. In sum, the high number of meaning units, and the fact that the model resembles existing research, can be interpreted as the model having acceptable trustworthiness.

### **Moral Stress**

The study on moral stress focused on environmental, organizational, and group conditions, and leadership issues in particular, in severely stressful situations. The identified environmental, organizational, leadership-related, and group aspects resemble findings from

general research on work and stress (e.g. Karasek & Theorell, 1990; Kelloway & Barling, 2010), as well as the aforementioned contextual conditions reported by Larsson and Hyllengren (2013). However, the emphasis on one's own leader's handling of values and his or her ability to confront the senior management when needed, is more clear in the present case. One possible explanation of the high similarity is that we investigated episodes experienced as being both acutely stressful, and also involving a moral stressor. A different approach would be to experimentally keep acute, stressful episodes with and without moral stressors, respectively, apart.

An alternative explanation of the small differences between the present findings and results from general work and stress research is that the two cases are in fact comparable regarding contextual characteristics. This means that bigger differences may be found between moral stressors and more general work-related stressors when one looks at individual characteristics in the person-by-situation interactional model (Endler & Magnusson, 1976). Given this line of reasoning, it is still an open question as to what degree contextual characteristics have an impact at the individual level when it comes to prevention of, and recovery from, moral stressors.

### **Adaptability**

The paper on adaptability focused on lower-level military leaders and their experiences of unexpected, threatening situations. The model that emerged in the initial qualitative study (study 3A) demonstrates that adaptive leadership in unexpected, threatening events can be understood as being caused by antecedent leader characteristics and general leadership behaviors, followed by two balancing acts during the uncertain event affected by the amount of available time. Although this is a qualitative study and no general conclusions can be drawn, it was still obvious that favorable antecedent leader characteristics were related to more favorable general leadership behaviors, which, in turn, were related to a more

adaptive handling of the balancing acts during the unexpected situation and an enhanced performance.

Compared with existing research, the model implies a more comprehensive framework for understanding military leadership at lower hierarchical levels during unexpected, threatening events. In addition to identifying a number of ‘what’ aspects of this leadership, the model suggests a causal relationship between these aspects and points to two critical ‘how’ aspects of military leadership at the moment of truth—in this case the leadership during the unexpected, threatening event. The suggested one-dimensional favorable-unfavorable character of the two higher level categories of antecedent leader characteristics, as well as the curvilinear (inverted U) character of the balancing acts during the uncertain event, are also new. Regarding the postulated inverted-U relationships, the present data offers no guidelines on when an extreme is too extreme and what range one can expect to be the most favorable. However, the balancing act between structure/follow the rules versus initiative/freedom of action, resembles the findings in a study of civilian rescue operation leaders (Alvinus et al., 2010).

The aim of the subsequent quantitative study (study 3B) was to test the extent to which the model from the initial qualitative study stands when tested quantitatively on a higher number of participants. Since qualitative studies have low generalizability, the obtained results were operationalized into a questionnaire in order to ascertain whether or not a quantitative study would validate the results. The bivariate correlations and the multivariate regression analyses yielded reasonable support for the three hypotheses derived from the qualitatively generated model.

When the whole qualitatively generated model was put to a test using path analysis, a poor model fit was found. This can probably be explained, at least in part, by the strict sequential character of the model. The leader characteristics are assumed to affect the general



leadership behaviors, which are then predicted to affect the type of leadership at the decision time, which, finally, is proposed to affect the outcome. No by-passing of sequential steps is included in the model. As shown by the bivariate correlations in this empirical material, all variables were positively correlated (except for Openness). Thus, it could be argued that the qualitative analysis yielded a detailed sequence which did not hold up in the result of the quantitative analysis. Allowing for all possible bidirectional influences and covariances in a path analysis just to obtain a satisfactory model fit was not regarded as meaningful.

### **General Discussion**

The three concepts 'trust and swift trust in temporary groups', 'moral stress', and 'adaptability' have probably always been important in military settings. As mentioned in the introduction section, their importance as single phenomena, as well as interrelated concepts, has increased as a consequence of the post-cold war military context with altered demands on operational leadership skills.

Each of the three presented studies includes a qualitatively generated model, in two cases followed by quantitative analyses. The interactional person-by-situation paradigm (Endler & Magnusson, 1976), probably one of the most used perspectives in psychology, will be used as the primary framework in this general discussion of all three studies. The person-side is emphasized in the studies on swift trust in temporary groups and adaptability in unexpected situations. Here, the findings include both established personality dimensions found in the five factor model (Costa & McCrae, 1992) and target-group specific traits, skills, and competences not found together previously. The addition of aspects such as intelligence/intellectual style, will/energy, age, physical attributes, and specific skills and competences, provides for a deeper understanding of the person-side than can be gathered from personality alone.

Turning to the situation-side, this was elucidated in all three studies. In the swift trust and adaptation studies, the focus was on relationship-aspects of leadership. In the moral stress study, a number of potential moral stressors were identified, from the group level up to the surrounding environment. However, also in the moral stress study, leadership behaviors were highlighted, and several specific behaviors were emphasized. Taken together, the identified contextual elements and their relationship with leadership behaviors adds to the conceptual understanding when compared to extant and more general models of the work environment and moral stress (e.g. Wilkinson, 1987).

Having pointed to common aspects in the three studies on the person-side and context-side respectively, I will now turn to a discussion of how these aspects interact. The common theme here across the three studies is various aspects of leadership behaviors. The leadership behaviors identified in the swift trust and moral stress studies appear to fit nicely in the transformational leadership model (Bass & Riggio, 2006). However, the identified managerial and decision-making aspects are more peripheral in the transformational leadership model. The emphasis of the task at hand and task-related leadership behaviors can be related to the classical Ohio State University model (Fleishman & Harris, 1962) and the situational leadership model (Hersey et al., 1969/2001). But, once again, the collected picture was richer in the present studies of younger army officers than what can be found in the general leadership models.

A complementary theoretical framework used in this general discussion is ethical decision making. The core of the concept ethical decision making is related to whether a certain decision was preceded by moral reasoning, not its consequences (Jones, 1991).

Beginning with the development of swift trust in temporary groups, high ethical standards on the part of the group leader can be seen in the leadership-related concepts identified in study 1, being an exemplary model in particular. Turning to contextual

conditions affecting the likelihood of moral stress reactions, the importance of leaders' handling of values, responsibility, and loyalty (study 2) can also be understood from the perspective of ethical decision making. Finally, the emphasis on leaders' inner moral compass in study 3 on adaptability can also be related to the ethical decision making concept.

To sum up, the overall knowledge gained from the three presented studies adds to the understanding of young army leaders as persons, the operational context, and the person-situation interaction in a number of specific leadership behaviors. On the one hand, one could argue that this was to be expected when three studies in a limited context were done. On the other hand, I would argue that the identified aspects going beyond the general models are important in two ways. Firstly, by providing an improved base for future studies on the selected empirical segment. Secondly, as a piece of the puzzle, that, taken together with a number of other studies can contribute to needed modifications of existing general models.

This summarizes the main theoretical contributions of the thesis. Practical implications for leadership will be commented on in the final part of the discussion.

## **Methodological Aspects**

### ***Overall Methodological Considerations***

A mixed-methods design was used in this thesis. According to Wisdom and Creswell (2013), there are several advantages of using a mixed-methods design. These include an illumination of potential contradictions between qualitative findings and quantitative results, giving voice to the study participants and ensuring that the study findings are grounded in the participants' experiences. Katerndahl et al. (2012) have argued that combining qualitative and quantitative methods can help obtain a richer picture. An illustration is that target-group-specific questions in the questionnaire were derived from preceding qualitative results. This

can be assumed to have contributed to perceived relevance when participants were answering the questions in the questionnaire.

A drawback of qualitative methods is a lack of generalizability. This, on the other hand, is not the purpose of qualitative studies. In this thesis, the populations in the study samples mainly consist of military cadets and officers. Given the fact that the quantitative study samples were drawn from both Norway and Sweden, I conclude that the results are generalizable at least to the Nordic region. However, the restriction of the data collection to Norwegian and Swedish participants limits the possibility of generalizing the results beyond the Scandinavian context. The male dominance in the military context also prevents generalizations to female-dominated or mixed-gender work environments.

In addition to limited generalizability, a common weakness of all three reported studies is that they all are based on cross-sectional, self-reported data only. This means that causal inferences from obtained qualitatively derived categories and quantitatively obtained relationships between variables cannot be made. There is also a risk of single source bias (Podsakoff et al., 2003). Longitudinal designs and data collections in a broader variety of organizational settings would have been desirable. Additional study-specific methodological strengths and weaknesses are reported in the separate studies. My overall evaluation of the methodological part of the thesis is that it fulfills traditional quality criteria of both qualitative and quantitative studies. Some further arguments on this are presented below.

### ***Qualitative Approach in the Studies***

In the following section, a discussion inspired by Stensvehagen (2022) in a broad sense of the quality in the qualitative parts of the theses is presented. The arguments relate to the qualitative methodological aspect of study 2 in particular, but also partly to study 3 (the qualitative part of study 1 was limited to a hierarchical clustering procedure).

In the grounded theory (GT) methodology, it is possible to evaluate credibility in four different ways: fit, workability, relevance, and modifiability (Glaser, 2010). *Fit* is used instead of validity in GT and refers to the categories generated systematically on the basis of the data. Generally, the developed theory must fit the substantive area in which it will be used (Glaser & Strauss, 1967). We followed the process of constantly going back to the data, to examine whether we found a fit with the data, and we attempted to remain open to any events that occurred during the data collection and analysis.

The concept of *workability* is used to evaluate how the emerging concepts can be related to the participants' main concern (Glaser, 2010). Following discussions among the authors, the model with the higher level category 'Contextual characteristics' and the categories 'Environment', 'Organization', 'Leadership', and 'Group' emerged. This explains the particular contextual aspects which are related to individual moral stress reactions. By explaining what is happening in the data, predicting what is going to happen, and being able to explain what is happening in the area being researched, our aim was to meet the criteria of workability in GT (Glaser, 2010).

To ensure *relevance* in GT, we conducted interviews with as few predetermined questions as possible, to ensure that the participants' main concern or main problem arose and not what we, as researchers, assumed (Glaser, 2010). Although in GT the aim is not to force data, there must be a starting point for the data collection, and this was solved by creating an interview guide with a few open questions.

*Modifiability* pertains to GT having partial closure, because new ideas and more data can change or modify the developed substantive theory. This is, therefore, an ongoing process, and all GT studies have the potential for further development (Glaser, 2010). In general, there are several sources of new ideas and possibilities via which the proposed model could be modified. By further exploring the theoretical model, this could advance the model

developing into a grounded formal theory and being transferable to a broader area (Glaser & Strauss, 1967).

### ***Quantitative Approach in the Studies***

In this section, some general methodological aspects of the quantitative parts of the thesis will be discussed. Validity in cross-sectional studies refers to how accurately the concepts are measured, and reliability refers to the accuracy of the chosen instruments (Heale & Twycross, 2015).

Beginning with reliability, acceptable to high Cronbach alpha coefficients were obtained in studies 1 and 3 (study 2 did not include a quantitative analysis). Turning to validity, a mixture of established scales and scales built-up by target-group-specific items, were generated from the qualitative parts of the studies. Adding target group- specific items to the established and validated scales was considered to increase the relevance for the target-group and, thereby, strengthen the content validity of the data collection. However, these newly constructed items have not been validated before, which is a limitation.

### **Suggestions for Further Research**

All studies in the present thesis are cross-sectional and performed in a small subset of work environments. Thus, the obvious proposal for further research is to conduct longitudinal studies in a broad spectrum of contexts. In addition to this, a few additional suggestions related to the individual study themes are presented in the following.

Regarding swift trust in temporary groups, a first suggestion is to conduct a study on leaders of temporary groups. The study reported in this thesis was based on reports from subordinates. A qualitative in-depth study where leaders could reflect on their own strengths and weaknesses as contributors to swift trust in temporary groups could yield new and interesting knowledge. A second suggestion is to study temporary groups leaders' ability to

create swift trust from the perspective of selection and training. That is, are there some leader characteristics that should be more highlighted at the selection stage and some skills that can be trained? A third suggestion draws on the mixed findings of the effects of high swift trust levels. Thus, in the case of military field officers, under what conditions can high levels of swift trust in leaders be harmful?

Turning to moral stress, the episodes included in the present study generally consisted of a combination of acute stress and moral stress. An experimental approach where some acute, stressful episodes included moral stressors and some did not, could yield deepened knowledge on the relative importance of moral stress. Another intervention-oriented suggestion is to study potential beneficial effects on moral stress reactions using emotion regulatory self-reflection training (e.g. Crane et al., 2019).

When it comes to adaptability finally, the instrument needs to be validated in additional studies before it can be used in training, and one suggestion is to conduct a similar kind of study directed at higher hierarchical levels, where actions within seconds or minutes are seldom required. This could also lead to a refinement of the developed questionnaire, making it more generally applicable. This could preferably be conducted in diverse arenas with participants representing both military and civilian contexts.

### **Practical Implications**

Practical implications from all three studies involve: (1) individual-level aspects such as increased self-monitoring and becoming more conscious of oneself in relation to the studied phenomena; (2) group-level aspects such as team reflection; and (3) organizational-level aspects such as a targeted selection and education.

Coaching and feedback using the presented findings can enhance self-awareness and improve group processes related to the creation of swift trust in temporary groups. The study

on moral stress suggests that well documented stress management methods can also be used in the case of moral stressors. A final practical recommendation is to use the questionnaire developed in the study on adaptability in workshops in officer education programs.



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**Doctoral Theses at The Faculty of Psychology,  
University of Bergen**

<b>1980</b>	Allen, Hugh M., Dr. philos.	Parent-offspring interactions in willow grouse ( <i>Lagopus L. Lagopus</i> ).
<b>1981</b>	Myhrer, Trond, Dr. philos.	Behavioral Studies after selective disruption of hippocampal inputs in albino rats.
<b>1982</b>	Svebak, Sven, Dr. philos.	The significance of motivation for task-induced tonic physiological changes.
<b>1983</b>	Myhre, Grete, Dr. philos.	The Biopsychology of behavior in captive Willow ptarmigan.
	Eide, Rolf, Dr. philos.	PSYCHOSOCIAL FACTORS AND INDICES OF HEALTH RISKS. The relationship of psychosocial conditions to subjective complaints, arterial blood pressure, serum cholesterol, serum triglycerides and urinary catecholamines in middle aged populations in Western Norway.
	Værnes, Ragnar J., Dr. philos.	Neuropsychological effects of diving.
<b>1984</b>	Kolstad, Arnulf, Dr. philos.	Til diskusjonen om sammenhengen mellom sosiale forhold og psykiske strukturer. En epidemiologisk undersøkelse blant barn og unge.
	Løberg, Tor, Dr. philos.	Neuropsychological assessment in alcohol dependence.
<b>1985</b>	Hellesnes, Tore, Dr. philos.	Læring og problemløsning. En studie av den perseptuelle analysens betydning for verbal læring.
	Håland, Wenche, Dr. philos.	Psykotterapi: relasjon, utviklingsprosess og effekt.
<b>1986</b>	Hagtvet, Knut A., Dr. philos.	The construct of test anxiety: Conceptual and methodological issues.
	Jellestad, Finn K., Dr. philos.	Effects of neuron specific amygdala lesions on fear-motivated behavior in rats.
<b>1987</b>	Aarø, Leif E., Dr. philos.	Health behaviour and socioeconomic Status. A survey among the adult population in Norway.
	Underlid, Kjell, Dr. philos.	Arbeidsløyse i psykososialt perspektiv.
	Laberg, Jon C., Dr. philos.	Expectancy and classical conditioning in alcoholics' craving.
	Vollmer, Fred, Dr. philos.	Essays on explanation in psychology.

	Ellertsen, Bjørn, Dr. philos.	Migraine and tension headache: Psychophysiology, personality and therapy.
<b>1988</b>	Kaufmann, Astrid, Dr. philos.	Antisocial atferd hos ungdom. En studie av psykologiske determinanter.
	Mykletun, Reidar J., Dr. philos.	Teacher stress: personality, work-load and health.
	Havik, Odd E., Dr. philos.	After the myocardial infarction: A medical and psychological study with special emphasis on perceived illness.
<b>1989</b>	Bråten, Stein, Dr. philos.	Menneskedyaden. En teoretisk tese om sinnets dialogiske natur med informasjons- og utviklingspsykologiske implikasjoner sammenholdt med utvalgte spedbarnsstudier.
	Wold, Bente, Dr. psychol.	Lifestyles and physical activity. A theoretical and empirical analysis of socialization among children and adolescents.
<b>1990</b>	Flaten, Magne A., Dr. psychol.	The role of habituation and learning in reflex modification.
<b>1991</b>	Alsaker, Françoise D., Dr. philos.	Global negative self-evaluations in early adolescence.
	Kraft, Pål, Dr. philos.	AIDS prevention in Norway. Empirical studies on diffusion of knowledge, public opinion, and sexual behaviour.
	Endresen, Inger M., Dr. philos.	Psychoimmunological stress markers in working life.
	Faleide, Asbjørn O., Dr. philos.	Asthma and allergy in childhood. Psychosocial and psychotherapeutic problems.
<b>1992</b>	Dalen, Knut, Dr. philos.	Hemispheric asymmetry and the Dual-Task Paradigm: An experimental approach.
	Bø, Inge B., Dr. philos.	Ungdoms sosiale økologi. En undersøkelse av 14-16 åringers sosiale nettverk.
	Nivison, Mary E., Dr. philos.	The relationship between noise as an experimental and environmental stressor, physiological changes and psychological factors.
	Torgersen, Anne M., Dr. philos.	Genetic and environmental influence on temperamental behaviour. A longitudinal study of twins from infancy to adolescence.
<b>1993</b>	Larsen, Svein, Dr. philos.	Cultural background and problem drinking.
	Nordhus, Inger Hilde, Dr. philos.	Family caregiving. A community psychological study with special emphasis on clinical interventions.
	Thuen, Frode, Dr. psychol.	Accident-related behaviour among children and young adolescents: Prediction and prevention.

	Solheim, Ragnar, Dr. philos.	Spesifikke lærevansker. Diskrepanskriteriet anvendt i seleksjonsmetodikk.
	Johnsen, Bjørn Helge, Dr. psychol.	Brain assymetry and facial emotional expressions: Conditioning experiments.
<b>1994</b>	Tønnessen, Finn E., Dr. philos.	The etiology of Dyslexia.
	Kvale, Gerd, Dr. psychol.	Psychological factors in anticipatory nausea and vomiting in cancer chemotherapy.
	Asbjørnsen, Arve E., Dr. psychol.	Structural and dynamic factors in dichotic listening: An interactional model.
	Bru, Edvin, Dr. philos.	The role of psychological factors in neck, shoulder and low back pain among female hospitale staff.
	Braathen, Eli T., Dr. psychol.	Prediction of excellence and discontinuation in different types of sport: The significance of motivation and EMG.
	Johannessen, Birte F., Dr. philos.	Det flytende kjønnet. Om lederskap, politikk og identitet.
<b>1995</b>	Sam, David L., Dr. psychol.	Acculturation of young immigrants in Norway: A psychological and socio-cultural adaptation.
	Bjaalid, Inger-Kristin, Dr. philos.	Component processes in word recognition.
	Martinsen, Øyvind, Dr. philos.	Cognitive style and insight.
	Nordby, Helge, Dr. philos.	Processing of auditory deviant events: Mismatch negativity of event-related brain potentials.
	Raaheim, Arild, Dr. philos.	Health perception and health behaviour, theoretical considerations, empirical studies, and practical implications.
	Seltzer, Wencke J., Dr. philos.	Studies of Psychocultural Approach to Families in Therapy.
	Brun, Wibecke, Dr. philos.	Subjective conceptions of uncertainty and risk.
	Aas, Henrik N., Dr. psychol.	Alcohol expectancies and socialization: Adolescents learning to drink.
	Bjørkly, Stål, Dr. psychol.	Diagnosis and prediction of intra-institutional aggressive behaviour in psychotic patients
<b>1996</b>	Anderssen, Norman, Dr. psychol.	Physical activity of young people in a health perspective: Stability, change and social influences.
	Sandal, Gro Mjeldheim, Dr. psychol.	Coping in extreme environments: The role of personality.
	Strumse, Einar, Dr. philos.	The psychology of aesthetics: explaining visual preferences for agrarian landscapes in Western Norway.

	Hestad, Knut, Dr. philos.	Neuropsychological deficits in HIV-1 infection.
	Lugoe, L.Wycliffe, Dr. philos.	Prediction of Tanzanian students' HIV risk and preventive behaviours
	Sandvik, B. Gunnhild, Dr. philos.	Fra distriktsjordmor til institusjonsjordmor. Fremveksten av en profesjon og en profesjonsutdanning
	Lie, Gro Therese, Dr. psychol.	The disease that dares not speak its name: Studies on factors of importance for coping with HIV/AIDS in Northern Tanzania
	Øygaard, Lisbet, Dr. philos.	Health behaviors among young adults. A psychological and sociological approach
	Stormark, Kjell Morten, Dr. psychol.	Emotional modulation of selective attention: Experimental and clinical evidence.
	Einarsen, Ståle, Dr. psychol.	Bullying and harassment at work: epidemiological and psychosocial aspects.
<b>1997</b>	Knivsberg, Ann-Mari, Dr. philos.	Behavioural abnormalities and childhood psychopathology: Urinary peptide patterns as a potential tool in diagnosis and remediation.
	Eide, Arne H., Dr. philos.	Adolescent drug use in Zimbabwe. Cultural orientation in a global-local perspective and use of psychoactive substances among secondary school students.
	Sørensen, Marit, Dr. philos.	The psychology of initiating and maintaining exercise and diet behaviour.
	Skjæveland, Oddvar, Dr. psychol.	Relationships between spatial-physical neighborhood attributes and social relations among neighbors.
	Zewdie, Teka, Dr. philos.	Mother-child relational patterns in Ethiopia. Issues of developmental theories and intervention programs.
	Wilhelmsen, Britt Unni, Dr. philos.	Development and evaluation of two educational programmes designed to prevent alcohol use among adolescents.
	Manger, Terje, Dr. philos.	Gender differences in mathematical achievement among Norwegian elementary school students.
<b>1998</b> <b>V</b>	Lindstrøm, Torill Christine, Dr. philos.	«Good Grief»: Adapting to Bereavement.
	Skogstad, Anders, Dr. philos.	Effects of leadership behaviour on job satisfaction, health and efficiency.
	Haldorsen, Ellen M. Håland, Dr. psychol.	Return to work in low back pain patients.
	Besemer, Susan P., Dr. philos.	Creative Product Analysis: The Search for a Valid Model for Understanding Creativity in Products.

<b>H</b>	Winje, Dagfinn, Dr. psychol.	Psychological adjustment after severe trauma. A longitudinal study of adults' and children's posttraumatic reactions and coping after the bus accident in Måbødalen, Norway 1988.
	Vosburg, Suzanne K., Dr. philos.	The effects of mood on creative problem solving.
	Eriksen, Hege R., Dr. philos.	Stress and coping: Does it really matter for subjective health complaints?
	Jakobsen, Reidar, Dr. psychol.	Empiriske studier av kunnskap og holdninger om hiv/aids og den normative seksuelle utvikling i ungdomsårene.
<b>1999</b>	Mikkelsen, Aslaug, Dr. philos.	Effects of learning opportunities and learning climate on occupational health.
<b>V</b>	Samdal, Oddrun, Dr. philos.	The school environment as a risk or resource for students' health-related behaviours and subjective well-being.
	Friestad, Christine, Dr. philos.	Social psychological approaches to smoking.
	Ekeland, Tor-Johan, Dr. philos.	Meining som medisin. Ein analyse av placebifenomenet og implikasjoner for terapi og terapeutiske teoriar.
<b>H</b>	Saban, Sara, Dr. psychol.	Brain Asymmetry and Attention: Classical Conditioning Experiments.
	Carlsten, Carl Thomas, Dr. philos.	God lesing – God læring. En aksjonsrettet studie av undervisning i fagtekstlesing.
	Dundas, Ingrid, Dr. psychol.	Functional and dysfunctional closeness. Family interaction and children's adjustment.
	Engen, Liv, Dr. philos.	Kartlegging av leseferdighet på småskoletrinnet og vurdering av faktorer som kan være av betydning for optimal leseutvikling.
<b>2000</b>	Hovland, Ole Johan, Dr. philos.	Transforming a self-preserving "alarm" reaction into a self-defeating emotional response: Toward an integrative approach to anxiety as a human phenomenon.
<b>V</b>	Lillejord, Sølvi, Dr. philos.	Handlingsrasjonalitet og spesialundervisning. En analyse av aktørperspektiver.
	Sandell, Ove, Dr. philos.	Den varme kunnskapen.
	Oftedal, Marit Petersen, Dr. philos.	Diagnostisering av ordavkodingsvansker: En prosessanalytisk tilnæringsmåte.
<b>H</b>	Sandbak, Tone, Dr. psychol.	Alcohol consumption and preference in the rat: The significance of individual differences and relationships to stress pathology
	Eid, Jarle, Dr. psychol.	Early predictors of PTSD symptom reporting; The significance of contextual and individual factors.



<b>2001</b> <b>V</b>	Skinstad, Anne Helene, Dr. philos.	Substance dependence and borderline personality disorders.
	Binder, Per-Einar, Dr. psychol.	Individet og den meningsbærende andre. En teoretisk undersøkelse av de mellommenneskelige forutsetningene for psykisk liv og utvikling med utgangspunkt i Donald Winnicotts teori.
	Roald, Ingvild K., Dr. philos.	Building of concepts. A study of Physics concepts of Norwegian deaf students.
<b>H</b>	Fekadu, Zelalem W., Dr. philos.	Predicting contraceptive use and intention among a sample of adolescent girls. An application of the theory of planned behaviour in Ethiopian context.
	Melesse, Fantu, Dr. philos.	The more intelligent and sensitive child (MISC) mediational intervention in an Ethiopian context: An evaluation study.
	Råheim, Målfrid, Dr. philos.	Kvinnerns kroppserfaring og livssammenheng. En fenomenologisk – hermeneutisk studie av friske kvinner og kvinner med kroniske muskelsmerter.
	Engelsen, Birthe Kari, Dr. psychol.	Measurement of the eating problem construct.
	Lau, Bjørn, Dr. philos.	Weight and eating concerns in adolescence.
	<b>2002</b> <b>V</b>	Ihlebak, Camilla, Dr. philos.
	Rosén, Gunnar O. R., Dr. philos.	The phantom limb experience. Models for understanding and treatment of pain with hypnosis.
	Høines, Marit Johnsen, Dr. philos.	Fleksible språkrom. Matematikk læring som tekstutvikling.
	Anthun, Roald Andor, Dr. philos.	School psychology service quality. Consumer appraisal, quality dimensions, and collaborative improvement potential
	Pallesen, Ståle, Dr. psychol.	Insomnia in the elderly. Epidemiology, psychological characteristics and treatment.
	Midthassel, Unni Vere, Dr. philos.	Teacher involvement in school development activity. A study of teachers in Norwegian compulsory schools
	Kallestad, Jan Helge, Dr. philos.	Teachers, schools and implementation of the Olweus Bullying Prevention Program.
<b>H</b>	Ofte, Sonja Helgesen, Dr. psychol.	Right-left discrimination in adults and children.
	Netland, Marit, Dr. psychol.	Exposure to political violence. The need to estimate our estimations.
	Diseth, Åge, Dr. psychol.	Approaches to learning: Validity and prediction of academic performance.

	Bjuland, Raymond, Dr. philos.	Problem solving in geometry. Reasoning processes of student teachers working in small groups: A dialogical approach.
<b>2003</b> <b>V</b>	Arefjord, Kjersti, Dr. psychol.	After the myocardial infarction – the wives' view. Short- and long-term adjustment in wives of myocardial infarction patients.
	Ingjaldsson, Jón Þorvaldur, Dr. psychol.	Unconscious Processes and Vagal Activity in Alcohol Dependency.
	Holden, Børge, Dr. philos.	Følger av atferdsanalytiske forklaringer for atferdsanalysens tilnærming til utforming av behandling.
	Holsen, Ingrid, Dr. philos.	Depressed mood from adolescence to 'emerging adulthood'. Course and longitudinal influences of body image and parent-adolescent relationship.
	Hammar, Åsa Karin, Dr. psychol.	Major depression and cognitive dysfunction- An experimental study of the cognitive effort hypothesis.
	Sprugevica, Ieva, Dr. philos.	The impact of enabling skills on early reading acquisition.
	Gabrielsen, Egil, Dr. philos.	LESE FOR LIVET. Lesekompetansen i den norske voksenbefolkningen sett i lys av visjonen om en enhetsskole.
<b>H</b>	Hansen, Anita Lill, Dr. psychol.	The influence of heart rate variability in the regulation of attentional and memory processes.
	Dyregrov, Kari, Dr. philos.	The loss of child by suicide, SIDS, and accidents: Consequences, needs and provisions of help.
<b>2004</b> <b>V</b>	Torsheim, Torbjørn, Dr. psychol.	Student role strain and subjective health complaints: Individual, contextual, and longitudinal perspectives.
	Haugland, Bente Storm Mowatt, Dr. psychol.	Parental alcohol abuse. Family functioning and child adjustment.
	Milde, Anne Marita, Dr. psychol.	Ulcerative colitis and the role of stress. Animal studies of psychobiological factors in relationship to experimentally induced colitis.
	Stornes, Tor, Dr. philos.	Socio-moral behaviour in sport. An investigation of perceptions of sportspersonship in handball related to important factors of socio-moral influence.
	Mæhle, Magne, Dr. philos.	Re-inventing the child in family therapy: An investigation of the relevance and applicability of theory and research in child development for family therapy involving children.
	Kobbeltvedt, Therese, Dr. psychol.	Risk and feelings: A field approach.
<b>2004</b> <b>H</b>	Thomsen, Tormod, Dr. psychol.	Localization of attention in the brain.
	Løberg, Else-Marie, Dr. psychol.	Functional laterality and attention modulation in schizophrenia: Effects of clinical variables.

	Kyrkjebø, Jane Mikkelsen, Dr. philos.	Learning to improve: Integrating continuous quality improvement learning into nursing education.
	Laumann, Karin, Dr. psychol.	Restorative and stress-reducing effects of natural environments: Experiential, behavioural and cardiovascular indices.
	Holgersen, Helge, PhD	Mellom oss - Essay i relasjonell psykoanalyse.
<b>2005</b>	Hetland, Hilde, Dr. psychol.	Leading to the extraordinary? Antecedents and outcomes of transformational leadership.
<b>V</b>	Iversen, Anette Christine, Dr. philos.	Social differences in health behaviour: the motivational role of perceived control and coping.
<b>2005</b>	Mathisen, Gro Ellen, PhD	Climates for creativity and innovation: Definitions, measurement, predictors and consequences.
<b>H</b>	Sævi, Tone, Dr. philos.	Seeing disability pedagogically – The lived experience of disability in the pedagogical encounter.
	Wiium, Nora, PhD	Intrapersonal factors, family and school norms: combined and interactive influence on adolescent smoking behaviour.
	Kanagaratnam, Pushpa, PhD	Subjective and objective correlates of Posttraumatic Stress in immigrants/refugees exposed to political violence.
	Larsen, Torill M. B. , PhD	Evaluating principals` and teachers` implementation of Second Step. A case study of four Norwegian primary schools.
	Bancila, Delia, PhD	Psychosocial stress and distress among Romanian adolescents and adults.
<b>2006</b>	Hillestad, Torgeir Martin, Dr. philos.	Normalitet og avvik. Forutsetninger for et objektivt psykopatologisk avviksbegrep. En psykologisk, sosial, erkjennelsesteoretisk og teoriehistorisk framstilling.
<b>V</b>	Nordanger, Dag Øystein, Dr. psychol.	Psychosocial discourses and responses to political violence in post-war Tigray, Ethiopia.
	Rimol, Lars Morten, PhD	Behavioral and fMRI studies of auditory laterality and speech sound processing.
	Krumsvik, Rune Johan, Dr. philos.	ICT in the school. ICT-initiated school development in lower secondary school.
	Norman, Elisabeth, Dr. psychol.	Gut feelings and unconscious thought: An exploration of fringe consciousness in implicit cognition.
	Israel, K Pravin, Dr. psychol.	Parent involvement in the mental health care of children and adolescents. Emperical studies from clinical care setting.

	Glasø, Lars, PhD	Affects and emotional regulation in leader-subordinate relationships.
	Knutsen, Ketil, Dr. philos.	HISTORIER UNGDOM LEVER – En studie av hvordan ungdommer bruker historie for å gjøre livet meningsfullt.
	Mathiesen, Stig Berge, PhD	Bullying at work. Antecedents and outcomes.
<b>2006</b>	Gramstad, Arne, PhD	Neuropsychological assessment of cognitive and emotional functioning in patients with epilepsy.
<b>H</b>	Bendixen, Mons, PhD	Antisocial behaviour in early adolescence: Methodological and substantive issues.
	Mrumbi, Khalifa Maulid, PhD	Parental illness and loss to HIV/AIDS as experienced by AIDS orphans aged between 12-17 years from Temeke District, Dar es Salaam, Tanzania: A study of the children's psychosocial health and coping responses.
	Hetland, Jørn, Dr. psychol.	The nature of subjective health complaints in adolescence: Dimensionality, stability, and psychosocial predictors
	Kakoko, Deodatus Conatus Vitalis, PhD	Voluntary HIV counselling and testing service uptake among primary school teachers in Mwanza, Tanzania: assessment of socio-demographic, psychosocial and socio-cognitive aspects
	Mykletun, Arnstein, Dr. psychol.	Mortality and work-related disability as long-term consequences of anxiety and depression: Historical cohort designs based on the HUNT-2 study
	Sivertsen, Børge, PhD	Insomnia in older adults. Consequences, assessment and treatment.
<b>2007</b>	Singhammer, John, Dr. philos.	Social conditions from before birth to early adulthood – the influence on health and health behaviour
<b>V</b>	Janvin, Carmen Ani Cristea, PhD	Cognitive impairment in patients with Parkinson's disease: profiles and implications for prognosis
	Braarud, Hanne Cecilie, Dr.psychol.	Infant regulation of distress: A longitudinal study of transactions between mothers and infants
	Tveito, Torill Helene, PhD	Sick Leave and Subjective Health Complaints
	Magnussen, Liv Heide, PhD	Returning disability pensioners with back pain to work
	Thuen, Elin Marie, Dr.philos.	Learning environment, students' coping styles and emotional and behavioural problems. A study of Norwegian secondary school students.
	Solberg, Ole Asbjørn, PhD	Peacekeeping warriors – A longitudinal study of Norwegian peacekeepers in Kosovo
<b>2007</b>	Søreide, Gunn Elisabeth, Dr.philos.	Narrative construction of teacher identity
<b>H</b>		

	Svensen, Erling, PhD	WORK & HEALTH. Cognitive Activation Theory of Stress applied in an organisational setting.
	Øverland, Simon Nygaard, PhD	Mental health and impairment in disability benefits. Studies applying linkages between health surveys and administrative registries.
	Eichele, Tom, PhD	Electrophysiological and Hemodynamic Correlates of Expectancy in Target Processing
	Børhaug, Kjetil, Dr.philos.	Oppseding til demokrati. Ein studie av politisk oppseding i norsk skule.
	Eikeland, Thorleif, Dr.philos.	Om å vokse opp på barnehjem og på sykehus. En undersøkelse av barnehjemsbarns opplevelser på barnehjem sammenholdt med sanatoriebarns beskrivelse av langvarige sykehusopphold – og et forsøk på forklaring.
	Wadel, Carl Cato, Dr.philos.	Medarbeidersamhandling og medarbeiderledelse i en lagbasert organisasjon
	Vinje, Hege Forbech, PhD	Thriving despite adversity: Job engagement and self-care among community nurses
	Noort, Maurits van den, PhD	Working memory capacity and foreign language acquisition
<b>2008</b>	Brevik, Kyrre, Dr.psychol.	The Adjustment of Children and Adolescents in Different Post-Divorce Family Structures. A Norwegian Study of Risks and Mechanisms.
<b>V</b>	Johnsen, Grethe E., PhD	Memory impairment in patients with posttraumatic stress disorder
	Sætrevik, Bjørn, PhD	Cognitive Control in Auditory Processing
	Carvalhosa, Susana Fonseca, PhD	Prevention of bullying in schools: an ecological model
<b>2008</b>	Brønnick, Kolbjørn Selvåg	Attentional dysfunction in dementia associated with Parkinson's disease.
<b>H</b>	Posserud, Maj-Britt Rocio	Epidemiology of autism spectrum disorders
	Haug, Ellen	Multilevel correlates of physical activity in the school setting
	Skjerve, Arvid	Assessing mild dementia – a study of brief cognitive tests.
	Kjønniksen, Lise	The association between adolescent experiences in physical activity and leisure time physical activity in adulthood: a ten year longitudinal study
	Gundersen, Hilde	The effects of alcohol and expectancy on brain function

	Omvik, Siri	Insomnia – a night and day problem
<b>2009</b>	Molde, Helge	Pathological gambling: prevalence, mechanisms and treatment outcome.
<b>V</b>	Foss, Else	Den omsorgsfulle væremåte. En studie av voksnes væremåte i forhold til barn i barnehagen.
	Westrheim, Kariane	Education in a Political Context: A study of Knowledge Processes and Learning Sites in the PKK.
	Wehling, Eike	Cognitive and olfactory changes in aging
	Wangberg, Silje C.	Internet based interventions to support health behaviours: The role of self-efficacy.
	Nielsen, Morten B.	Methodological issues in research on workplace bullying. Operationalisations, measurements and samples.
	Sandu, Anca Larisa	MRI measures of brain volume and cortical complexity in clinical groups and during development.
	Guribye, Eugene	Refugees and mental health interventions
	Sørensen, Lin	Emotional problems in inattentive children – effects on cognitive control functions.
	Tjomslund, Hege E.	Health promotion with teachers. Evaluation of the Norwegian Network of Health Promoting Schools: Quantitative and qualitative analyses of predisposing, reinforcing and enabling conditions related to teacher participation and program sustainability.
	Helleve, Ingrid	Productive interactions in ICT supported communities of learners
<b>2009</b>	Skorpen, Aina	Dagliglivet i en psykiatrisk institusjon: En analyse av miljøterapeutiske praksiser
<b>H</b>	Øye, Christine	
	Andreassen, Cecilie Schou	WORKAHOLISM – Antecedents and Outcomes
	Stang, Ingun	Being in the same boat: An empowerment intervention in breast cancer self-help groups
	Sequeira, Sarah Dorothee Dos Santos	The effects of background noise on asymmetrical speech perception
	Kleiven, Jo, dr.philos.	The Lillehammer scales: Measuring common motives for vacation and leisure behavior
	Jónsdóttir, Guðrún	Dubito ergo sum? Ni jenter møter naturfaglig kunnskap.
	Hove, Oddbjørn	Mental health disorders in adults with intellectual disabilities - Methods of assessment and prevalence of mental health disorders and problem behaviour
	Wageningen, Heidi Karin van	The role of glutamate on brain function

	Bjørkvik, Jofrid	God nok? Selvaktelse og interpersonlig fungering hos pasienter innen psykisk helsevern: Forholdet til diagnoser, symptomer og behandlingsutbytte
	Andersson, Martin	A study of attention control in children and elderly using a forced-attention dichotic listening paradigm
	Almås, Aslaug Grov	Teachers in the Digital Network Society: Visions and Realities. A study of teachers' experiences with the use of ICT in teaching and learning.
	Ulvik, Marit	Lærerutdanning som danning? Tre stemmer i diskusjonen
<b>2010</b>	Skår, Randi	Læringsprosesser i sykepleieres profesjonsutøvelse. En studie av sykepleieres læringserfaringer.
<b>V</b>	Roald, Knut	Kvalitetsvurdering som organisasjonslæring mellom skole og skoleeigar
	Lunde, Linn-Heidi	Chronic pain in older adults. Consequences, assessment and treatment.
	Danielsen, Anne Grete	Perceived psychosocial support, students' self-reported academic initiative and perceived life satisfaction
	Hysing, Mari	Mental health in children with chronic illness
	Olsen, Olav Kjellevold	Are good leaders moral leaders? The relationship between effective military operational leadership and morals
	Riese, Hanne	Friendship and learning. Entrepreneurship education through mini-enterprises.
	Holthe, Asle	Evaluating the implementation of the Norwegian guidelines for healthy school meals: A case study involving three secondary schools
<b>H</b>	Hauge, Lars Johan	Environmental antecedents of workplace bullying: A multi-design approach
	Bjørkelo, Brita	Whistleblowing at work: Antecedents and consequences
	Reme, Silje Endresen	Common Complaints – Common Cure? Psychiatric comorbidity and predictors of treatment outcome in low back pain and irritable bowel syndrome
	Helland, Wenche Andersen	Communication difficulties in children identified with psychiatric problems
	Beneventi, Harald	Neuronal correlates of working memory in dyslexia
	Thygesen, Elin	Subjective health and coping in care-dependent old persons living at home

	Aanes, Mette Marthinussen	Poor social relationships as a threat to belongingness needs. Interpersonal stress and subjective health complaints: Mediating and moderating factors.
	Anker, Morten Gustav	Client directed outcome informed couple therapy
	Bull, Torill	Combining employment and child care: The subjective well-being of single women in Scandinavia and in Southern Europe
	Viig, Nina Grieg	Tilrettelegging for læreres deltakelse i helsefremmende arbeid. En kvalitativ og kvantitativ analyse av sammenhengen mellom organisatoriske forhold og læreres deltakelse i utvikling og implementering av Europeisk Nettverk av Helsefremmende Skoler i Norge
	Wolff, Katharina	To know or not to know? Attitudes towards receiving genetic information among patients and the general public.
	Ogden, Terje, dr.philos.	Familiebasert behandling av alvorlige atferdsproblemer blant barn og ungdom. Evaluering og implementering av evidensbaserte behandlingsprogrammer i Norge.
	Solberg, Mona Elin	Self-reported bullying and victimisation at school: Prevalence, overlap and psychosocial adjustment.
<b>2011</b>	Bye, Hege Høivik	Self-presentation in job interviews. Individual and cultural differences in applicant self-presentation during job interviews and hiring managers' evaluation
<b>V</b>	Notelaers, Guy	Workplace bullying. A risk control perspective.
	Moltu, Christian	Being a therapist in difficult therapeutic impasses. A hermeneutic phenomenological analysis of skilled psychotherapists' experiences, needs, and strategies in difficult therapies ending well.
	Myrseth, Helga	Pathological Gambling - Treatment and Personality Factors
	Schanche, Elisabeth	From self-criticism to self-compassion. An empirical investigation of hypothesized change processes in the Affect Phobia Treatment Model of short-term dynamic psychotherapy for patients with Cluster C personality disorders.
	Våpenstad, Eystein Victor, dr.philos.	Det tempererte nærvær. En teoretisk undersøkelse av psykoterapeutens subjektivitet i psykoanalyse og psykoanalytisk psykoterapi.
	Haukebø, Kristin	Cognitive, behavioral and neural correlates of dental and intra-oral injection phobia. Results from one treatment and one fMRI study of randomized, controlled design.
	Harris, Anette	Adaptation and health in extreme and isolated environments. From 78°N to 75°S.



	Bjørknes, Ragnhild	Parent Management Training-Oregon Model: intervention effects on maternal practice and child behavior in ethnic minority families
	Mamen, Asgeir	Aspects of using physical training in patients with substance dependence and additional mental distress
	Espevik, Roar	Expert teams: Do shared mental models of team members make a difference
	Haara, Frode Olav	Unveiling teachers' reasons for choosing practical activities in mathematics teaching
<b>2011</b>	Hauge, Hans Abraham	How can employee empowerment be made conducive to both employee health and organisation performance? An empirical investigation of a tailor-made approach to organisation learning in a municipal public service organisation.
<b>H</b>	Melkevik, Ole Rogstad	Screen-based sedentary behaviours: pastimes for the poor, inactive and overweight? A cross-national survey of children and adolescents in 39 countries.
	Vøllestad, Jon	Mindfulness-based treatment for anxiety disorders. A quantitative review of the evidence, results from a randomized controlled trial, and a qualitative exploration of patient experiences.
	Tolo, Astrid	Hvordan blir lærerkompetanse konstruert? En kvalitativ studie av PPU-studenters kunnskapsutvikling.
	Saus, Evelyn-Rose	Training effectiveness: Situation awareness training in simulators
	Nordgreen, Tine	Internet-based self-help for social anxiety disorder and panic disorder. Factors associated with effect and use of self-help.
	Munkvold, Linda Helen	Oppositional Defiant Disorder: Informant discrepancies, gender differences, co-occurring mental health problems and neurocognitive function.
	Christiansen, Øivin	Når barn plasseres utenfor hjemmet: beslutninger, forløp og relasjoner. Under barnevernets (ved)tak.
	Brunborg, Geir Scott	Conditionability and Reinforcement Sensitivity in Gambling Behaviour
	Hystad, Sigurd William	Measuring Psychological Resiliency: Validation of an Adapted Norwegian Hardiness Scale
<b>2012</b>	Roness, Dag	Hvorfor bli lærer? Motivasjon for utdanning og utøving.
<b>V</b>	Fjermestad, Krister Westlye	The therapeutic alliance in cognitive behavioural therapy for youth anxiety disorders

	Jenssen, Eirik Sørnes	Tilpasset opplæring i norsk skole: politikeres, skolelederes og læreres handlingsvalg
	Saksvik-Lehouillier, Ingvild	Shift work tolerance and adaptation to shift work among offshore workers and nurses
	Johansen, Venke Frederike	Når det intime blir offentlig. Om kvinners åpenhet om brystkreft og om markedsføring av brystkreftsaken.
	Herheim, Rune	Pupils collaborating in pairs at a computer in mathematics learning: investigating verbal communication patterns and qualities
	Vie, Tina Løkke	Cognitive appraisal, emotions and subjective health complaints among victims of workplace bullying: A stress-theoretical approach
	Jones, Lise Øen	Effects of reading skills, spelling skills and accompanying efficacy beliefs on participation in education. A study in Norwegian prisons.
<b>2012</b>	Danielsen, Yngvild Sørebo	Childhood obesity – characteristics and treatment. Psychological perspectives.
<b>H</b>	Horverak, Jøri Gytte	Sense or sensibility in hiring processes. Interviewee and interviewer characteristics as antecedents of immigrant applicants' employment probabilities. An experimental approach.
	Jøsendal, Ola	Development and evaluation of BE smokeFREE, a school-based smoking prevention program
	Osnes, Berge	Temporal and Posterior Frontal Involvement in Auditory Speech Perception
	Drageset, Sigrunn	Psychological distress, coping and social support in the diagnostic and preoperative phase of breast cancer
	Aasland, Merethe Schanke	Destructive leadership: Conceptualization, measurement, prevalence and outcomes
	Bakibinga, Pauline	The experience of job engagement and self-care among Ugandan nurses and midwives
	Skogen, Jens Christoffer	Foetal and early origins of old age health. Linkage between birth records and the old age cohort of the Hordaland Health Study (HUSK)
	Leversen, Ingrid	Adolescents' leisure activity participation and their life satisfaction: The role of demographic characteristics and psychological processes
	Hanss, Daniel	Explaining sustainable consumption: Findings from cross-sectional and intervention approaches
	Rød, Per Arne	Barn i klem mellom foreldrekonflikter og samfunnsmessig beskyttelse

<b>2013</b> <b>V</b>	Mentzoni, Rune Aune	Structural Characteristics in Gambling
	Knudsen, Ann Kristin	Long-term sickness absence and disability pension award as consequences of common mental disorders. Epidemiological studies using a population-based health survey and official ill health benefit registries.
	Strand, Mari	Emotional information processing in recurrent MDD
	Veseth, Marius	Recovery in bipolar disorder. A reflexive-collaborative exploration of the lived experiences of healing and growth when battling a severe mental illness
	Mæland, Silje	Sick leave for patients with severe subjective health complaints. Challenges in general practice.
	Mjaaland, Thera	At the frontiers of change? Women and girls' pursuit of education in north-western Tigray, Ethiopia
	Odéen, Magnus	Coping at work. The role of knowledge and coping expectancies in health and sick leave.
	Hynninen, Kia Minna Johanna	Anxiety, depression and sleep disturbance in chronic obstructive pulmonary disease (COPD). Associations, prevalence and effect of psychological treatment.
	Flo, Elisabeth	Sleep and health in shift working nurses
	Aasen, Elin Margrethe	From paternalism to patient participation? The older patients undergoing hemodialysis, their next of kin and the nurses: a discursive perspective on perception of patient participation in dialysis units
	Ekornås, Belinda	Emotional and Behavioural Problems in Children: Self-perception, peer relationships, and motor abilities
	Corbin, J. Hope	North-South Partnerships for Health: Key Factors for Partnership Success from the Perspective of the KIWAKKUKI
	Birkeland, Marianne Skogbrott	Development of global self-esteem: The transition from adolescence to adulthood
<b>2013</b> <b>H</b>	Gianella-Malca, Camila	Challenges in Implementing the Colombian Constitutional Court's Health-Care System Ruling of 2008
	Hovland, Anders	Panic disorder – Treatment outcomes and psychophysiological concomitants
	Mortensen, Øystein	The transition to parenthood – Couple relationships put to the test
	Årdal, Guro	Major Depressive Disorder – a Ten Year Follow-up Study. Inhibition, Information Processing and Health Related Quality of Life

	Johansen, Rino Bandlitz	The impact of military identity on performance in the Norwegian armed forces
	Bøe, Tormod	Socioeconomic Status and Mental Health in Children and Adolescents
<b>2014 V</b>	Nordmo, Ivar	Gjennom nåløyet – studenters læringserfaringer i psykologutdanningen
	Dovran, Anders	Childhood Trauma and Mental Health Problems in Adult Life
	Hegelstad, Wenche ten Velden	Early Detection and Intervention in Psychosis: A Long-Term Perspective
	Urheim, Ragnar	Forståelse av pasientagresjon og forklaringer på nedgang i voldsrate ved Regional sikkerhetsavdeling, Sandviken sykehus
	Kinn, Liv Grethe	Round-Trips to Work. Qualitative studies of how persons with severe mental illness experience work integration.
	Rød, Anne Marie Kinn	Consequences of social defeat stress for behaviour and sleep. Short-term and long-term assessments in rats.
	Nygård, Merethe	Schizophrenia – Cognitive Function, Brain Abnormalities, and Cannabis Use
	Tjora, Tore	Smoking from adolescence through adulthood: the role of family, friends, depression and socioeconomic status. Predictors of smoking from age 13 to 30 in the "The Norwegian Longitudinal Health Behaviour Study" (NLHB)
	Vangsnæs, Vigdis	The Dramaturgy and Didactics of Computer Gaming. A Study of a Medium in the Educational Context of Kindergartens.
	Nordahl, Kristin Berg	Early Father-Child Interaction in a Father-Friendly Context: Gender Differences, Child Outcomes, and Protective Factors related to Fathers' Parenting Behaviors with One-year-olds
<b>2014 H</b>	Sandvik, Asle Makoto	Psychopathy – the heterogeneity of the construct
	Skotheim, Siv	Maternal emotional distress and early mother-infant interaction: Psychological, social and nutritional contributions
	Halleland, Helene Barone	Executive Functioning in adult Attention Deficit Hyperactivity Disorder (ADHD). From basic mechanisms to functional outcome.
	Halvorsen, Kirsti Vindal	Partnerskap i lærerutdanning, sett fra et økologisk perspektiv

Solbue, Vibeke	Dialogen som visker ut kategorier. En studie av hvilke erfaringer innvandrerdømmere og norskfødte med innvanderforeldre har med videregående skole. Hva forteller ungdommenes erfaringer om videregående skoles håndtering av etniske ulikheter?
Kvalevaag, Anne Lise	Fathers' mental health and child development. The predictive value of fathers' psychological distress during pregnancy for the social, emotional and behavioural development of their children
Sandal, Ann Karin	Ungdom og utdanningsval. Om elevar sine opplevingar av val og overgangsprossessar.
Haug, Thomas	Predictors and moderators of treatment outcome from high- and low-intensity cognitive behavioral therapy for anxiety disorders. Association between patient and process factors, and the outcome from guided self-help, stepped care, and face-to-face cognitive behavioral therapy.
Sjølie, Hege	Experiences of Members of a Crisis Resolution Home Treatment Team. Personal history, professional role and emotional support in a CRHT team.
Falkenberg, Liv Eggset	Neuronal underpinnings of healthy and dysfunctional cognitive control
Mrdalj, Jelena	The early life condition. Importance for sleep, circadian rhythmicity, behaviour and response to later life challenges
Hesjedal, Elisabeth	Tverrprofesjonelt samarbeid mellom skule og barnevern: Kva kan støtte utsette barn og unge?
<b>2015 V</b>	Hauken, May Aasebø « <i>The cancer treatment was only half the work!</i> » A Mixed-Method Study of Rehabilitation among Young Adult Cancer Survivors
Ryland, Hilde Katrin	Social functioning and mental health in children: the influence of chronic illness and intellectual function
Rønsen, Anne Kristin	Vurdering som profesjonskompetanse. Refleksjonsbasert utvikling av læreres kompetanse i formativ vurdering
Hoff, Helge Andreas	Thinking about Symptoms of Psychopathy in Norway: Content Validation of the Comprehensive Assessment of Psychopathic Personality (CAPP) Model in a Norwegian Setting
Schmid, Marit Therese	Executive Functioning in recurrent- and first episode Major Depressive Disorder. Longitudinal studies
Sand, Liv	Body Image Distortion and Eating Disturbances in Children and Adolescents
Matanda, Dennis Juma	Child physical growth and care practices in Kenya: Evidence from Demographic and Health Surveys

	Amugsi, Dickson Abanimi	Child care practices, resources for care, and nutritional outcomes in Ghana: Findings from Demographic and Health Surveys
	Jakobsen, Hilde	The good beating: Social norms supporting men's partner violence in Tanzania
	Sagoe, Dominic	Nonmedical anabolic-androgenic steroid use: Prevalence, attitudes, and social perception
	Eide, Helene Marie Kjærgård	Narrating the relationship between leadership and learning outcomes. A study of public narratives in the Norwegian educational sector.
<b>2015</b>	Wubs, Annegreet Gera	Intimate partner violence among adolescents in South Africa and Tanzania
<b>H</b>	Hjelmervik, Helene Susanne	Sex and sex-hormonal effects on brain organization of fronto-parietal networks
	Dahl, Berit Misund	The meaning of professional identity in public health nursing
	Røykenes, Kari	Testangst hos sykepleierstudenter: «Alternativ behandling»
	Bless, Josef Johann	The smartphone as a research tool in psychology. Assessment of language lateralization and training of auditory attention.
	Løvvik, Camilla Margrethe Sigvaldsen	Common mental disorders and work participation – the role of return-to-work expectations
	Lehmann, Stine	Mental Disorders in Foster Children: A Study of Prevalence, Comorbidity, and Risk Factors
	Knapstad, Marit	Psychological factors in long-term sickness absence: the role of shame and social support. Epidemiological studies based on the Health Assets Project.
<b>2016</b>	Kvestad, Ingrid	Biological risks and neurodevelopment in young North Indian children
<b>V</b>	Sælør, Knut Tore	Hinderløyper, halmstrå og hengende snører. En kvalitativ studie av håp innenfor psykisk helse- og rusfeltet.
	Mellingen, Sonja	Alkoholbruk, partilfredshet og samlivsstatus. Før, inn i, og etter svangerskapet – korrelater eller konsekvenser?
	Thun, Eirunn	Shift work: negative consequences and protective factors
	Hilt, Line Torbjørnson	The borderlands of educational inclusion. Analyses of inclusion and exclusion processes for minority language students
	Havnen, Audun	Treatment of obsessive-compulsive disorder and the importance of assessing clinical effectiveness

	Slåtten, Hilde	Gay-related name-calling among young adolescents. Exploring the importance of the context.
	Ree, Eline	Staying at work. The role of expectancies and beliefs in health and workplace interventions.
	Morken, Frøydis	Reading and writing processing in dyslexia
<b>2016</b>	Løvoll, Helga Synnevåg	Inside the outdoor experience. On the distinction between pleasant and interesting feelings and their implication in the motivational process.
<b>H</b>	Hjeltnes, Aslak	Facing social fears: An investigation of mindfulness-based stress reduction for young adults with social anxiety disorder
	Øyeflaten, Irene Larsen	Long-term sick leave and work rehabilitation. Prognostic factors for return to work.
	Henriksen, Roger Ekeberg	Social relationships, stress and infection risk in mother and child
	Johnsen, Iren	«Only a friend» - The bereavement process of young adults who have lost a friend to a traumatic death. A mixed methods study.
	Helle, Siri	Cannabis use in non-affective psychoses: Relationship to age at onset, cognitive functioning and social cognition
	Glambek, Mats	Workplace bullying and expulsion in working life. A representative study addressing prospective associations and explanatory conditions.
	Oanes, Camilla Jensen	Tilbakemelding i terapi. På hvilke måter opplever terapeuter at tilbakemeldingsprosedyrer kan virke inn på terapeutiske praksiser?
	Reknes, Iselin	Exposure to workplace bullying among nurses: Health outcomes and individual coping
	Chimhutu, Victor	Results-Based Financing (RBF) in the health sector of a low-income country. From agenda setting to implementation: The case of Tanzania
	Ness, Ingunn Johanne	The Room of Opportunity. Understanding how knowledge and ideas are constructed in multidisciplinary groups working with developing innovative ideas.
	Hollekim, Ragnhild	Contemporary discourses on children and parenting in Norway. An empirical study based on two cases.
	Doran, Rouven	Eco-friendly travelling: The relevance of perceived norms and social comparison
<b>2017</b>	Katise, Masego	The power of context in health partnerships: Exploring synergy and antagonism between external and internal ideologies in implementing Safe Male Circumcision (SMC) for HIV prevention in Botswana
<b>V</b>		

	Jamaludin, Nor Lelawati Binti	The "why" and "how" of International Students' Ambassadorship Roles in International Education
	Berthelsen, Mona	Effects of shift work and psychological and social work factors on mental distress. Studies of onshore/offshore workers and nurses in Norway.
	Krane, Vibeke	Lærer-elev-relasjoner, elevers psykiske helse og frafall i videregående skole – en eksplorerende studie om samarbeid og den store betydningen av de små ting
	Søvik, Margaret Ljosnes	Evaluating the implementation of the Empowering Coaching™ program in Norway
	Tonheim, Milfrid	A troublesome transition: Social reintegration of girl soldiers returning 'home'
	Senneseth, Mette	Improving social network support for partners facing spousal cancer while caring for minors. A randomized controlled trial.
	Urke, Helga Bjørnøy	Child health and child care of very young children in Bolivia, Colombia and Peru.
	Bakhturidze, George	Public Participation in Tobacco Control Policy-making in Georgia
	Fismen, Anne-Siri	Adolescent eating habits. Trends and socio-economic status.
<b>2017 H</b>	Hagatun, Susanne	Internet-based cognitive-behavioural therapy for insomnia. A randomised controlled trial in Norway.
	Eichele, Heike	Electrophysiological Correlates of Performance Monitoring in Children with Tourette Syndrome. A developmental perspective.
	Risan, Ulf Patrick	Accommodating trauma in police interviews. An exploration of rapport in investigative interviews of traumatized victims.
	Sandhåland, Hilde	Safety on board offshore vessels: A study of shipboard factors and situation awareness
	Blågestad, Tone Fidje	Less pain – better sleep and mood? Interrelatedness of pain, sleep and mood in total hip arthroplasty patients
	Kronstad, Morten	Frå skulebenk til deadlines. Korleis nettjournalistar og journaliststudentar lærer, og korleis dei utviklar journalistfagleg kunnskap
	Vedaa, Øystein	Shift work: The importance of sufficient time for rest between shifts.



	Steine, Iris Mulders	Predictors of symptoms outcomes among adult survivors of sexual abuse: The role of abuse characteristics, cumulative childhood maltreatment, genetic variants, and perceived social support.
	Høgheim, Sigve	Making math interesting: An experimental study of interventions to encourage interest in mathematics
<b>2018</b>	Brevik, Erlend Joramo	Adult Attention Deficit Hyperactivity Disorder. Beyond the Core Symptoms of the Diagnostic and Statistical Manual of Mental Disorders.
<b>V</b>	Erevik, Eilin Kristine	User-generated alcohol-related content on social media: Determinants and relation to offline alcohol use
	Hagen, Egon	Cognitive and psychological functioning in patients with substance use disorder; from initial assessment to one-year recovery
	Adólfssdóttir, Steinunn	Subcomponents of executive functions: Effects of age and brain maturations
	Brattabø, Ingrid Vaksdal	Detection of child maltreatment, the role of dental health personnel – A national cross-sectional study among public dental health personnel in Norway
	Fylkesnes, Marte Knag	Frykt, forhandlinger og deltakelse. Ungdommer og foreldre med etnisk minoritetsbakgrunn i møte med den norske barnevernstjenesten.
	Stiegler, Jan Reidar	Processing emotions in emotion-focused therapy. Exploring the impact of the two-chair dialogue intervention.
	Egelandsdal, Kjetil	Clickers and Formative Feedback at University Lectures. Exploring students and teachers' reception and use of feedback from clicker interventions.
	Torjussen, Lars Petter Storm	Foreningen av visdom og veltalenhet – utkast til en universitetsdidaktikk gjennom en kritikk og videreføring av Skjervheims pedagogiske filosofi på bakgrunn av Arendt og Foucault. <i>Eller hvorfor menneskelivet er mer som å spille fløyte enn å bygge et hus.</i>
	Selvik, Sabreen	A childhood at refuges. Children with multiple relocations at refuges for abused women.
<b>2018</b>	Leino, Tony Mathias	Structural game characteristics, game features, financial outcomes and gambling behaviour
<b>H</b>	Raknes, Solfrid	Anxious Adolescents: Prevalence, Correlates, and Preventive Cognitive Behavioural Interventions

	Morken, Katharina Teresa Enehaug	Mentalization-based treatment of female patients with severe personality disorder and substance use disorder
	Braatveit, Kirsten Johanne	Intellectual disability among in-patients with substance use disorders
	Barua, Padmaja	Unequal Interdependencies: Exploring Power and Agency in Domestic Work Relations in Contemporary India
	Darkwah, Ernest	Caring for “parentless” children. An exploration of work-related experiences of caregivers in children’s homes in Ghana.
	Valdersnes, Kjersti Bergheim	Safety Climate perceptions in High Reliability Organizations – the role of Psychological Capital
<b>2019</b> <b>V</b>	Kongsgården, Petter	Vurderingspraksiser i teknologirike læringsmiljøer. En undersøkelse av læreres vurderingspraksiser i teknologirike læringsmiljøer og implikasjoner på elevenes medvirkning i egen læringsprosess.
	Vikene, Kjetil	Complexity in Rhythm and Parkinson’s disease: Cognitive and Neuronal Correlates
	Heradstveit, Ove	Alcohol- and drug use among adolescents. School-related problems, childhood mental health problems, and psychiatric diagnoses.
	Riise, Eili Nygard	Concentrated exposure and response prevention for obsessive-compulsive disorder in adolescents: the Bergen 4-day treatment
	Vik, Alexandra	Imaging the Aging Brain: From Morphometry to Functional Connectivity
	Krossbakken, Elfrid	Personal and Contextual Factors Influencing Gaming Behaviour. Risk Factors and Prevention of Video Game Addiction.
	Solholm, Roar	Foreldrenes status og rolle i familie- og nærmiljøbaserte intervensjoner for barn med atferdsvansker
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