

TABLE 11

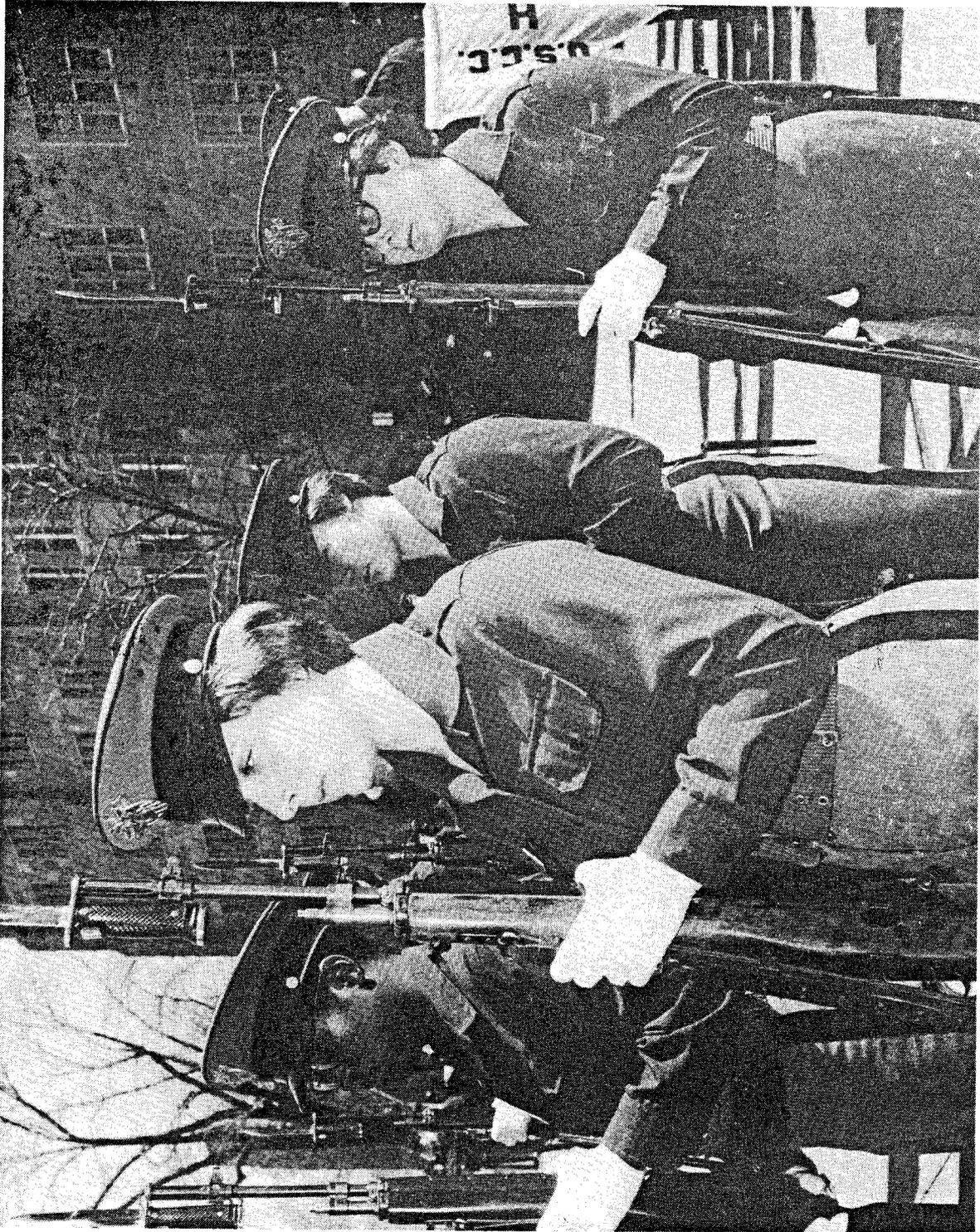
Satisfaction of Cadets in the Class of 1980

<u>Scale Content</u>	<u>Men</u>	<u>Women</u>
Billeting	1.70	1.50
The Honor System	2.12	2.23
The Leadership Evaluation System	2.89	2.97
Cadet Priveledges	3.04	2.62 *
Intramurals (Fall)	1.92	2.02
Intramurals (Winter)	1.95	2.15
Parades and Ceremonies	2.55	2.07 *
Dating at USMA	3.30	3.23
Hops, Dances, and Social Activities	2.96	2.91
Hair Length Standards	2.16	2.88 *
Cadet Uniforms	2.07	3.00 *
Recreational Facilities	1.74	1.62
The Academic Program	2.11	2.30
Relations with my Tactical Officer	2.00	2.12
Relations Between Cadets and Academic Instructors	1.76	1.93

NOTE: Low scores indicate satisfaction, high scores dissatisfaction.

* $p < .05$ by a modified LSD multiple range test.

Data was obtained from 483 men and 43 women on April 19, 1977, Project Athena Survey.



necessitate that both structured and spontaneous interaction be possible. A survey in April 1977 revealed that 86 percent of the women and 66 percent of cadets overall favored integrating women into all companies of the Corps as soon as possible. This has been accomplished, but not without some tensions which have been created as a result of men and women sharing common barracks hallways.

Although interactions between men and women have been facilitated by the above policy, there probably remains a need for the development and promotion of interaction of women with women, and men with men, the later being far more commonly observed at USMA than the former. Coming to a full sense of one's womanhood - or manhood - requires time and privacy with other women - or men - as does the development of deep and enduring friendships with others. As coeducation evolves at USMA, it would seem that vehicles to promote interaction among women with women will be important to their long term development as women. This would seem to be even more important, given the present policy of billeting men and women so closely together, thereby creating the need for men and women to learn to live responsibly with one another.

5. The Experiences of Women. In 1977, a large university which had become coeducational in the early 1970's formed a committee to evaluate coeducation after a period of 5 years. In the report, the committee attempted to describe some sense of the

climate of coeducation at that time. The findings appear relevant to observations made to date at USMA, and are provided as early experiences with coeducation that may generalize to many institutions which have experienced it.

"There is no doubt that there exists some areas of major discomfort for a number of women students. They consider a continuance of the male ethos as a basic problem. They describe a residual machismo which supports the development of the male ego far more specifically than that of the female ego. In the context of that ethos some women expressed the impression that their presence is permitted but not essential, that they are 'women in a men's university.'

Such an impression necessarily results in feelings of estrangement and self-consciousness. The schools male history in combination with societal influences contributes to several other headings under which the unpleasant experiences of the women seem to fall. Sexism has been evidenced in subtle as well as not-so-subtle ways. On one hand some male faculty and administrators have manifested a lack of awareness that the student body is no longer all male, and on the other hand some have given such continued attention as to embarrass the woman. More overtly some women have been subjected to crude remarks and jokes and to crass pranks aimed at them as sex objects.

Significant emphasis is placed on academic preparation for career and profession at this institution. That preparation is approached with seriousness and success by the majority of women undergraduates. When others question their seriousness, not in the light of their ability, but because of female-associated expectations, the women knew anger and frustration. Their own questions about combining marriage, motherhood and career grow more urgent as a result, as does their need for answers to these questions. Finally, there is a certain awkwardness of experience which the women students have known. It is described as the 'strange mix' of coeducation on a traditionally male campus where a certain bias still exists and men outnumber women 4 to 1. With a built-in lack of male-female experience, many men and women students remain uncomfortable with one another."

In a study entitled "Group Membership, Status, and Contact Effects on Male Sex-Role Attitude", Priest analyzed how contact between men and women cadets at USMA last year, effected the attitudes of the men toward womens roles in society and toward women at the Academy specifically. The study concluded that:

"involuntary contact with women during the academic year was not uniformly more positive in its effect than a similar kind of contact during Summer Training. This report has documented that

assigning women to companies had an extremely complex effect-- in some regiments, men with women in their companies were more traditional in their sex-role beliefs than men in segregated companies; in other regiments, the opposite occurred. On one dimension of attitude, men in integrated companies tended to have apparently more favorable attitudes, throughout the Corps, than men in segregated companies; that is, they preferred integrating the whole Corps next year, rather than not integrating. Voluntary contacts initiated by male cadets in attendance at women's basketball games, participating in extracurricular clubs with women, and dating, were associated with more favorable, nontraditional male attitudes. The latter finding is consistent with Amir's theory--contact under generally relaxed, voluntary, and pleasant conditions does lead to lower prejudice."

Dr. Priest concluded that:

"In the future, when the Army assigns women to previously all-male units, it can be expected that company climate will have a significant impact on how well the women are accepted. It is hoped that Army leaders will learn through future research how to influence company climate so that uniformly positive effects of contact result. At the present time, too much depends on the skill of the individual company leader. More research is needed to clarify the sources of variation

in company climate.

One practical implication of these results should be underlined: voluntary contacts between men and women cadets should be encouraged as a means of promoting favorable attitudes. Involuntary contacts are unavoidable, but less effective in shaping attitudes, except under the highly controlled circumstances stated by Amir's theory."

6. The Problem of Organizational Romance (A Conceptual Model): Upperclass cadets at USMA are prohibited from dating members of the Plebe, or freshman class by regulation. Plebes, however, are allowed to date one another and upperclass cadets are allowed to date across classes. In addition, cadets are not permitted "to allow emotional relationships to interfere with their duty and they must insure proper senior-subordinate relationships are maintained with other cadets and Armed Forces personnel at all times." With cadets dating one another, a series of problems have surfaced in the Corps around issues of fraternization and what constitutes "proper" senior-subordinate relations. Many of these problems resolve around third-party perceptions of improper behavior, jealousy, rights to privacy, and the interpretation of rules designed to

place boundaries and limits on cadet interactions .

Recently, Dr. Robert Quinn has published an article entitled: "Coping With Cupid: The Formation, Impact, and Management of Romantic Relations in Organizations." Although this model does not provide the solution for resolving leadership problems in this area , it does provide an educational vehicle for discussing and analyzing problems of this kind in the "real" world. What follows is a brief description of Dr. Quinn's model. It is beyond the scope of this paper to deal with this model in any depth. (See Table 12)

According to Dr. Quinn:

"Romantic relationships can be a serious practical problem because they sometimes distort the smooth functioning of organizations. Proximity, participant characteristics and motives, and work group characteristics have a bearing on the impact of relationship. There are also a number of other variables that are important in explaining the impacts of an organizational romance: visibility, behavior changes in the participants, reactions of other members, and the overall impact on the system.

TABLE 12

IMPORTANT CATEGORIES OF BEHAVIOR
IN THE FORMATION, IMPACT, AND MANAGEMENT
OF ORGANIZATIONAL BEHAVIOR

- I. Impacts of the Relationship
 - A. Visibility of the relationship
 - 1. Signals and tip-offs (observed when away from work station, chatting, lunches)
 - 2. Impact (sensitizing, discussion-avoidance, legitimizing)
 - B. Behavior changes in the participants
 - 1. Positive changes (easier get along with, more productive)
 - 2. Competence changes (lost respect, preoccupied)
 - 3. Power changes (favoritism, eyes-ears, flaunt)
 - C. Reactions of the members
 - 1. Approve
 - 2. Tolerate
 - 3. Cope (advise, complain, undermine, ostracize)
 - D. Overall impact on the system
 - 1. Positive (teamwork, productivity)
 - 2. Negative (gossip, hostility, productivity)
- II. Management
 - A. No action (ignore, resolve self)
 - B. Punitive action (reprimand, warn, transfer, terminate)
 - C. Positive action (openly discuss, counsel)

Source: Quinn, Robert E. "Coping with Cupid: The Formation, Impact, and Management of Romantic Relationships in Organizations." Administrative Science Quarterly, March 1977.

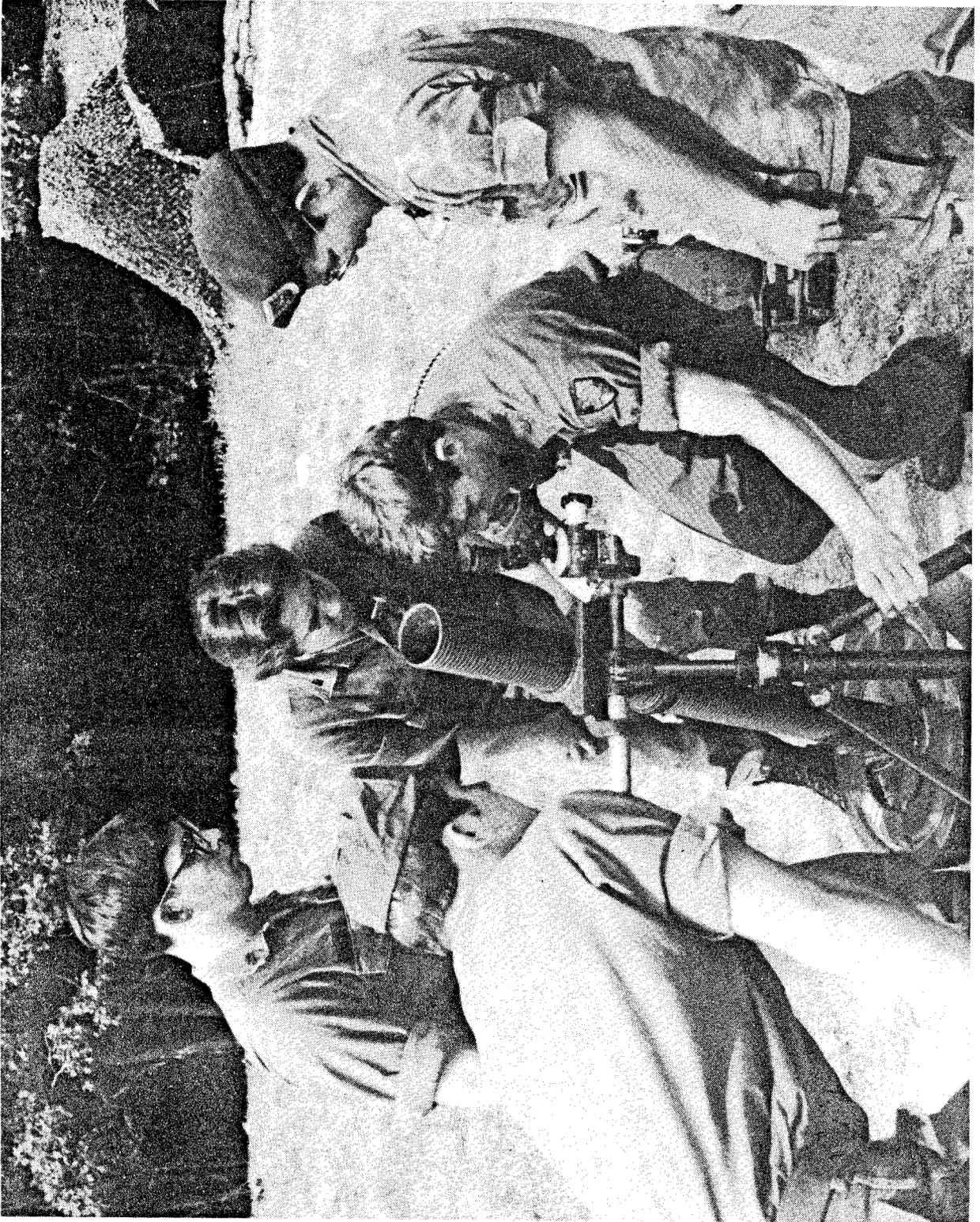
The impact of organization romance may be positive, negative, or nonexistent. A little more than 10 percent of the cases are characterized by such positive results as increased coordination, lower tensions, improved team work, improved productivity, and improved work flow.

Negative results vary in intensity. About one-third of the cases are characterized by only increased gossip and perceptions of favoritism. A third, however, are characterized by serious negative features, the most frequent being complaints, hostilities, and distorted communications. These are followed by the perception that the image or reputation of the unit is being jeopardized, there is slower decision making, a redistribution of work, client or customer awareness, lower morale, lower productivity, and someone loses a job.

Once superiors know about a romantic relationship, they may do three things: take no action at all, take punitive action, or take positive action. In several of the cases with the most negative results, the male's superior chose to ignore the problem. Frequently, there was no response.

Often the superior is reticent to take action because of the highly personal nature of the problem. A few respondents indicated that it was embarrassing to tell a subordinate that his personal life was out of hand and that he must change. Managers were also slow to take action because, as one person put it, "If the guy denies that a relationship exist, what do you say then?" Finally, it was felt that the situation would soon resolve itself. In a few cases, the male's superior took such punitive action as issuing a reprimand or warning to change or leave, transfer, and termination. Positive action includes openly discussing the situation and counseling the participant about what to do."

7. The Military Training Experience. Last year, the Athena report concentrated on the experiences of the Class of 1980 in Cadet Basic Training. This summer (1977), the Class of 1980 participated in an 8-week training program conducted for Yearling (sophomore) cadets at USMA's Camp Buckner. During the summer, cadets receive orientations into the combat-arms and combat-support branches of the Army. (See Inclosure 3) Cadet Field Training combine an intense schedule of military and physical training which includes firing weapons, throwing grenades, building bridges, adjusting artillery, commanding tanks in a REAL TRAIN exercise, leading patrols in a Recondo exercise, and constant physical exercise - unit runs, obstacle and confidence courses.





The Cadet Field Training After-Action Report noted the following relevant to the experience of women cadets in this environment:

a. "Women cadets generally performed well at Cadet Field Training this summer, with some predictable difficulties being experienced in the areas requiring upper body strength, running, and stamina. Of the three major categories (Military Skills, RECONDO, and Buckner Stakes) of the measurable/demonstrable skills, women scored approximately equal with men in only one (Military Skills) and significantly lower than men in the other two. The morning physical training (PT) was not formally evaluated; however, it proved to be one of the most difficult portions of the CFT program for the women. The morning runs started on 7 July with a two-mile distance at an eight-minute pace and progressed through the summer to a four-mile run at an eight-minute pace (99% of the men and 57% of the women met the four-mile standard)."
(See Tables 13, 14, 15)

b. Due to the open bay configuration of the barracks at Camp Buckner, integrated billeting was not possible. The 81 women cadets were billeted in two barracks which provided a central location for the women. This solution was not considered satisfactory; however, it was the only feasible solution given the structural design of the barracks. Plans which would permit 4 women to be billeted in

TABLE 13

TRAINING RESULTS -
CADET FIELD TRAINING

A. Military Skills (Committee Chief evaluations concerning the differences of performance between men and women.)

<u>Committee</u>	<u>Performance Approximately the Same</u>	<u>Performance Significantly Different</u>
Weapons	X	
Communications	X	
Land Navigation	X	
NBC	X	
Infantry	X*	
TCAT (Armor/ADA)	X*	
Field Artillery	X*	
Maintenance	X	
Engineer	X	
Physical Education**		X

* Initial concern about women's ability to handle ammo, operate and/or carry machineguns, and give voice commands under noisy conditions proved not to be a significant factor in this environment.

** Physical Education Evaluation in this sector does not include obstacle course, which was part of the Buckner Stakes.

Source: Department of Military Instruction

TABLE 14

TRAINING RESULTS -
CADET FIELD TRAINING II

B. Recondo Performance

	<u>Percent Received Patch</u>	<u>Enduro Run Success Rate (First Attempt)</u>
Men	75%	89%*
Women	73%	42%

* Several of the men who did not pass on first attempt were actually strong runners, but "teamed" with a woman cadet in order to improve her chances of success.

Buckner Stakes (concurrent training stations where cadets are evaluated on training skills)

(1) Women's mean scores for the Buckner Stakes were 10% less than that of men.

(2) Women and men scored approximately the same on 10 out of the 14 stations.

(3) Women's mean scores were significantly lower than men's at three stations: Mechanical Training (21% lower), Anti-Armor (18% lower), and the Obstacle Course (50% lower).

(4) Women's mean scores for the 81mm mortar station were 20% greater than that of the men.

Source: Department of Military Instruction

TABLE 15

WEAPONS TRAINING 1977 -
CADET FIELD TRAINING

	Number Trained		Number Failed		Percent Failed	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
M60 MG (3 ^o)	949	74	69	8	7.2%	10.8%
Hand Grenade (3 ^o)	1019	80	2	1	0.2%	1.3%
Mortar (3 ^o)	982	75	1	0	0.1%	0.0%
M16 Rifle (4 ^o)	484	36*	6	3	1.2%	8.3%

* Population differentials make statistical comparisons questionable.

Source: Department of Military Instruction

each platoon building are being designed. However, the construction will not be completed in time for CFT 1978.

c. The illness/injury rate of women cadets was significantly higher than that experienced by men. Additionally, as the summer progressed, both injury rates continued to climb due to the accumulation of slow healing injuries. The women's rate climbed significantly faster than that of the men. (See Table 16)

In addition to the above general conclusions, there were some interesting lessons learned/problems identified in surveys/interviews of cadets and officers after Cadet Field Training. Some of these were as follows:

(1) 75 percent of the women felt that "feminine hygiene during their menstrual cycle" was a problem especially during the Recondo phase of training.

(2) At the tactical raft site (Engineering), cadet leaders tended to assign women to less physically demanding tasks, i.e. to hold bridge pins, to check for safety, or to observe.

(3) Men tended to be overprotective. Women leaders were deluged with advice from male classmates when they were assigned to field leadership positions. According to one observer, this indicated "a lack of confidence on the part of men in the abilities

TABLE 16

INJURY/ILLNESS RATE* -
CADET FIELD TRAINING

A. Second Week of Training (11-15 July 1977)

<u>Date</u>	<u>Number of Males Injured</u>	<u>Percent Male Injury</u>	<u>Number of Females Injured</u>	<u>Percent Female Injury</u>
11	16	1.55	2	2.47
12	22	2.13	6	7.41
13	31	3.00	11	13.58
14	45	4.36	12	14.81
15	47	4.55	13	16.05
TOTAL	161 (32.2 Avg)	3.12%**	44 (8.8 Avg)	10.86%**

* Not to be interpreted as a major injury but defined as any injury/illness which precluded cadet from taking PT due to a written medical profile/excuse.

** 1032 men/81 women used as base strength figures.

*** 75% of the women indicated that menstruation, and particularly feminine hygiene was a problem while in the field.

TABLE 16

INJURY/ILLNESS RATE* - II

B. Seventh Week of Training (15-19 August 1977)

<u>Date</u>	Number of <u>Males Injured</u>	Percent <u>Male Injury</u>	Number of <u>Females Injured</u>	Percent <u>Female Injury</u>
15	26	2.52	14	17.28
16	36	3.49	13	16.95
17	50	4.84	20	24.69
18	55	5.33	22	27.16
19	62	6.01	22	27.16
TOTAL	229 (45.8 Avg)	4.44%**	91 (18.2 Avg)	22.40%**

C. Buckner Stakes
Medically Excused Men
7% Women
30%

* Not to be interpreted as a major injury but defined as any injury/illness which precluded cadet from taking PT due to a written medical profile/excuse.

** 1032 men/81 women used as base strength figures.

*** 75% of the women indicated that menstruation, and particularly feminine hygiene was a problem while in the field.

of their female classmates." Many times this was reinforced by the women themselves withdrawing their participation or lessening their participation rate.

(4) According to one observer, the "tone that first class and second class cadre leaders set within their units toward women was central to their acceptance. If the first and second class leaders were fair, helpful and encouraging toward women, the third class acted similarly. If first and second classmen expressed hostility and resorted to hard-charging, troop-pushing methods when women had difficulty, the message conveyed to third classmen was that women couldn't make it. This resulted in third classmen building male/female barriers and letting women shift for themselves instead of working as a team."

(5) In field artillery training women had difficulty speaking loud enough to be heard clearly over the noise of the FADAC computer in Fire Direction Center. In the firing battery, some women experienced difficulty in ramming the 105mm projectile into the breach to activate it properly.

(6) Temporary tactical latrines were required in patrol base camps since otherwise modesty conventions imposed undue difficulties in using the latrine.

(7) Reveille PT. The morning run was conducted in two

distinct phases. First, all cadets within a company ran together for a prescribed distance at a given pace. (Usually, this distance was 1/2 the total distance of the run.) The pace varied from 7:30 minutes per mile to 8:00 minutes per mile. During the second portion of the run, an easily recognizable paceman would continue to run at the prescribed pace. Those cadets who desired to run at a faster pace were released to run ahead of the paceman. Those cadets who were unable to maintain the prescribed pace could run behind the paceman. Those running behind the paceman received credit for completing the run if they completed the remaining distance at a pace no greater than 15 seconds per mile slower than the paceman. The company chain of command monitored the progress of all members of the company with stopwatches and the courses were carefully measured.

(8) Recondo. Recondo training is the most physically demanding period of training during CFT. Additionally, the cadets are placed in a very stressful field training environment to enable them to gain self-control and self-confidence. Cadets must successfully complete hand-to-hand combatives, the Enduro Run, expedient stream crossings, mountaineering, survival techniques, patrolling, and a confidence test to receive the coveted Recondo Patch. Test groups showed that the pairing of individuals was a significant factor in women being able to meet the same standards

as men; i.e., a woman paired with a man could run the Enduro Run in 27-minutes, whereas the same woman paired with another woman might not meet the 27-minute standard. During other periods of training such as the hand-to-hand combatives, the size of individuals competing against each other was more of a factor than a difference in sex. Company Tactical Officers, the training committee cadre, and cadet commanders closely monitored the pairing of teams in an effort to have the highest number of cadets possible earn the Recondo Patch.

8. Athletics - Women's Sports. The Academy has made a commitment to integrate women cadets into the total athletic program intercollegiate, club squad and intramural sports. Women compete with men on all intramural sport teams except contact sports. Separate women's events have been added to Brigade Open Tournaments in such activities as track and swimming. Presently, a greater number of women cadets compete on both intercollegiate and club squad teams than on intramural teams.

Women cadets may compete for positions on the following men's varsity intercollegiate squads: fencing, golf, pistol, rifle, skiing and squash. This year the women's basketball team was the first women's varsity intercollegiate sport. Upon demonstration by other women's club sport teams that they are ready for intercollegiate

competition, and as facilities, finances and personnel permit, women's varsity teams will be organized for those sports.

Women's club squad teams have been established and have competed successfully against other schools in: gymnastics, cross country, indoor and outdoor track, team handball, tennis, softball, swimming, and volleyball. Other club teams will be developed as interest, ability, and facilities warrant. One area in which interest may already exist, unsupported to date, is in dance and ballet. Women have also been successful in their athletic endeavors as members of several co-educational club squads; i.e., orienteering, riding, and bowling.

The opportunity for athletic competition for women cadets is just as diverse and challenging as it is for men cadets.

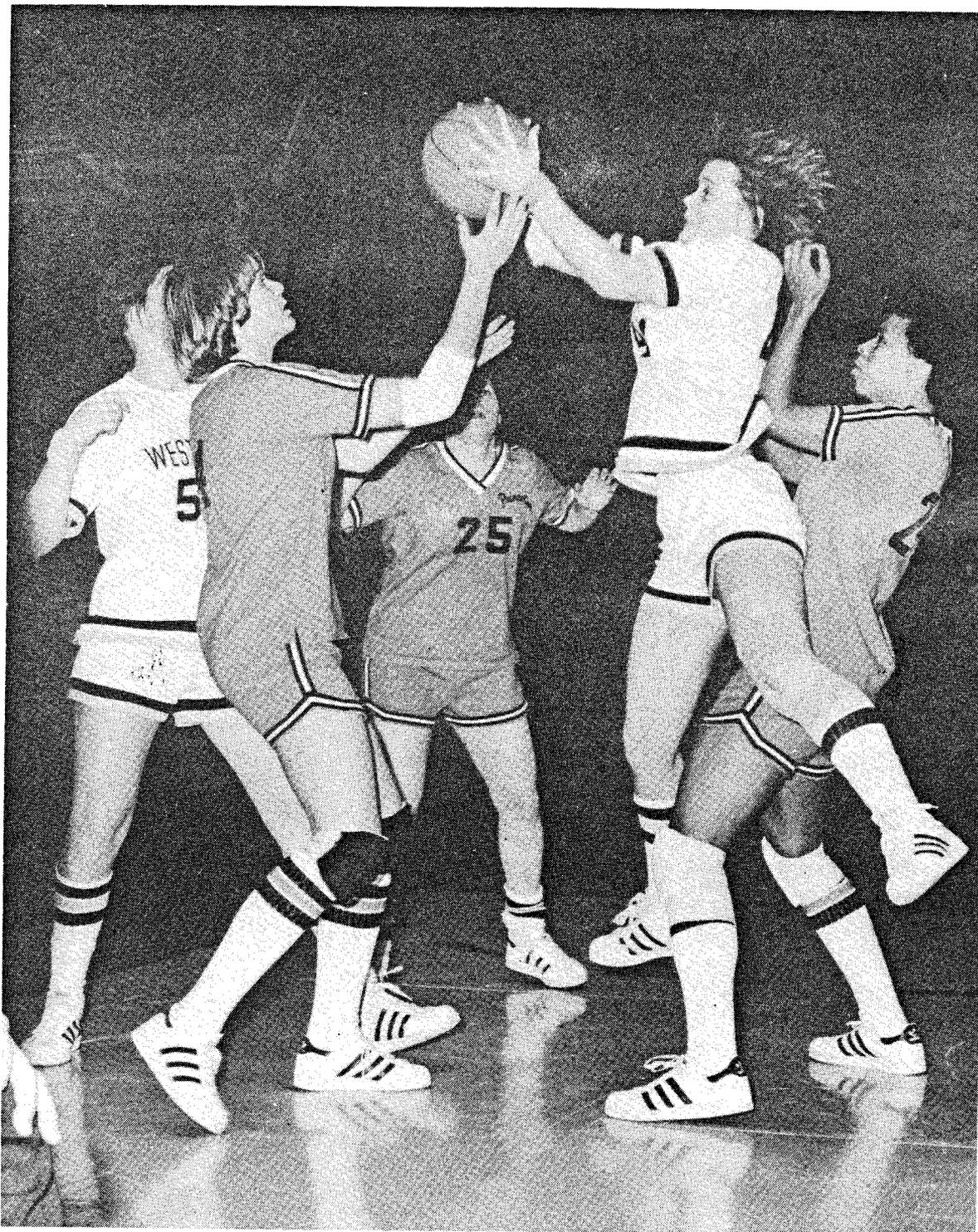
Table 17 indicates the sports that male and female cadets of the Class of 1981 participated in prior to entrance to the Academy. It is interesting to note the percentage of women in comparison to men who had the opportunity to be captains of team sports while growing-up in our society. Data such as this may well change as active participation of women in athletic competition is societally endorsed and encouraged.

9. Leadership Evaluation Ratings. In August 1977, sex bias in LES (leadership evaluation system) ratings was evaluated for the first two semesters. It was found that women in the Class of

TABLE 17
 VARSITY SPORT AND TYPE PARTICIPATION
 (Class of 1981 Prior to Entrance to USMA)

<u>Sport</u>	<u>Participants</u>				<u>Captains</u>			
	Male		Female		Male		Female	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Baseball or Softball	265	19.4	7	6.7	59	4.3	1	1.0
Basketball	290	21.2	29	27.9	69	5.1	9	8.7
Cross Country	220	16.1	13	12.5	51	3.7	2	1.9
Fencing	5	0.4	0	0.0	2	0.1	0	0.0
Football	627	45.9	1	1.0	212	15.5	0	0.0
Golf	67	4.9	1	1.0	18	1.3	1	1.0
Gymnastics	24	1.8	7	6.7	12	0.9	1	1.0
Hockey	41	3.0	7	6.7	14	1.0	2	1.9
Lacrosse	47	3.4	1	1.0	9	0.7	0	0.0
Rifle	59	4.3	1	1.0	19	1.4	0	0.0
Skiing	16	1.2	5	4.8	4	0.3	1	0.0
Soccer	151	11.1	5	4.8	31	2.3	2	1.9
Swimming	101	7.4	11	10.6	36	2.6	3	2.9
Tennis	100	7.3	16	15.4	28	2.1	4	3.8
Track	548	40.1	48	46.2	107	7.8	8	7.7
Water Polo	14	1.0	0	0.0	2	0.1	0	0.0
Wrestling	250	18.3	2	1.9	69	5.1	0	0.0
Volleyball	18	1.3	24	23.1	6	0.4	9	8.7

Source: Office of Institutional Research



1980 were rated significantly lower than men by members of their own class and by members of the Class of 1979 during both rating periods, but were rated similarly to men by members of the chain of command and their tactical officers.

Additional ratings were conducted first semester, (AY 77-78) and at the end of summer training at Camp Buckner. During the regular year, women were rated by their tactical officers, their chain of command, and the two classes immediately senior to their own class (i.e., 1981 by 1980 and 1979; 1980 by 1979 and 1978). At Camp Buckner, the Class of 1980 was rated by their tactical officers, their chain of command, and classmates within their platoon. Results of analyses into these ratings revealed the following.

a. Class of 1981: (Fall, AY 77-78). Men and women in this class were rated similarly by all categories of raters.

b. Class of 1980: (Fall, AY 77-78). Women in the Class of 1980 were rated similarly to men by tactical officers and by the cadet chain of command. Women were rated significantly lower, however, in the cadet components by cadets in the Classes of 1979 and 1978. The findings are similar to those of last year.

Ratings of the Class of 1980 at Camp Buckner during Cadet Field Training revealed a similar pattern also. Men and women in the class were evaluated similarly by their tactical

officers and by the cadet chain of command. Women were rated significantly lower, however, by their classmates in their platoons.

The findings have been interpreted in terms of: the possible unique characteristics of women in the Class of 1980, the potential differential impact of human relations training on the classes; and/or the possible impact of the training environment at Camp Buckner on these evaluations (i.e. the structural configuration of the present barracks necessitated that men and women live separately in this environment).

In a study entitled "The Impact of Male and Female Leaders on the Group Performance, Morale, and Perceptions of West Point Cadets", Rice, Richer, and Vitters explored the general issue of sex roles and leadership roles. In a scientifically controlled, experimental study including 288 cadets over the period of 2-hours, the researchers concluded the following:

"Sex of the leader can influence both morale and performance of groups. Further, the influence of the sex variable can be moderated by both individual differences (leadership style) and/or situational factors (follower attitudes toward women).

Follower attitudes toward women can influence both morale and performance of groups. In general, results involving this variable provided strong construct validity evidence for Spence

and Helmreich's (1972) Attitudes Toward Women Scale (AWS).

Sex bias can be seen in attributions regarding women in the leadership context. Male followers holding traditional attitudes toward women attributed performance of female-led groups to negative factors (luck) and attributed the performance of male-led groups to positive factors (ability, motivation). These results extend Deaux's (1977) previous research by pointing out that attributional biases may be limited to certain subgroups (followers with equalitarian attitudes toward women did not show this bias).

It appears that Fiedler's (1967) Contingency Model of leadership effectiveness may require some revision/modification before it can be applied to women leaders. Predictions of the model were supported for male leaders but not for female leaders.

The implications of these results were discussed with specific reference to the integration of female cadets to West Point."

10. Branch Preference of Class of 1980 Women. On 19 October 1977, the women in the Class of 1980 were given a special presentation on combat support (CS) and combat service support (CSS) entry specialties. After the presentation, they completed a questionnaire designed to determine their current preferences with

respect to specialty selections. The question posed was, "Given the following constrained branch (specialty) selection choices, rank order 1 through 10 (most preferred to least preferred) your choice of branch (specialty) in which you desire to be commissioned." Options available were AG, CM, EN, FI, MI, MP, OD, QM, SC, TC. It was recognized that the background information and experience available for these women to base their decisions on was limited. Nevertheless, the survey did provide meaningful insight into the current branch feelings of the women in the Class of 1980. Results are shown in Table 18.

TABLE 18

SPECIALTY SELECTION SURVEY - CLASS OF 1980 WOMEN

	<u>Specialty Code</u>		<u>No. Women Choosing Specialty</u>	<u>Percent of Sample (rounded off)</u>
CA	21 B, C, D	Engineer (EN)	10	12.7
	25-28	Signal Corps (SC)	10	12.7
	31	Military Police (MP)	6	7.6
CS	35-37	Military Intelligence (MI)	33	41.8
	74	Chemical (CM)	6	7.6
CSS	41-43	Adjutant General (AG)	12	15.2
	71, 87, 88	Transportation (TC)	2	2.5
	44	Finance (FI)	0	0.0
	73-77	Ordnance (OD)	0	0.0
	81-83	Quartermaster (QM)	0	0.0
		Total Sample Size =	79	
	Total First Choice CA/CS Specialties		65	82.3
	Total First Choice CSS Specialties		14	17.7

Source: Department of Military Instruction

C. The Second Year of Coeducation - the U.S. Military Academy

1. The Philosophy Toward Integration: In order to analyze the philosophy of USMA toward integrating women, it's useful to view the external perspective within which this process is taking place. Events which occur at USMA often mirror changes taking place in society and in the Army it serves. Recent statements of the Army Chief of Staff and the USMA Superintendent are important in this context.

In a message to the field, General Bernard W. Rogers (Army Chief of Staff) noted:

"In the last five years the number of women in the active Army has more than tripled while an even greater increase has occurred in the reserve components. These increases and the entrance of women into many non-traditional skills present challenges. The purpose of this message is to emphasize the Army's commitment to the integration of women and to provide fundamental guidance to ensure this integration is completed smoothly and rapidly.

Today, women are successfully performing a wide variety of duties, many of which were considered solely in the male domain just a few years ago. A recently approved combat exclusion policy opened more specialties to women than ever

before. However, equal training for men and women was only recently implemented. Consequently, many women in the Army have not received all the training in soldier skills needed to perform their duties. Unit commanders must provide for these women additional individual training as required and ensure their full participation in unit training, field exercises and unit duties such as perimeter guard.

Qualified women now have the opportunity to serve in all but a few specific combat units and combat specialties. In availing themselves of that opportunity women, like their male counterparts, must accept the responsibility for sharing all risks and enduring all hardships inherent in their specialty. Some people believe that women soldiers will not be deployed in the event of hostilities: that they are only to be part-time soldiers - here in peace, gone in war. Some women are being used in skills other than those for which they were trained and some are being excused from performance of unit duties. The Army cannot operate effectively in this manner. Women are an essential part of the force: they will deploy with their units and they will serve in the skills in which they have been trained.

Those of us in authority must reaffirm our conviction that women are an integral part of the Army. With this in mind, we must ensure that women are provided an equitable opportunity for assignment in their specialty, are given adequate training and are held responsible for the full range of duties prescribed for their assigned positions.

The first considerations in the assignment of women in the Army have been, and will continue to be, the mission of the Army itself, and the uniquely demanding nature of Army service in wartime. Within that context, women can make many important contributions; indeed, they are doing so now. The burden which rests on leaders at every level is to provide knowledgeable, understanding, affirmative and even-handed leadership to all our soldiers."

In remarks at a senior officer's conference on "The Leadership of an Integrated Army", Lieutenant General Andrew J. Goodpaster (USMA Superintendent) noted:

"The Army we know is changing, and as the Army changes, we must ensure that our thinking keeps pace with the Army's new needs, or--better yet--anticipates and helps define them. In the last five years, one of the greatest changes in the Army has been in the numbers of women in the Army, and the

role they are performing. That number, I understand, has more than tripled since 1973, and the Army is committed to carrying out this integration rapidly, and with effective results. Already, we see women successfully performing a wide variety of duties once considered to be solely in the male domain. There are compelling reasons why women should be here at West Point, and why we should make sure they are properly integrated--reasons to which I fully subscribe. I envision at least the same number of women entering the plebe classes as is currently the case, and hope to expand that number in the future. At the same time, I expect a commensurate increase in the number of women officers on the staff and faculty to take place. I say this mindful that in the not too distant future, perhaps some four, five or six years after the class of 1980 graduates, some of the first women graduates of West Point are likely to be returning to the academy to assume duties now being accomplished in such large part by male graduates. We may well look forward to such a milestone.

The academy itself derives a number of advantages from the admission of women-- as does the Army more broadly. First, we obviously attract a greater number of qualified candidates by broadening the pool of applicants. Second, the Army needs women leaders who are graduates of this prestigious and powerful institution. Next, the opportunity for young men and women to work together on a professional basis as peers is good, and is important for their development. They will be serving in an Army in which it is necessary that they support, lead and work with each other to accomplish their assigned responsibilities. West Point has a great tradition of providing the Army with top quality soldier-leaders. I am confident that women graduates will add to West Point's prestige and reputation as they move into increasingly responsible positions in the Army of the future.

At the same time that I talk about the advantages of having women in the Army and West Point, I think it is right to take note of some of the implications for male members of the staff and faculty as more women join us.

Many of us, especially those who have served primarily in the combat arms, have really not had the background and the degree of exposure to women in the uniform as will be the case in the future. This lack of experience has to be seen, I believe, as a challenge to overcome, and I for one am confident that we, as the senior leaders of the academy, will work with our junior officers with this in mind as they deal with their duties at an integrated West Point, and prepare young men and young women for their duties here at West Point and in integrated Army. Another point to which we must give attention is the reflection at the Academy of the still-evolving roles for women in the Army. I am sure there are still many unanswered questions that are going to be resolved in various ways by senior officials in Department of Army and elsewhere in the months ahead. As we prepare women and men for their future responsibilities, we must remain ready for whatever contingencies may occur as the congress, the president, and senior Army leaders continue to develop the nation's policies regarding the role of women. I have no doubt that we can do this, and

at the same time serve as a catalyst in many areas where our first-hand experience can be of benefit to the Army. A good starting point is that women will play an increasingly important role in the Army of the future as time moves on."

2. Women Faculty and Administration: West Point needs women faculty and administrators and they in turn need the opportunity to serve at the Military Academy. Last year's Athena report provided data on the assignment of women officers to the Academy at that time. Since that time, USMA has taken a series of actions to attempt to assign more women to its ranks. More opportunities are presently open to women in the Army, as noted in Chapter 1 of this report. One consequence of this is that USMA is experiencing difficulty in assigning increasing numbers of women officers who would indirectly serve as role models for cadets.

Table 19 outlines the present and forecasted assignment of women officers to the staff and faculty. Based upon a projected women cadet strength of 8 percent of the Corps of Cadets by AY 1980, a goal of 60 to 70 women officers to be assigned by that time has been established. The Department of Tactics plans to assign a woman

TABLE 19

ASSIGNMENT OF WOMEN OFFICERS TO USMA*

<u>Assignment</u>	CY 76	CY 77 (as of Nov/77)	CY 78	CY 79
Faculty and ODAR	2	6	10	14
USCC	4	7	7	11
Staff (not including Medical Personnel)	6	4	4	2
Total	12	17	21	27

<u>Rank</u>	CY 77	CY 78	CY 79
Colonel	0		
Lieutenant Colonel	0	1	
Major	2	2	
Captain	10	13	5
Lieutenant	5	5	1

* (Data current as of April 1978)

Source: Project Athena/USMA Personnel

tactical officer in AY 1978-79 and 2 in AY 1979-80.

3. Approaches to Educational Awareness.

a. The Lecture Approach. Last year, cadets of all classes received a series of lectures as part of the LeaderPrep/ Human Relations Training program. (See Athena Report I) Topics of these lectures were: the role of women in the Army, women as leaders in America, human sexuality, and human understanding and adjustment. The lecture approach was effective in transmitting factual information to cadets, but was less effective (by its very design) in promoting discussion among cadets on male-female interaction tensions actually being experienced. These tensions have accompanied the early stages of coeducation in all organizations. (See Inclosure 4)

b. The Workshop Approach (Small group problem-solving). Both last year and this year USMA developed, and is continuing to develop workshop/training modules for cadet and officer audiences to facilitate joint problem-solving (See Inclosures 5 and 6) To date, these training sessions have combined both traditional approaches (lecture-type) with experiential approaches (group exercises). This method has been more effective in allowing participants to focus on actual problems which naturally occur as men and women cadets learn to adjust to each other in this particular



environment. These workshops have been developed by officers assigned to USMA as instructors in the behavioral sciences, by trainers in the EEO area, and by staff officers functioning in personnel and organizational effectiveness officer (OESO) positions. The skills of the OESO appear to be especially suited to contributing to the design of this type of training.

IV. Preliminary Conclusions on Coeducation at West Point and Some Recommendations for the Future

Segments of this report taken in isolation from the rest could suggest that the coeducational endeavor at West Point is either without problems or without solutions. The author feels neither to be the case. The intention of the recommendations which follow is to recognize both the existence of problems and the feasibility of solutions. Although struggling at USMA, coeducation is an evolving phenomenon and has a health and strength that augurs its well-being. In the words of one cadet squad leader, "the classes of '78 and '79 see the women as women, but the classes of '80 and '81 see them as classmates."

The following are offered for consideration:

1. that the Cadet Counseling Center examine a possible role in developing a more in-depth program of career counseling for cadets - not from an informational standpoint, but in the broader context of clarifying and integrating career and personal goals.

2. that efforts continue to conduct workshops at department/
section level for officers and non-commissioned officers assigned
to USMA on topics relating to the leadership of an integrated Army.
3. that cadets be offered/provided more in-depth training on
the topic of human sexuality.
4. that efforts continue to assign increasing numbers of women
to USMA and in positions of high responsibility.
- 5: that efforts continue to educate cadets through lectures on
topics related to women in the Army, prejudice reduction, etc.
6. that efforts continue to develop unit-level workshops at
the cadet company level to promote information exchange through
joint problem-solving on issues related to coeducation.

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INCLOSURES

I
The Attitude Toward Women Scale (AWS)

Instructions

The statements listed below describe attitudes toward the role of women in society that different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you (A) agree strongly, (B) agree mildly, (C) disagree mildly, or (D) disagree strongly. Please indicate your opinion by blackening either A, B, C, or D on the answer sheet for each item.

1. Swearing and obscenity are more repulsive in the speech of a woman than a man.
2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.
3. Both husband and wife should be allowed the same grounds for divorce.
4. Telling dirty jokes should be mostly a masculine prerogative.
5. Intoxication among women is worse than intoxication among men.
6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.
7. There should be a strict merit system in job appointment and promotion without regard to sex.
9. A woman should be as free as a man to propose marriage.
10. Women should worry less about their rights and more about becoming good wives and mothers.
11. Women earning as much as their dates should bear equally the expense when they go out together.
12. Women should assume their rightful place in business and all the professions along with men.
13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.

14. Sons in a family should be given more encouragement to go to college than daughters.
15. It is ridiculous for a woman to run a locomotive and for a man to darn socks.
16. In general, the father should have greater authority than the mother in the bringing up of children.
17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiancés.
18. The husband should not be favored by law over the wife in the disposal of family property or income.
19. Women should be concerned with their duties of childbearing and house tending, rather than with desires for professional and business careers.
20. The intellectual leadership of a community should be largely in the hands of men.
21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.
22. On the average, women should be regarded as less capable of contributing to economic production than are men.
23. There are many jobs in which men should be given preference over women in being hired or promoted.
24. Women should be given equal opportunity with men for apprenticeship in the various trades.
25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

II
The Attitude Toward Women in the Army Scale

1. The Army's mission is best carried out:
 - a. by men only
 - b. mostly by men with some women in support roles
 - c. mostly by men with some women in combat as well as support roles
 - d. equally by men and women
 - e. mostly by women

2. If a greater number of women were placed in command positions, the effectiveness of the Army:
 - a. would increase
 - b. would decrease
 - c. would not change

3. Women commanders will not get much respect from the men in their units.
 - a. Strongly agree
 - b. Somewhat agree
 - c. No opinion at all
 - d. Somewhat disagree
 - e. Strongly disagree

4. Women would make just as good front-line soldiers as men if they were given the same training.
 - a. Strongly agree
 - b. Somewhat agree
 - c. No opinion at all
 - d. Somewhat disagree
 - e. Strongly disagree

5. If women were assigned to combat units, the Army would:
 - a. become more effective
 - b. remain just as effective
 - c. become less effective

6. Women don't make good bosses at work.
- a. Strongly agree
 - b. Somewhat agree
 - c. No opinion at all
 - d. Somewhat disagree
 - e. Strongly disagree
7. Women should be included in space missions.
- a. Strongly agree
 - b. Somewhat agree
 - c. No opinion at all
 - d. Somewhat disagree

THIRD CLASS CADET FIELD TRAINING 1977

COMPANY		JULY							AUGUST																																	
		1ST WEEK		2D WEEK		3D WEEK		4TH WEEK		5TH WEEK		6TH WEEK		7TH WEEK		8TH WEEK																										
		MON	TUE	WED	THU	FRI	SAT	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI															
1	1	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
2	2	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3	3	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4	4	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6	6	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7	7	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8	8	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

CAMP ILLUMINATION
BUCKNER STAKES

IN PROCESSING

- LEGEND**
- AA ANTI-ARMOR
 - APP ARMY PHYSICAL FITNESS TEST
 - CH CHARLES BRIEFING
 - CH COMMUNICATIONS
 - CT COMMANDERS TIME
 - EN ENGINEER TRAINING
 - FA FIELD ARTILLERY
 - FW FOREIGN WEAPONS
 - H HONOR INSTRUCTION
 - HD HELICOPTER DEMONSTRATION
 - HG HAND GRENADE
 - IT INSTRUCTOR TRAINING
 - LND LAND NAVIGATION
 - LOP LEADERSHIP PREPARATION
 - LER LEADERSHIP RATING
 - MT MAINTENANCE TRAINING
 - MTR 81mm MORTAR TRAINING
 - PR PRACTICE REVIEW
 - TCAT THIRD CLASS ARMOR TRAINING
 - NBC NUCLEAR BIOLOGICAL CHEMICAL
- NOTES**
- A. PERIODS 1 & 2 - MORNING, 3 & 4 - AFTERNOON, 5 - EVENING
 - B. INFANTRY/RECONDO WEEK CONTINUOUS INCLUDING ONE WEEKEND
 - C. INSPECTIONS HELD EACH SATURDAY DURING PERIODS 1 & 2.
 - D. BLANK SPACE REPRESENT PERIODS WHERE TRAINING IS NOT PRESENTLY SCHEDULED
 - E. 1st DETAIL CADET PREPARATORY TRAINING (CPT): 21 JUNE - 5 JULY
 - F. 2nd DETAIL CADET PREPARATORY TRAINING (CPT): 21 JUNE - 5 JULY
 - G. DETAIL CHANGE OF COMMAND: COMPLETED SATURDAY, 30 JULY
 - H. EMERGENCY MEDICAL CARE, FIELD SANITATION, AND FIRST AID (4th) FIRE DRILL/EMUCUATION (1st)
 - I. ADVA TRAINING WILL BE CONDUCTED DURING TCAT
 - J. PHOTOGRAPHS / PAO CONDUCTED 6 JULY
 - K. MT 1 WILL BE CONDUCTED FOR 1st AND 5th COMPANIES ON 6 JULY

IV

LEADERPREP
 ACADEMIC YEAR '77 - '78
 (Current as of 14 Feb 78)

DATE	CLASS	SUBJECT	CODE	FORMAT	LOCATION
*22-23 Sep	'79	Leadership and the Fourth Class System	LP1	Seminar	Co Dayrooms
28 Sep	'81	The Hispanic-American as a Leader	LP1	Lecture (Mr Quintana)	Eisenhower Hall
*06-07 Oct	'80	Leadership and the Fourth Class System	LP1	Seminar	Co Dayrooms
10 Oct	'80	What Commanders Expect from Junior Officers	LP2	Lecture (COL Schwarzkopf)	South Aud
*12-13 Oct	'78	Leadership and the Fourth Class System	LP1	Seminar	Co Dayrooms
02 Nov	'79	The Emerging Role of Women as Leaders in American Society	LP2	Lecture (Ms Wertheim, Ms Wine-Volner)	South Aud
*02-03 Nov	'81	Leadership and the Fourth Class System	LP2	Seminar	Co Dayrooms
13 Dec	'81	Alcohol Consumption - Can it be Responsible?	LP3	Lecture (Dr Chafetz)	South Aud
09 Jan	'80	The Role of Leadership in Human Relations	LP3	Lecture (Mr Humphry)	South Aud
23-24 Jan	'78	The Platoon Leader: First Impressions	LP2	Seminar	TBAN
*25-26 Jan	'79	Leadership Experiences on CTLT	LP3	Seminar	Co Dayrooms
13 Feb	'79	The British Experience with Volunteer Army	LP4	Lecture (LTG Pain, Great Britain)	South Aud
14 Feb	'81	The Black Experience at West Point	LP4	Lecture (Lumpkin/Jordan)	Eisenhower Hall
13 Mar	'78	Army Alcohol/Drug Abuse Policies & Programs	LP3	Lecture (BG Johns)	South Aud
14 Mar	'79	The Role of the Junior Officer in the Army	LP5	Lecture (Gen Kroesen)	South Aud
*Spring Leave	'81	Human Understanding and Adjustment	LP4	Lecture/Seminars	4 hours
19-20 Apr	'80	The Platoon Leader: First Impressions	LP4	Seminar	TBAN
27 Apr	'78	The Leadership Challenge	LP4	Lecture (Gen Rogers)	South Aud
*03-04 May	'81	Leadership for CFT	LP5	Seminar	Co Dayrooms
09 May	'79	The Black Soldier in Perspective	LP6	Lecture (BG Price)	South Aud
15-16 May	'80	Alcohol/Drug Abuse at the Company Level	LP5	Seminar	Co Dayrooms
June Week	'80	CTLT Preparation	Seminars		12 hours

DEPARTMENT OF THE ARMY
 UNITED STATES MILITARY ACADEMY
 WEST POINT, NEW YORK 10996

SUMMER 1977

CBT LEADERPREP

LESSON OUTLINE SUMMARY

SUBJECT: WOMEN AT WEST POINT

INSTRUCTIONAL PERIOD: 8 HOURS

INSTRUCTORS: USMA OFFICERS AND CCU LIEUTENANTS

INSTRUCTOR REFERENCES:

1. Allport, G. The Nature of Prejudice. Garden City, NY: Anchor Books, 1958.
2. Ehrlich, J.J. The Social Psychology of Prejudice. New York: Wiley, 1973.
3. Zimbardo, P. & E. Ebbesen. Influencing Attitudes and Changing Behavior. Reading, Mass: Addison-Wesley, 1970.
4. Aronson, E. The Social Animal. San Francisco: W.H. Freeman & Co. 1972.
5. Furniss, W.T. & P.A. Graham (Eds.) Women in Higher Education. Washington, D.C.: American Council on Education, 1974, pp. 16-69.
6. Instructor Notes.

INSTRUCTIONAL OBJECTIVES:

1. To facilitate the development of an organizational climate that is conducive to the acceptance of women cadets.
2. To impart information on expanded roles and careers for women in society and the military.
3. To identify stereotypes and increase awareness of their effect on cadet attitudes toward women.
4. To facilitate attitude change and reduction of stereotypes among male cadets.

SUGGESTED INSTRUCTIONAL OUTLINE:

- A. Day 1 (1345-1730, 225 mins)
 1. Administer Attitudes Toward Women Scale (AWS) (10 mins)
 2. Present TV film on Cadet Basic Training and Women in the Army (20 mins)

3. Introduction of instructors and overview of instruction to be presented (5 mins)
4. Sex-role stereotypes through sound and light (slide show) (15 min)
5. Break (10 mins)
6. Discuss the experience of having women at West Point for the first year (45 mins)
7. Break (move to new classrooms) (15 mins)
8. Small group exercise I (Leadership Characteristics) (50 mins)
9. Small group exercise II (Admissions) (50 mins)
10. Summary/Instructor Leeway (5 mins)

B. Day 2 (1345-1730, 225 mins)

1. Overview of instruction to be presented (5 mins)
2. Do sentence completion exercise and discuss (20 mins)
3. The effects of sex-role stereotypes on leadership and management in mixed-sex situations, present TV film, "Women in Management: Threat or Opportunity?" (30 mins)
4. Discuss TV film (see instructor's guide) (15 mins)
5. Break (move to extra rooms)
6. As an optional exercise a film will be presented on channel ___ at 1505. The film "Women at Work and in Society" is a panel discussion with Judith Volner, Jayne Spain, CPT Judy Lowry, & 1LT Pamela Sylvester. These four women express their views regarding the role of women today. No discussion is necessary following the film. This film may set the stage for the next exercise if you so desire (33 mins)
7. Small group exercise on ways cadets could interfere with or enhance the integration of women and the physical education training problem (60 mins)
8. Break (return to initial classrooms) (15 mins)
9. Readminister AWS (10 mins)
10. Watch TV film on Women in the Army (30 mins)
11. Summary/Instructor Leeway (5 mins)

VI

Senior Management Conference on
Leadership of an Integrated Army

Time: 4 hours

Date: 0800-1200, 4 April

- Goals: 1. Provide info on integration of women into professions.
2. Gain top Mgt support for action to facilitate integration
3. Evaluate USMA's role in development of leaders for an integrated Army.

<u>START TIME</u>	<u>MIN. ALLOTTED</u>	<u>SUBJECT</u>	<u>PURPOSE</u>
0800	10	Opening Remarks	<ol style="list-style-type: none"> 1. Welcome 2. Set tone for Conf. 3. Show Top Ldr Support 4. Explain Agenda 5. Introduce Guest Speaker
0810	40	"Integration of Women	<ol style="list-style-type: none"> 1. Provide data on women's experience in medical school. 2. Draw parallel between society's problems and USMA's problem. 3. Highlight stereotypical problems/myths about women in professional organization.
0850	10	BREAK	N/A
0900	40	Women in the Army	<ol style="list-style-type: none"> 1. Provide data on women in Army; present & future. 2. Show where USMA grads will fit in to plan. 3. Show need for women; economic, quality of entrants, shrinking male population.

<u>START TIME</u>	<u>MIN. ALLOTTED</u>	<u>SUBJECT</u>	<u>PURPOSE</u>
0955	15	BREAK	N/A
1010	60	Discussion Group Analysis of West Point Data	<ol style="list-style-type: none"> 1. Review survey/interview data . 2. Identify common themes. 3. Identify actions/support needed to address issues identified.
1110	5	BREAK	
1115	15	Small Group Reports	<ol style="list-style-type: none"> 1. Report out @ group's findings , recommendations and support needed .
1130	30	Superintendent's Closing remarks	<ol style="list-style-type: none"> 1. Address topics raised . 2. Provide guidance on future actions . 3. Thank guest speakers/audience .

