

Table 42

## Cumulative Gross Attrition Rates of Male and Female Cadets

Classes of '80, '81, and '82

July 1978 - May 1979

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<u>Men</u>											
'80	34.1%	35.4%	37.3%	37.4%	37.4%	37.5%	37.8%	37.9%	38.0%	38.2%	38.2%
	482	502	529	531	531	532	536	538	539	542	542
'81	23.8%	24.4%	24.6%	25.0%	25.1%	25.3%	26.3%	26.6%	26.7%	26.9%	27.2%
	333	341	344	349	351	353	367	372	373	376	380
'82	8.1%	10.3%	12.9%	14.8%	15.3%	15.4%	18.1%	19.2%	19.6%	20.0%	20.3%
	105	134	167	192	199	200	235	249	254	259	263
<u>Women</u>											
'80	42.0%	43.7%	46.2%	46.2%	46.2%	46.2%	46.2%	46.2%	46.2%	47.1%	47.9%
	50	52	55	55	55	55	55	55	55	56	57
'81	23.8%	26.7%	27.6%	28.6%	28.6%	28.6%	29.5%	30.5%	31.4%	33.3%	33.3%
	25	28	29	30	30	30	31	32	33	35	35
'82	8.0%	9.6%	12.0%	13.6%	14.4%	14.4%	16.8%	20.8%	21.6%	22.4%	23.2%
	10	12	15	17	18	18	21	26	27	28	29

Source: Cadet Personnel Office, U.S.M.A.

(1) For women there were three variables which discriminated between attritees versus stayers.

(2) For men there were eight significant discriminating variables for attritees versus stayers over time. The factors for both men and women are given at Table 43.

The finding that academy graduation commitment was an important predictor of attrition for both sexes corroborates previous studies using the academy commitment gradient. The finding that attitude toward physical exercise was a significant discriminator of attritee versus stayer for women but not for men again underscores the tremendous influence of physical performance discussed in the earlier chapters. Priest notes that: "Surprisingly, women in the early attrition groups had more positive attitudes to exercise than women who stayed. This suggests that certain women had unrealistically positive attitudes to their own physical skills, became discouraged when they were exposed to the tough physical demands of West Point, and left as a result."

The finding that organizational commitment taken at entrance tended to be higher for later attrition groups and stayers than for earlier attritees for both

Table 43

Factors Discriminating Attritees Versus Stayers  
For Men and Women in the Class of 1980

Men

1. Expected Satisfaction
2. Academy Commitment
3. College Prep Courses
4. Porter's Organization Commitment
5. Physical Aptitude Exam
6. Psychological Femininity
7. Prior College
8. Parental Income and Education

Women

1. Academy Commitment
2. Attitude Toward Physical Exercise
3. Porter's Organization Commitment

\*The order of entry was stepwise: that is the factor with the most power to predict attrition appears first, then the next best predictive variable in combination with the previous variable is entered etc.

Source: Dr. R. Priest, Department of Institutional Research, U.S.M.A.

sexes suggests some reliability for the academy commitment and the Porter organizational commitment measures. In fact a report on the stability and internal consistency of all of the measures used in this monograph is reported elsewhere (see: Yoder, Rice, Adams, Priest, and Prince, 1979).

There were more discriminators for attriters versus stayers for men than there were for women. One explanation for this is that the number of women attriters in each category was very small  $n < 30$  and the subgroup means were subject to considerable sampling fluctuation.

In summary, the reasons for attrition continue to warrant study as Academy officials seek to find clues as to what differentiates attriters versus persistors. One of the strongest felt losses from the women in the Class of 1980 was the resignation of a woman who had been selected for a very high leadership position as a first class summer cadre member. Her loss came as a surprise to a number of cadets, faculty, and staff. The issues remain unclear; some reasons were personal, others were environmental. Thus, the attrition will continue to be studied to provide more answers as to why cadets resign.

### Leadership Ratings During the Academic Year

The Leadership Evaluation System, LES, used to evaluate cadet leadership potential in academic year 1977-1978 was revised to the Cadet Leadership Assessment System, CLAS, in academic year 1978-1979. In the upcoming 1979-1980 academic year the evaluation program will be changed to the Military Development system. Each revision is an attempt on the part of Academy officials to obtain a more valid, objective evaluation program. Because of the changes in the evaluation programs, trend comparisons for the Class of 1980 are not meaningful. Also, comparisons of each class at the same point in time (i.e. the first semester of the first year) are not insightful since each class used a different evaluation system. However, a comparison of the leadership ratings for women for the past academic year is given at Table 44. The analysis consists of three components: (1) the rating of the tactical officer, TAC; (2) rating by the chain of command, COC; and (3) rating by the upper class. Women in the Class of 1980 received the highest percent of ratings above the mean score from the Tactical officers and the chain of command. Members of the Class of 1979, the last all male class, had the

Table 44

Leadership Ratings For Women By Class

	1st Detail				2nd Detail			
	TAC	COC	01	02	TAC	COC	01	02
1980								
% above $\bar{X}$	54%	51%	41%	-	47%	50%	29%	-
N	63	63	63	-	62	62	62	-
1981								
% above $\bar{X}$	40%	35%	20%	28%	28%	30%	20%	17%
N	75	75	75	75	69	69	69	69
1982								
% above $\bar{X}$	49%	53%	47%	47%				
N	107	107	107	107				

Key

TAC - Tactical Officer  
 COC - Chain of Command  
 01 - Class of 1979  
 02 - Class of 1980

Source: Cpt. Brittenham, S-1, U.S.C.C., U.S.M.A.

fewest percentage of women rated above the men in both semester details. Women in the Class of 1981 also received the highest ratings from the Tactical officers and the chain of command for both details. For women the same pattern emerges again. Thus, women as a group receive the lowest rating from the members of the class immediately senior to their own.

In a study by Yoder, Rice, Adams, Priest, and Prince (1979), variables used to predict leadership after Cadet Basic Training were used again to predict leadership evaluations during the academic year for the Class of 1980. Recall that the categories used to predict leadership ratings were: (1) physical, (2) attitudinal, (3) personality, and (4) demographic. A summary of the strength of relationship of these predictor variables with academic year leadership ratings is given at Table 45.

The most interesting findings concern the differences in what is significant for men and women, and differences in the duration of these effects. As stated earlier in Chapter 2 the strongest correlate of leadership ratings, taken after basic training, is the cadet score on the physical aptitude examination (PAE),

Table 45  
Means, Standard Deviations, and Correlations of All Predictors  
With Measures of Leadership Ability

	All Cadets (N = 1110)					Male Cadets (N = 1024)					Female Cadets (N = 86)				
	CBT	1st SEM	2nd SEM	$\bar{X}$	S	CBT	1st SEM	2nd SEM	$\bar{X}$	S	CBT	1st SEM	2nd SEM	$\bar{X}$	S
<b>PHYSICAL</b>															
PAE	.44	.15	.19	533.34	107.60	.36	.17	.19	555.37	78.12	.40	.24	.18	281.18	71.43
PAS	.23	.16	.18	63.25	9.69	.22	.15	.17	63.35	9.73	.37	.27	.19	62.16	9.15
Marksmanship	.23	.14	.13	48.57	7.54	.22	.13	.11	48.81	7.58	.11	.25	.27	45.77	6.46
Fallout	-.32	-.15	-.14	.24	1.16	-.09	-.11	-.07	.06	.44	-.58	-.44	-.34	2.57	3.32
<b>ATTITUDINAL</b>															
AWS 1	-.17	-.01	-.01	42.9	11.86	-.06	.01	.02	42.36	9.93	-.16	-.12	.03	57.29	8.65
AWS 2	-.15	-.03	-.03	40.22	13.04	-.05	-.01	.01	39.72	11.17	-.13	-.14	-.04	57.41	8.55
Military Commitment	.10	.03	-.03	57.97	15.77	.09	.02	-.04	58.24	15.74	.15	.10	.09	54.95	15.88
Desire to Graduate	.10	.06	.05	73.06	17.84	.09	.06	.04	73.54	17.65	.07	.01	0	67.77	19.09
Organiz. Commit. 1	.04	.04	.06	46.97	11.28	.03	.03	.06	47.72	9.64	.17	.13	.07	47.71	10.18
Organiz. Commit. 2	.08	.10	.07	49.82	11.59	.08	.10	.07	50.72	9.43	.14	.21	.19	51.30	9.35
Satis. w/Academy	.06	.05	.06	31.03	7.84	.05	.04	.05	31.65	6.85	.12	.14	.19	30.07	6.67
<b>PERSONALITY</b>															
Rotter 1	-.01	-.04	-.03	7.45	4.07	-.01	-.04	-.02	7.55	4.01	.05	-.03	-.04	7.81	3.87
Rotter 2	-.05	-.08	-.06	6.88	4.11	-.05	-.07	-.05	6.70	4.05	-.12	-.16	-.08	7.23	3.80
Test Anxiety 1	-.02	.02	.02	4.74	3.35	0	.01	.02	4.73	3.31	.14	.13	.09	5.84	3.35
Test Anxiety 2	0	-.04	-.03	5.15	3.47	.01	-.06	-.04	5.19	3.38	.10	.16	.17	6.01	3.95
Emotionality	-.19	-.08	-.09	1.29	1.06	-.12	-.08	-.08	1.22	1.03	-.02	.06	.17	2.37	.79
PAQF 1	.13	.13	.13	21.22	4.54	.16	.14	.15	21.50	3.68	.04	.10	.06	22.22	3.87
PAQF 2	.04	.07	.07	21.76	4.99	.08	.08	.08	22.10	4.05	-.15	-.06	.07	23.14	3.59
PAQM 1	.20	.14	.11	22.65	4.94	.20	.13	.11	23.09	4.05	.14	.16	.02	22.05	4.19
PAQM 2	.23	.17	.13	23.40	5.53	.20	.16	.12	23.98	4.51	.35	.26	.15	22.08	4.48
<b>DEMOGRAPHICS</b>															
High Schl. Clubs	-.09	-.04	-.05	9.81	3.44	-.04	-.04	-.04	9.61	3.25	.04	-.05	-.08	11.99	4.56
College Courses	-.04	.03	.05	6.55	1.34	-.04	.04	-.04	6.56	1.36	-.12	-.09	-.23	6.47	1.15

male ( $r = .36$ ) and female ( $r = .40$ ). Similar strong effects are found for scores on a scale measuring cadets' attitudes toward physical activity (PAS;  $r = .22$  for men;  $r = .37$  for women). It is interesting to note that this relationship disappears during the school year for men, but remains for women (PAE with leadership first semester,  $r = .24$ ; PAE with leadership second semester,  $r = .18$ ,  $p < .082$ ; PAS with leadership first semester,  $r = .27$ ; PAS with leadership second semester,  $r = .20$ ,  $p < .073$ ). Although PAS and PAE are assessed early in a cadet's career, these scores are related to women's leadership ratings throughout their first year at the academy.

The continuing relationship of physical measures to long-term leadership ratings is again demonstrated with counts of dropping out of the two-mile runs (FALLOUT) during CBT. The more a woman falls out during CBT, the lower her leadership rating is after CBT ( $r = -.58$ ) and even throughout the academic year (leadership first semester,  $r = -.44$ ; leadership second semester,  $r = -.34$ ). FALLOUT is not related to leadership ratings taken at any time for men. There are very few men who failed to complete the two-mile runs

( $\bar{X}$  = .06, s = .44), while women dropped out more frequently and there was greater variability among the women themselves ( $\bar{X}$  = 2.57, s = 3.32). Thus, it appears that physical measures are particularly related to leadership ratings for women, and that the physical measures continue to affect the leadership ratings of women throughout the academic year. More education is needed to remind typical male cadets that there is more to leadership than physical performance.

#### Summary

In this chapter it was reported that in academic performance women do better in Humanities, Social and Behavioral Science courses. The men's performance is slightly better in applied sciences and military science. The physical training program was changed for plebe year women based on empirical reports documenting a clear physiological performance difference. Dual versus lower standards were not adequately published to the men in the Corps of Cadets. There are nine intercollegiate sports programs for women accorded varsity status, and women are afforded opportunities to fully participate. However, to date, there are no "key sport" designations given to women's teams. The cumulative attrition for

cadets reveals that the women in the Class of 1980 have the highest rate. The percentage of women resigning from the Classes of 1981 and 1982 is slightly higher than that for men. However, the difference is not as great as that noted between men and women in the Class of 1980. In leadership, there appears to be a continuing relationship of physical measures to long term leadership ratings for women. This is indicative of the overemphasis of physical performance in the mind of the typical male cadet.

## Chapter 4

### CADET FIELD TRAINING

In this chapter on Cadet Field Training, conducted primarily at Camp Buckner, the following questions will be addressed: (1) Do women perform as well as men in the military training activities? (2) Do women perform as well as men in the physical training activities? (3) Is there a difference between men and women in reported illnesses and injuries in this physically demanding training environment? and (4) Are there differences in leadership performance for female versus male leaders?

#### Male and Female Cadet Military Training Performance

As of this writing, women in the Classes of 1980 and 1981 have completed their Cadet Field Training. The Class of 1982 will receive training during the summer of 1979. Thus, the descriptive statistics on training will only compare two classes. The military training conducted at Cadet Field Training is designed to acquaint the cadets with an orientation into the duties of the combat arms and many of the combat support branches of the Army. Within the eight week training,



at least four full weeks are devoted to training in the Infantry, Armor, Field Artillery, Air Defense Artillery, and Engineer branches (career fields). Even though women are not allowed to serve after graduation in Infantry, Armor, and Tube Artillery assignments, they do simulate individual and group combat performance tasks (i.e., lead patrols, adjust artillery, operate tanks) during their Cadet Field Training. The training conducted at Cadet Field Training is the closest the women cadets will come to performing in the restricted career branches. Overall women cadets continued to receive the same training as the men. However, when military training emphasized physical strength, upper body strength in particular, the women experienced more difficulty than did the men. A summary of the committee chief evaluations concerning the differences between the performance of men and women is given at Table 46. An inspection of the data reveals that with the exception of weapons training on the M-16 and Recondo training, women's performances were comparable to that of the men. In the third class Armor training there was some concern that women would not be able to effectively maneuver

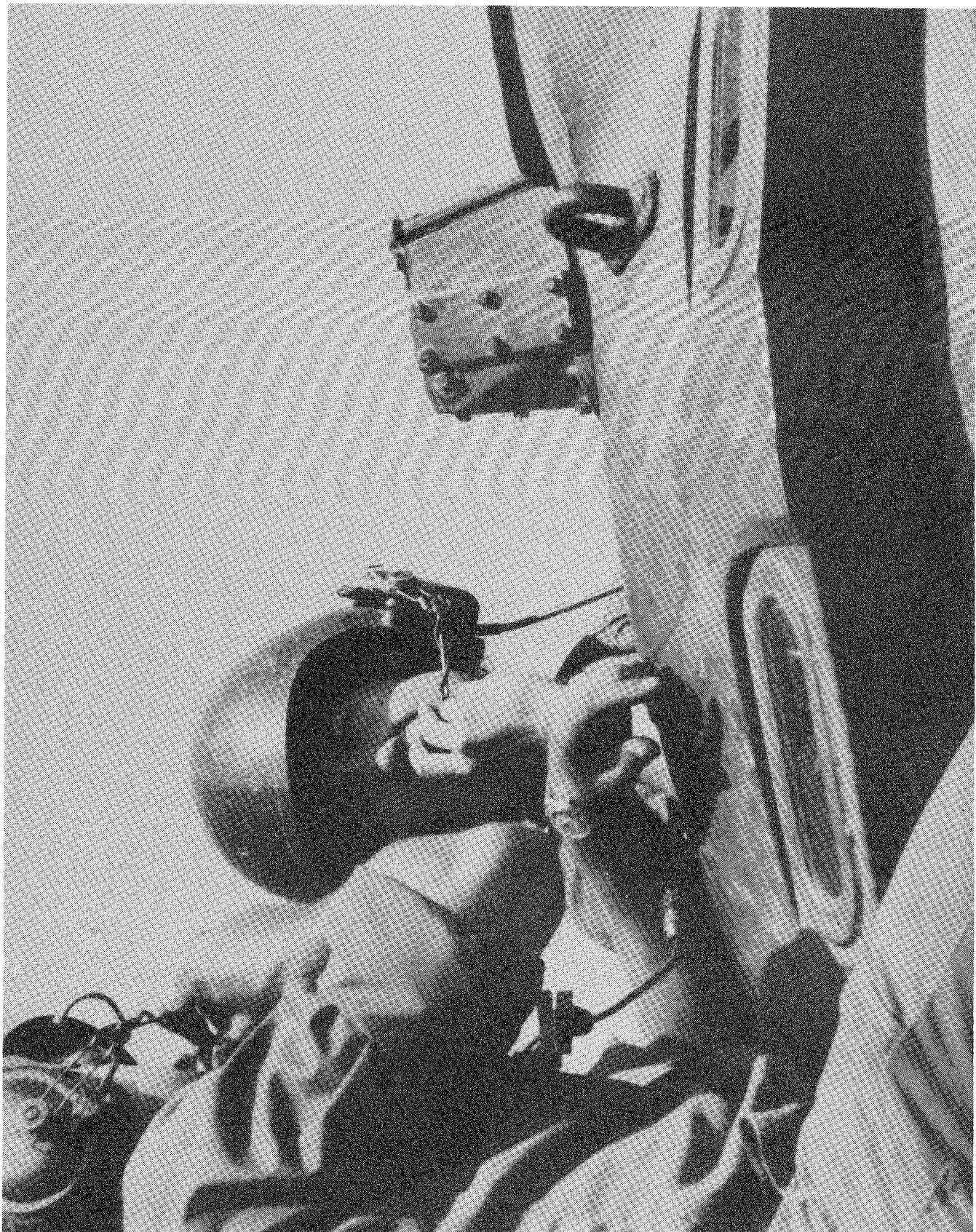


Table 46

Training Committee Chief Evaluations of Military Skills for Men and Women

<u>Committee</u>	<u>Performance Approximately the Same</u>	<u>Performance Different</u>
Weapons	o	x
Communications	o x	
Land Navigation	o x	
Nuclear/Biological/ Chemical	o x	
Infantry	o x	
Third Class Armor/ ADA	o x	
Field Artillery	o x	
Engineer	o x	
Recondo		o x

Key

o - Class of '80

x - Class of '81

Source: Department of Military Instruction, U.S.M.A.

tanks and armored personnel carriers over rough terrain. There were no problems encountered when women drove the vehicles. There was also a concern that stopping the tank would be a problem for women since considerable pressure needs to be applied to the brakes. There were no problems encountered.

During the Field Artillery training, men and women would rotate between one of three training areas: (1) loading and firing the howitzers, (2) forward observer to adjust the fire, and (3) operating the Fire Direction Center where the forward observer corrections were received, computed and adjustments were transmitted to the gun positions. Women performed well in all phases of the training. Women did not experience any major problems handling the ammunitions. Although the voice commands were given in a higher pitch, the gun crews did not experience any problems receiving and executing the commands.

In the Engineer training one phase consisted of erecting a temporary bridge. In some instances women were assigned less strenuous tasks by their male peers such as holding the guide rope and holding bridge pins. In a few instances, where women assertively pitched in to assist others carry three hundred pound sections,



the men would protectively direct other men to assume those roles. The bridge task was a timed exercise requiring a platoon-sized detail. It appeared that men were instinctively more protective than conscious of their actions.

The Recondo week of training is considered the most physically demanding training during Cadet Field Training. There are seven major phases of the Recondo Training: (1) mountaineering, (2) combatives, (3) stream crossing, (4) survival, (5) confidence test, (6) patrolling and (7) enduro run. There were some training performance differences. During combatives, women were pitted randomly with other cadets for hand-to-hand combat training. Although women completed the training, they did experience a little difficulty throwing their larger-framed partners.

In patrolling, women in the Class of 1980 did as well as the men. The lane graders (evaluators) were senior non-commissioned officers typically assigned to combat units. When they saw women performing in non-traditional roles (i.e. combat patrol leader), they were quite impressed. Thus, the women may have received a biased rating for trying hard in a non-traditional task. Alternatively, the non-commissioned officers

may have been more strict on the men's patrolling performances. The rationale would be that some day one of these male cadets may be my platoon leader, thus they had better do things exactly right. For the Class of 1981, women's patrolling success was 73% compared to 85% for the men. In 1978, lane graders were briefed prior to patrolling about the previous year's bias. It is not known if the differences in 1981 were an oversensitive reaction to the earlier bias favoring women.

The Enduro Run had the most distinct difference for women and men. It consists of a timed run-walk exercise up and down a steep, rough, two-and-one-half mile area. Cadets wear full field training gear including a steel helmet, M-14 rifle, field pack, canteen, poncho, and boots. For the Class of 1980, cadets could elect to run as a two member team. In many cases men helped women during the run exercise. For the Class of 1981, each cadet ran the exercise on his/her own. Table 47 shows the Recondo performance for men and women in the Classes of 1980 and 1981. At Table 48 are the Recondo 1978 administrative results. These data and standards differ slightly from Recondo

Table 47

Training Results - Cadet Field Training  
Recondo Performance

Class	Sex	Percent Received Patch	Enduro Run Success Rate (1st Attempt)*	Final Patrol Success Rate***	Final Grade Success Rate**
1980	M	75%	89%	-	75%
	F	73%	42%	-	73%
1981	M	82%	97%	85%	82%
	F	32%	42%	73%	32%

\* On second attempts, more females made the required time for enduro run, but this score does not count towards final grade.

\*\* Based on Composite of passing enduro run and the final patrol.

\*\*\* Not reported earlier.

SOURCE: Department of Military Instruction, U.S.M.A.

Table 48

Recondo 1978

## Administrative Data

	Total #/% Go	Male #/% Go	Female #/% Go
Started Training	1109	1031	78
Mountaineering	1099/99	1023/99	76/97
Combatives	1079/97	1004/97	75/96
Stream Crossing	1090/98	1017/99	73/94
Survival	1095/99	1021/99	74/95
Confidence Test	1091/98	1016/99	75/96
Enduro Run (Men $\leq$ 29 min)	1091/98	1021/99	70/90
(Women $\leq$ 31 min)			
Patrolling	1069/96	998/97	71/91
TOTAL	1053/95	987/96	66/85

SOURCE: Department of Military Instruction, USMA

Patch data and standards in Enduro and Patrolling. It is interesting to note that the Enduro standards for men and women (29 and 31 minutes respectively) produced reasonably similar results (99% pass rate for men versus 90% pass rate for women). Administrative credit for Patrolling, i.e., attended and gained the training value, but did not achieve patch standards, also produced similar results (97% pass rate for men, 91% for women).

The Recondo Patch results (Table 49) indicate a definite advantage for the male cadets. The Enduro results (97% pass for men, 42% pass for women) clearly show that the 27 minute standard for women running without assistance is not realistic. There are several proposals on how best to solve the problem. One is to accept a 58% failure rate of the women, using the explanation that Enduro is a combat arms skill, and therefore women should not be expected to meet that standard. From the Military Academy's training and development perspective, the Enduro Run should be a physical test which teaches each cadet a great deal about his or her mental and physical limits. Thus men and women should participate. A second approach is that Enduro is an area where physiological differences prevail; therefore, the

Table 49  
Recondo Patch Data - 1978

	Total #/%	Male #/%	Female #/%
Total Assigned	1120	1042	78
Not for Training	11	11	0
Started Training	1109	1031	78
Medex (during training)	60/5	52/5	8/11
<b>Mountaineering</b>	1099/99	1023/99	76/97
Combatives	1079/97	1004/97	75/96
Stream Crossing	1090/98	1017/99	73/94
Survival	1095/99	1021/99	74/95
Confidence Test	1091/98	1016/99	75/96
Enduro ( <u>≤</u> 27)	1032/93	999/97	33/42
Patrolling	933/84	876/85	57/73
Awarded Patch	873/79	848/82	25/32

SOURCE: Department of Military Instruction, USMA

patch requirement time for the women should be different from the men's. A third approach is that the 27 minute standard for the women is acceptable, but the 97% pass rate for the men is too high; which indicates a faster men's pace should be required. This presumes that Enduro should be the major discriminator in the patch requirement. It is difficult to view, however, a 27 minute portion of seven days of demanding training as the key discriminator. Enduro should be challenging, but obtainable by most cadets. For the Class of 1982, the decision was made to accept option two, which allows 27 minute time for men and 31 minute time for women to qualify for the Recondo patch.

In summary women performed the same military training as did men in Cadet Field Training. Differences in military performance are still pronounced when there is an emphasis on physical strength.

#### Male and Female Performances in Physical Training Activities

In addition to the military training and orientation, all cadets at Cadet Field Training perform morning physical exercise -- unit runs. The results of the run fallouts for the Class of 1981 are given at Table 50.

During each of the five-day running periods, more women

Table 50

DPE Run Fallouts - CFT  
10 Jul - 18 Aug 1978

	5 days 25 runs	4 days 7 runs	5 days 11 runs	5 days 16 runs	4 days 16 runs	5 days 21 runs
Men (N)	38	11	14	0	7	6
%	36%	39%	29%		18%	17%
Women (N)	68	17	35	13	31	29
%	64%	61%	71%	100%	82%	83%

Source: Department of Physical Education, U.S.M.A.

fell out of the runs than did men. One tactical officer reported that "the women who fall out really try hard to earn peer acceptance. They run on their own in their free time in the evenings, but the daily training demands are so great on the body that these women are only continuing to tear down rather than build up their stamina."

#### Differences Between Male and Female Injury/Illness Rate

A comparison of the injury/illness rate for men and women, given at Table 51, shows a much higher injury/illness percentage for women in both classes than for men. However, women were not as reluctant in the Class of 1981 to report injuries and illness as were the women in the Class of 1980. That is, women received less criticism and scorn from their male peers in the Class of 1981 when their injury or illness precluded them from taking physical training.

#### Leadership Performance for Women-Led vs. Men-Led Groups

In a field study during Cadet Field Training, Adams and Hicks (1978), conducted research which involved five cadet companies where women were assigned into non-traditional roles as cadre platoon leaders for the first

Table 51

## Injury/Illness Rate\*

Class	Dates	Average Number of Males Injured	Average Percent Male Injury	Average Number of Females Injured	Average Percent Female Injury
1980**	11-15 Jul 77	32	3.1%	8	10.8%
	15-19 Aug 77	45	4.4%	18	22.4%
1981+	2-23 Jul 78	15	1.4%	14	17.9%
	24 Jul- 23 Aug 78	35	3.3%	38	48.7%

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

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

+ 1056 men/78 women used as base strength figures.

SOURCE: Keller Army Hospital, U.S.M.A.

time. The platoon leadership positions were for a four week interval after which a leadership change would occur. Female platoon leaders were assigned to both the first and second changeover details. Table 52 shows the quasi design used.

At the end of the summer training, all platoons leaders were asked to describe their leadership behaviors using Fleichman's Leadership Opinion Questionnaire. At a separate location, the subordinates were assembled to prepare peer ratings. During this time, the subordinates were also asked to describe the behavior of the platoon leaders of each detail using the same dimensions of Consideration and Structure. Because there were only five women assigned in the non-traditional roles as platoon leaders, a matched pair of five men from the same units on alternate details was used. Thus, the subordinates rated both the male and the female leader of the same platoon.

In terms of differences between how male and female leaders describe their own behavior, there were no significant differences. That is, there was no significant difference between male and female platoon leaders in how they described themselves on the dimen-

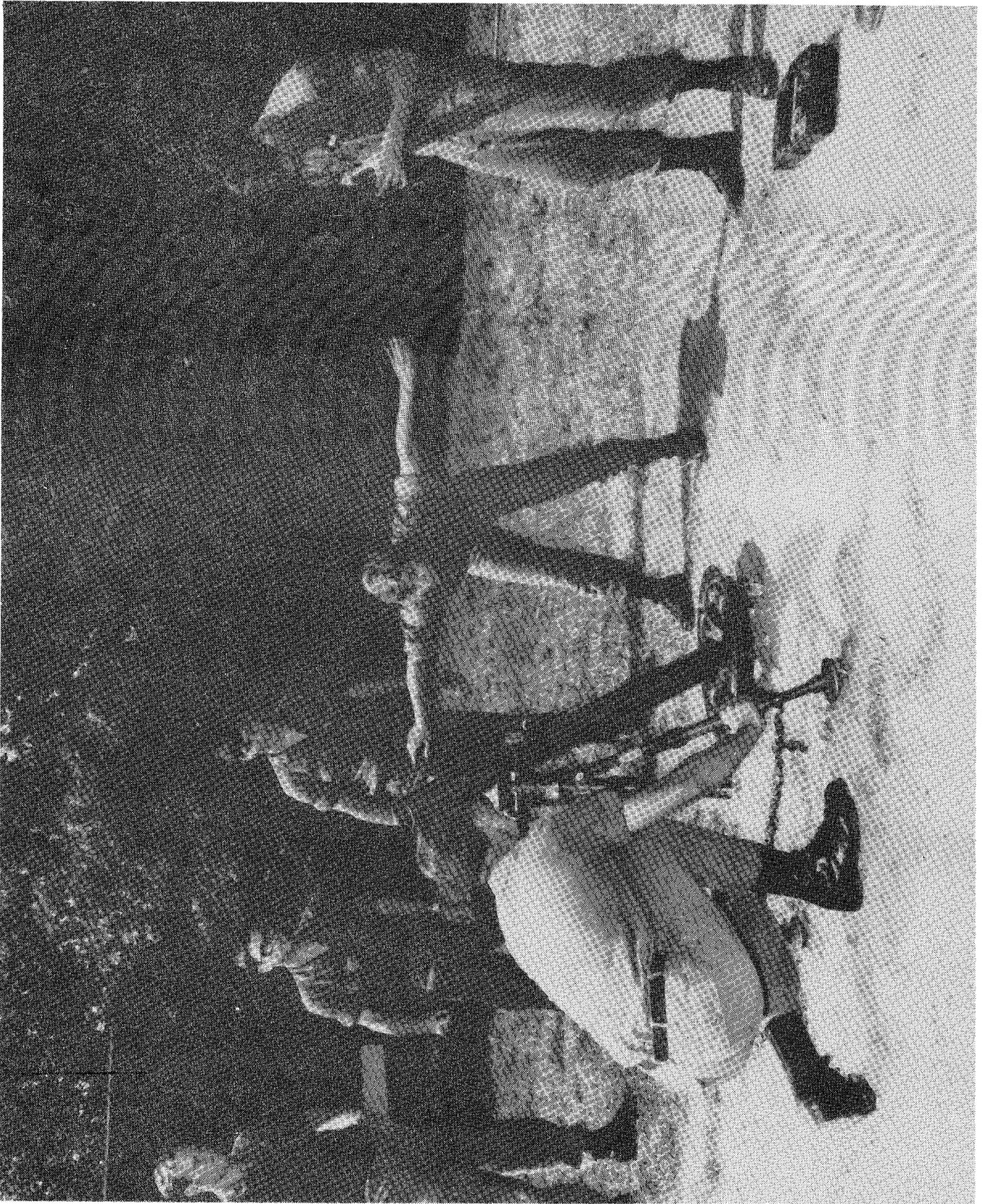


Table 52

Independent Variables: Cadet Company,  
Training Detail, and Leader Sex

<u>Cadet Company</u>	Leader Sex	Training Detail
1	Female	First Four Weeks Training
	Male	Second Four Weeks Training
2	Female	First Four Weeks Training
	Male	Second Four Weeks Training
3	Female	First Four Weeks Training
	Male	Second Four Weeks Training
4	Male	First Four Weeks Training
	Female	Second Four Weeks Training
5	Male	First Four Weeks Training
	Female	Second Four Weeks Training

Note 1: A sixth company was originally planned in the design, however, the female who was designated to be the platoon leader voluntarily resigned and the orthogonal block of 3 women first detail 3 women second detail was lost.

Note 2: The company designations 1 through 5 were used arbitrarily here to protect the anonymity of the male and female leader participants.

Source: Project Athena

sions of consideration or structure. The author conclude that the sample of only ten leaders was too small to note any sensitive differences between leaders on either of the criteria dimensions.

In the analyses where the subordinates described the leadership behavior of their leaders, statistically significant effects were noted. When the subordinates used Consideration as the dependent variable a leader sex main effect was noted (see Table 53 ). The table shows that the platoon members perceived different behaviors on the part of male and female leaders with regard to the leader's concern for the welfare of the members.

However, because the tests of significance do not provide any information about the pattern of effects, a multiple classification analysis was conducted to determine which sex provided more concern (consideration) for subordinates. The results of this analysis are presented in Table 54 . The deviation from eta indicated in the LEADERSEX variables reveals that it is the female leaders whom subordinates believe as having more concern for the welfare of the troops.

Table 53

\*Hierarchical Anova: Criterion (Consideration)

Source	Mean Square	F	Significance of F
Main Effects	170.30	2.46	.025
Leadersex	786.97	11.36	.001
Detail	8.43	0.12	.999
Company	56.61	0.82	.999
2 Way Inter- Actions			
Leadersex			
Company	151.96	2.19	0.088
Explained	164.19	2.37	0.014
Residual	69.27		

\*Hierarchical approach (option 10) invokes the stepdown procedure. The sum of squares associated with the main effect for the first variable is not adjusted for any other variables. The sum of squares for the main effect for the second variable considered is adjusted only for the first variable, and so on (See Nie et.al., 1970).

Source: Project Athena

Table 54

Multiple Classification Analysis

Variable & Category	Unadjusted Dev'n	Eta	Adjusted for Independent Variables Dev'n	Eta
Leadersex				
1 Male	-1.70		-1.71	
2 Female	1.80		1.80	
		0.21		0.21
Detail		0.03		0.02
Company		0.11		0.11

Source: Project Athena

In the analyses where subordinates were asked to describe the leader behavior of their platoon leaders on Structure (Task Accomplishment) there were no main effects due to LEADERSEX. It is the authors' belief that the subordinates described their platoon leaders as equally capable of getting the task or mission accomplished. The multiple classification analysis revealed no significant difference between LEADERSEX for the Structure dimension (e.g., deviation eta for males -0.41 and 0.43 for females).

The issues and concerns of how women are performing in non-traditional leadership roles will continue to be studied. Research to date has been hampered by the very small sample size of women in actual leadership positions.

However, research reported elsewhere has been conducted to explore the traits of leaders as they relate to group task performance (see Yoder, Rice, Adams, Prince, and Hicks, 1979; Yoder, Rice, Adams, and Hicks, 1979; and Adams, Prince, and Priest, 1979). The 1977 laboratory study entitled Project Sentinel by Rice, Richter, and Vitters provided thirty-six female led and thirty-six male led groups to use with the per-

sonality data set of Project Athena.

A set of nine factors (see Table 55 ) was used to predict group performance on the structured and unstructured tasks for all leaders. No significant relationships emerged. When the set of nine personality characteristics were used as predictors of group performance in the female-led groups no significant relationships emerged. Finally, when the nine personality characteristics were used to predict the performance of the male-led groups, feminine valued qualities and self-concept were significant when the group had an unstructured task. Table 56 illustrates the results.

A correlation analysis of the variables, feminine valued qualities and self-concept, for male leaders resulted in a correlation of  $-.48$  between the feminine qualities and group performance on the unstructured task. The partial correlation for the self-concept with group performance, holding feminine valued qualities constant, was a mere  $.05$ . Thus, male leaders of groups that scored well on the unstructured task also used few feminine valued items to describe themselves on the personal attributes questionnaire. A more detailed

Table 55

Nine Personality Measures of Male and Female Leaders

1. Leadership Ratings: A composite of cadet leadership evaluation scores.
2. Attitudes Toward Women: Scores of the AWS developed by Spence and Helmreich, 1972.
3. Least Preferred Co-Worker Score: The total LPC developed by Fiedler, 1967 was used.
4. Verbal Scholastic Aptitude Test: Score from the verbal portion of the college entrance exam.
5. Mathematics Scholastic Aptitude Test: Score derived from the quantitative portion of the college entrance exam.
6. Male valued Qualities: Scores derived from the Personal Attributes Questionnaire developed by Spence and Helmreich, & Stapp, 1974.
7. Feminine valued Qualities: Scores derived from the PAQ on femininity developed by Spence and Helmreich, & Stapp, 1974.
8. Locus of Control: Internal versus External directed control of reinforcement developed by Rotter 1966.
9. Self-Concept: Scores derived from the Tennessee Self Concept Scale for positive self concept and negative developed by W. H. Fitts, 1970.

Source: Project Athena

Table 56

Simple Regression Results Using Nine  
 Personality Characteristics to Predict Group Performance

<u>Leader Sex</u>	<u>Group Performance</u>	<u>R<sup>2</sup></u>	<u>F Ratio</u>	<u>Significance Level</u>
male & female	structured task	.11	.68	n.s.
male & female	unstructured task	.14	.97	n.s.
female only	structured task	.26	.81	n.s.
female only	unstructured task	.30	1.01	n.s.
males only	structured task	.11	.29	n.s.
males only	unstructured task	.53	2.66	.03

Source: Project Athena

discussion of the methodological design and analysis is presented elsewhere. (Yoder, Rice, Adams, Prince, and Hicks, 1979).

Overall, the results suggest that the use of leader personality characteristics to predict group task performance has not been successful. Even with the large data base from Project Athena, we were not able to identify sex-role related personality variables which affect women in leadership positions. The only exception to the overall negative results concerns the degree to which male leaders conform to a masculine stereotype.

Because the personality-trait approach to predict group task performance from personality characteristics of the leader was generally negative, research was done using the Project Athena data to examine the potential moderating effect of the leader's sex and the followers sex-role attitudes on group performance. The underlying rationale for this investigation is the work of Blades and Fiedler (1973). They considered leader personality characteristics that moderated the relationship between follower intelligence and group performance.

The issue being explored was that the correlation

between the leader's and followers' intelligence and group performances is stronger in groups with male cadet leaders than in groups with female cadet leaders. The basis for this assumption is the belief that female leaders must address and overcome sex-role issues not faced by their male cadet peers. This line of logic also follows the research of Schein (1973) whose findings indicate that the stereotype of a manager is essentially masculine. Finally, the attention women cadet leaders focus on sex-role issues may lessen the impact of their intellectual resources on task issues.

The analysis used a hierarchical multiple regression analysis first entering leader intelligence then the moderating variable, Attitudes toward Women Scale (AWS). A more detailed treatment of the statistical analysis is provided in Yoder, Rice, Adams, and Hicks, (1979). The results of the moderator variable AWS proved to be illuminating. The results are given at Table 57.

In general, the higher the intellectual ability of the cadet leader, the more productive the group was, on the structured task. This relationship was strongest when a male leader was appointed to lead a group of men with traditional sex-role attitudes; as expected, the

Table 57

Correlations of Leader's Intelligence with  
Performance on the Structured Task

Verbal Intelligence

	Male Leader	Female Leader
Liberal AWS	-.27	.23
Traditional AWS	.44	.11

Math Intelligence

	Male Leader	Female Leader
Liberal AWS	-.38	.26
Traditional AWS	.41	.17

Source: Project Athena

relationship was not as strong when a female cadet was assigned to lead the group, regardless of the sex-role attitudes of her male subordinates.

Surprisingly, a negative relationship was found between leader intelligence and group performance when a male cadet was asked to lead a group of males with egalitarian sex-role attitudes.

There are several implications of these findings to the study of female cadets as leaders at West Point. First, there is no simple effect of the leader's sex. Rather, the leader's intelligence and group performance are related only under certain conditions involving both the followers' and leader's characteristics. What this means is that leadership involves an interacting process between the individual leader and the group which is the result of several variables.

Second, the data suggest that male cadets resisted the leadership attempts of the appointed female cadet leaders in their group. Data presented elsewhere, (Priest, Prince, and Vitters, 1978), show that male plebes had a strongly negative attitude toward women in the Army. Thus, groups led by women were not as able to profit from their leader's intelligence, in

part, because of the prejudice against women.

In summary, research on leadership performance is still needed. Research being conducted at Cadet Field Training for the Class of 1982 will examine the bases of power used by leaders, the forms of influence subordinates perceive them to have, and the types of influence leaders use to facilitate task performance. The results of these studies will be reported next year.

#### Summary

In this chapter women's performance at Cadet Field Training was addressed. In military training women performed the same training tasks as did the men. Excepting the Recondo phase, women performed at approximately the same level as did men. There still remains a pronounced difference in physical training performance between women and men. Women also report a higher injury/illness rate during Cadet Field Training. The data on leadership is still being studied because too few women to date have been in leadership roles to generalize findings. However, an examination of traits or personal attributes of leaders yielded generally negative results. In essence we can assume that each cadet's ability to succeed as a leader will be more a

function of how well he or she applies the training and experience learned as opposed to possessing some unique personality traits.

## Chapter 5

### CADET ADVANCED TRAINING

In this chapter on Cadet Advanced Training, the discussion will be directed at the activities cadets accomplished while assigned to Cadet Troop Leader Training, CTLT, Drill Cadet Program, DCP, and Cadet Military Skills Training, CMST. The questions addressed in this chapter are: (1) How well do men and women cadets perform as platoon leaders during Cadet Troop Leader Training? (2) How satisfied are female cadets with their Cadet Troop Leader Training experiences? (3) How well do male and female cadets perform in the Drill Cadet Program? and (4) How well do female and male cadets perform in individual specialized training in the Cadet Military Skills Training Program?

#### Male and Female Cadet Performance at Cadet Troop Leader Training

As of this writing only the women in the Class of 1980 have experienced Cadet Advanced Training. Thus, the data will be looking at men and women within a given class at one point in time.

The primary objective of the Cadet Troop Leader Training program is to provide cadets with a realistic

leadership experience while assigned to units of the active Army and performing those duties normally given newly assigned second lieutenants. Specific program goals are:

- a. To increase each cadet's leadership experience.
- b. To assign each cadet to a junior officer position within an active Army unit.
- c. To familiarize each cadet with command, training, administrative and logistical functions of a company level unit.
- d. To expose each cadet to on-duty and off-duty environment of a junior officer.

Male cadets are assigned to TOE units as platoon leaders in the following branches: Infantry, Armor, Field Artillery, Air Defense Artillery, Engineer, and Signal. Based on the combat exclusion policy for women in the Army, female cadets are assigned to TOE units as platoon leaders in the following branches: Adjutant General, Field Artillery, Transportation, Military Intelligence, Ordnance, Quartermaster, Military Police, Chemical, Signal, and Engineer.

The cadets serving in Army units do not merely simulate training roles. The following excerpt taken from USCC Circular 350-2 summarizes the legal status of cadets during Cadet Troop Leader Training:

"a. Under existing law (10 USC 3075(b) (2)) cadets are members of the Regular Army. Their military rank is above that of enlisted personnel, but their rank is below that of commissioned or warrant officers (PARA 1-7 AR 600-20). With some minor exceptions, they are entitled to the legal rights of officers of the Army as distinguished from non-commissioned officers. Cadets, may in connection with their duties, issue orders to subordinates. Enlisted personnel who violate or fail to comply with orders issued by cadets may be court-martialed under the provision of Article 92, UCMJ. Since cadets will serve in officer positions, enlisted personnel are expected to salute cadets and address them as 'Sir.'

b. Cadets do not have the requisite status under prevailing laws and regulations to assume certain responsibilities and to perform specified duties during CTLT. They are ineligible to sit as members of courts-martial UP Article 25, UCMJ, or act as safety officers or to be responsible solely for operation of a range (see AR 385-10 and AR 385-63). The same reasoning applies to positions which require certification (e.g., property accountability UP AR 735-5 and voucher certification UP AR 210-10) or Staff Duty Officer directly responsible to the Commanding Officer. There is no legal prohibition under pertinent laws and regulations to their acting as participants (but not commanders) in riot control and contingency missions."

Most cadets in the Class of 1980 were assigned to a four week Cadet Troop Leader Training assignment to active Army units in Alaska, Europe, Hawaii, Panama, and throughout the continental United States. Table 58 shows the actual assignment of male and female cadets by location and by branch duty assignment. As the data illustrate, 882 cadets participated in the program

Table 58

Cadet Participation in Cadet Troop Leader Training  
by Location and by Branch

	AD	AG	AR	EN	FA	IN	MI	MP	OD	QM	RG	SC	SF	TC
<u>Men</u>														
Conus	34	0	86	68	82	145	0	0	0	0	4	40	10	0
Alaska														
Hawaii														
Canal Zn	0	0	0	2	1	28	0	0	0	0	0	1	1	0
Europe	29	0	78	67	45	87	0	0	0	0	0	23	0	0
<b>Total Men</b>	<b>63</b>	<b>0</b>	<b>164</b>	<b>137</b>	<b>128</b>	<b>250</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>64</b>	<b>11</b>	<b>0</b>
<u>Women</u>														
Conus	0	0	0	0	0	0	4	2	3	2	0	6	0	4
Alaska														
Hawaii														
Canal Zn	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Europe	0	3	0	2	3	0	3	3	1	1	0	5	0	4
<b>Total Women</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>10</b>

Branch

Key

- |                            |                           |
|----------------------------|---------------------------|
| AD - Air Defense           | MP - Military Police      |
| AG - Adjutant General      | OD - Ordnance             |
| AR - Armor                 | QM - Quartermaster        |
| EN - Engineer              | RG - Ranger Units         |
| FA - Field Artillery       | SC - Signal Corps         |
| IN - Infantry              | SP - Special Forces       |
| MI - Military Intelligence | TC - Transportation Corps |

Source: Department of Military Instruction, U.S.M.A.

in 1978. (There were 121 men in the Class of 1979 who did not attend Cadet Troop Leader Training the previous summer who are included in these totals).

For men, the majority of assignments were in Air Defense, Armor, Engineer, Field Artillery, Infantry, and Signal Branches. For women in the Class of 1980, top three branch assignments were Signal Corps, Transportation, and Military Intelligence.

Because the main objective of the Cadet Troop Leader Training program is to provide each cadet with the opportunity to develop her or his leadership ability through realistic, practical experience as a junior officer in the Army, there are no ratings of performance. However, there are counseling forms which Army officers complete on the performance of each cadet. The forms are designed to provide information about cadet leadership strengths and weaknesses through a narrative summary. These forms have no numerical score. Thus, quantified measures of male and female cadet performance are not possible.

In a preliminary content analysis of the narrative comments provided by Army officers some gender specific comments did emerge. Table 59 shows the narrative categories where gender specific statements appeared most

Table 59

Cadet Troop Leader Training  
Counseling Form Results

<u>Category</u>	<u>Men - Class of 1980</u>	<u>Women - Class of 1980</u>
Demonstrated Self-Confidence		no differences
Decision Making Ability & Common Sense		no differences
Ability to Communicate & Work w/Seniors, Peers & Subordinates	Men described favorably less often	Women described favorably more often
Bearing & Conduct (on- & off duty)		no differences
Primary Strengths	Initiative, assertiveness	Work well w/ subordinates
Attitude toward Responsibilities of a Commissioned Officer		no differences
Ability to take Initiative in Maintaining Standards w/in Unit		no differences
Advice on how this Cadet can best use his/her energy to optimize self-development prior to commissioning	More leadership experiences	Develop staff skills more fully
Overall Evaluation of Cadet's performance (satisfactory/unsatisfactory)		no differences

Source: Project Athena

frequently. Overall there were frequent patterns of responses which differentiated female and male cadet performance on categories of self confidence, decision-making, military bearing and conduct, attitudes toward officer responsibilities, and ability to maintain unit standards. Both men and women were described with similar terms. That is, the reader would not know if the cadet were male or female based solely on the narrative remarks.

However, on three categories women were consistently described differently from a matched pair of men assigned to the same major command. For ability to communicate and work with seniors, peers and subordinates, women consistently received more positive statements about their performance in this area. Perhaps, the novelty of the first women from West Point had some effect on communication with superiors. Perhaps, the more communal, expressive, helpful personal attributes more typically ascribed to women influenced the perception of communications with peers and subordinates. Fewer favorable comments were made about male cadets' communications and work with subordinates.

The primary strength cited for women was their ability to work and establish rapport with subordinates. Men tended to receive more positive personality attributes such as assertive, shows initiative, etc. When the officers were asked how a cadet might best improve prior to commissioning, statements given about men more typically suggested more opportunities for leadership experiences. Comments suggested for women were more about how to develop more knowledge and staff skills. With the exception of a few conduct disciplinary cases, all cadets participating in Cadet Troop Leader Training successfully completed the program.

At the end of the Cadet Troop Leader Training experience, the author gave a questionnaire. It was designed to measure the level of satisfaction women in the Class of 1980 had after Cadet Troop Leader Training. A summary of the results is given at Table 6Q. The data show many interesting comparisons for men and women. A similar percentage of men and women received their first choice in assignment location. However, men in the Class of 1980 were concerned that women would receive a greater proportion of first choice assignments. For branch choice 62% of the men received their first choice, only a third

Table 60

Cadet Troop Leader Training Satisfaction  
for Men and Women in the Class of 1980

<u>Item</u>	<u>Men N = 737</u>	<u>Women N = 70</u>
Assignment (1st choice)	408 55%	39 56%
Branch (1st choice)	456 62%	23 33%
I was given an important leadership position	528 71%	48 68%
My commander allowed me to make decisions on my own	576 78%	52 74%
During CTLT I received greater kindness because of my race, sex, or ethnicity	42 5%	14 20%
Match of CTLT expectation and actual experi- ence (similar)	377 51%	29 41%
Evaluate overall worth of CTLT training ex- perience (positive)	623 85%	58 83%
Which branches offer the best careers for women?	AG 26% FI 20%	MI 31% AG 16%
Which branches offer the least oppor- tunities for women?	EN 47% MP 13%	FI 17% TC 15%
If you had to choose now, which branch ?	IN 25% EN 20%	MI 40% EN 21%

Source: Project Athena

of the women did. This may be in part due to the unusually high request for Military Intelligence. Women in the Class of 1980 appeared to be very much enamoured with Military Intelligence as a choice.

There were 71% of the men and 68% of the women who perceived that they held an important leadership position. A similar percentage of men and women, 78% and 74% respectively, thought that their commanders allowed some decision-making discretion.

There were 20% of the women who reported greater kindness during the Cadet Troop Leader Training. No doubt, the pioneer effect of the first women in this assignment from West Point had some impact. Less than half, 41%, of the women felt that the training experience matched their expectations, yet 83% of the women thought positively about the worth of the experience. The fact that only 33% of the women received their first choice, yet 83% tried to make the most out of the experience, is testimony to the positive outlook women carried into their training experience.

Women in the Class of 1980 thought that Military Intelligence and Adjutant General Corps offered the best career opportunities for women. If given the choice

at the end of CCTL, 40% of the women in the Class of 1980 would elect Military Intelligence and 21% Engineers.

In summary, women performed in similar duties as did men during Cadet Troop Leader Training. Women were not assigned to Air Defense Artillery, Armor, and Infantry branches nor were they assigned to Ranger and Special Forces units.

Based on counseling forms, women were described favorably more often in their ability to communicate and work with superiors, peers, and subordinates. Women were advised to develop more knowledge and staff skills prior to commissioning. Men were advised to develop more leadership experiences. Men received a greater percentage of branch first choices than did women on Cadet Troop Leader Training. Women's expectations were higher than their reported experiences. But, over 80% of the men and women report that they had a positive training experience. Many questions about detailed performance remain unanswered. During the summer of 1979, several projects are being conducted to examine more closely: (1) the attitudes of Army officers and the relationship between attitudes and

cadet ratings; (2) the bases of power which men and women use in work accomplishment; (3) the forms of influence available and the types of influence men and women use to get the tasks accomplished. The studies are world-wide in scope. The results will be reported in the summer of 1980.

#### Drill Cadet Performance

There were 96 cadets who participated in the Drill Cadet Program, DCP, serving as Drill Instructors in basic training companies. Female cadets participate in the Drill Cadet Program at those installations (currently only Fort Jackson) which conduct the integrated basic training program. Male cadets are assigned to both integrated and male basic training companies. There were no reportable differences in performance between men and women in the Drill Cadet Program. Table 61 shows the location and number of cadets who participated in the Drill Cadet Program in 1978.

#### Cadet Military Specialty Training Performance

There are six Military Specialty Training Programs:

- (1) Airborne,
- (2) Ranger,
- (3) Northern Warfare

Table 61

Drill Cadet Program Locations

<u>Location</u>	<u>Male Cadets</u>	<u>Female Cadets</u>
Ft. Jackson	26	16
Ft. Knox	17	0
Ft. Dix	21	0
Ft. Leonard Wood	22	0

Source: Department of Military Instruction, U.S.M.A.

Training, (4) Jungle Warfare Training, (5) Flight Training, and (6) Survival, Evasion, Resistance and Escape Training.

The Airborne School is the core program of military specialty training. During the summer of 1978, there were 629 cadets who attended airborne training. The airborne course consists of three phases: (1) ground week, (2) tower week, and (3) jump week. During week one, ground instruction is given in parachute landing falls, jump commands, aircraft exit techniques and physical conditioning. Tower training in the second week involves physical training, jump commands, aircraft exits, malfunction procedures, control descent and landing falls and recovery. During jump week, five jumps are made to qualify for graduation. The Army Physical Fitness test minimum standards to qualify for Airborne school are given at Table 62. In the spring of 1978 a few women informed the Commandant of Cadets, Brigadier General Bard, that all of the women wanted to take the same physical fitness standards as the men to qualify for Airborne. However, not all of the women in fact wanted the men's standard. As a result some women who tested using the male standard failed to qualify for airborne.

Table 62

Army Physical Fitness Test Minimums  
for Airborne School

<u>APFT</u>	<u>Men</u>	<u>Women</u>
Sit-ups	32	32
Horizontal Ladder (rungs)	36	16
Run, Dodge and Jump (seconds)	24.5	27.4
Inverted Crawl (seconds)	25.0	27.5
Two-Mile Run (minutes)	19:07	19:07
Four-Mile Run (minutes)	32	35
Chin-ups	8	N/A

Source: Department of Military Instruction, U.S.M.A.

The problem this example points out is the erroneous belief that a few women speak for all women cadets. To date, no informal cohesive group has been formed where the majority of the women agree to use that organ to voice their concern to senior officials. More will be said about this in Chapter 6.

Ranger School is designed to enhance the skills of advanced small unit tactics and to develop individual leadership behaviors under conditions which simulate combat. The course consists of three phases where cadets learn self defense, demolitions, mountaineering, patrolling and tremendous physical stamina. The ranger tab is awarded based upon successful completion of the training and passing at least 50% of the graded patrols. Department of the Army policy prohibits women from attending Ranger School. Therefore, no women cadets participate.

The Northern Warfare School located at Fort Greely, Alaska, is an intensive, physically demanding three-week course designed to teach specialized techniques in land and water navigation, mountaineering and glacier traversing. The program of instruction is divided into three phases, each lasting approximately one week. At the Black Rapids

Training Site, during the first phase, instruction and practical exercises are given on the proper use of climbing aids to traverse obstacles encountered in rugged mountainous terrain. During the second phase, a different type of obstacle, the glacier, is found. This, combined with a two-day FTX, provides a significant challenge to the student. During the final phase, instruction is given on navigating Alaska's treacherous inland waterways.

The Jungle Operations course, located in Panama, is a physically demanding two week course designed to teach the student to operate in a jungle environment. Tactics and special operational techniques for use in the jungle are emphasized. The course consists of two phases. During the first phase instruction is given on basic survival, including how to find edible food, methods of constructing shelters, basic land navigation, stream crossing, and mountaineering technique. The second phase consists of squad and platoon size patrols which are planned during the day and executed at night.

The Flight Training program is located at Fort Rucker, Alabama. It is a four-week program which includes forty-five hours of flight associated ground training and fifteen

hours in an Army rotary winged helicopter.

The Survival, Evasion, Resistance and Escape, SERE program is offered at the U.S. Air Force Academy, Colorado. The three-week program is designed to teach personnel how to survive under simulated combat conditions when separated from friendly forces. During the first phase, conducted at the Air Force Academy, instruction is given in basic land and water survival, code of conduct, PW training, and aircraft vectoring techniques. The second and last phase is conducted at Pikes Peak National Forest and includes practical exercises in living off the land to include use of shelters, snares, and techniques of signaling. The course ends with a four-day escape and evasion course.

Listed at Table 63 is a summary of female and male cadet performances during the Cadet Military Specialty Training. With the exception of Airborne mentioned earlier, women completed 100% of the military specialty training programs. A comparison of the percent graduated for the summers 1975 through 1978 is provided at Table 64. These data show that for the previous three all-male classes, there was a lower overall percent graduated from military specialty training. The exception is the

Table 63

Summary of Female and Male CMST Performance  
Class of 1980

<u>Training</u>		<u>Enrolled</u>	<u>Dropped</u>	<u>Graduated</u>	<u>% Graduated</u>
				27	
Airborne	Women	31	4	27	87.1%
	Men	587	42	541	92.2%
Ranger	Women		(Not eligible to participate)		
	Men	55	6	49	89.1%
Northern Warfare	Women	4	0	4	100%
	Men	56	0	56	100%
Jungle Warfare	Women	3	0	3	100%
	Men	54	0	54	100%
Flight Training	Women	2	0	2	100%
	Men	36	0	36	100%
Survival, Evasion Resistance & Escape	Women	1	0	1	100%
	Men	26	0	26	100%

Source: Department of Military Instruction, U.S.M.A.

Table 64

Cadet CMST Percent Graduated Summary

<u>Course</u>	<u>1978*</u>	<u>1977</u>	<u>1976</u>	<u>1975</u>
Airborne	92.6	98.7	91.1	83.0
Ranger	85.0	96.4	92.7	87.0
Flight	100.0	95.6	100.0	98.0
Northern Warfare	100.0	100.0	99.1	98.0
Jungle Warfare	100.0	97.3	100.0	94.0
Survival, Evasion, Resistance & Escape	100.0	100.0	95.7***	
Drill Cadet Program	100.0**			

\*1978 is the first year women have participated in CMST Programs.

\*\*The DCP Program began in 1978.

\*\*\*The SERE Program began in 1976.

Source: Department of Military Instruction, U.S.M.A.

Ranger training which still does not have women participating. In summary women appear to perform as well as men in all military specialty training programs. It should also be noted that these programs are voluntary. Also, the women who elect to participate represent a smaller percentage of the total number of women cadets than the percentage number of male participants.

#### Summary

In summary, women on Cadet Troop Leader Training performed in similar duties as did men. Women were not assigned to Infantry, Armor, and Air Defense branches. However, they were assigned to Field Artillery units. Army officers using cadet counseling forms tended to describe women more favorably in their ability to communicate and work with persons at all levels of the unit. Women's expectations and experiences were matched at a lower percentage than men. However, both men and women valued the experience as positive. Except for Airborne, the percentage of women completing the military specialty training was comparable to that of the men. However, a smaller percentage of the total class of women volunteered for some of the very physically demanding training.

## Chapter 6

### ONGOING PROGRAMS AND THE FUTURE

The purpose of Chapter 6 is to discuss current unresolved issues and future problems which need attention in order to promote the full assimilation of women. The main questions to be addressed in this chapter pertain to cadet social relationships and institutional long term planning. For social relationships, the primary questions are: (1) Has coeducation caused special problems in dating between male and female cadets? (2) Have issues of fraternization impacted on the effectiveness of the cadet chain of command since the arrival of women? and (3) Is there a need for a Human Sexuality Program at West Point?

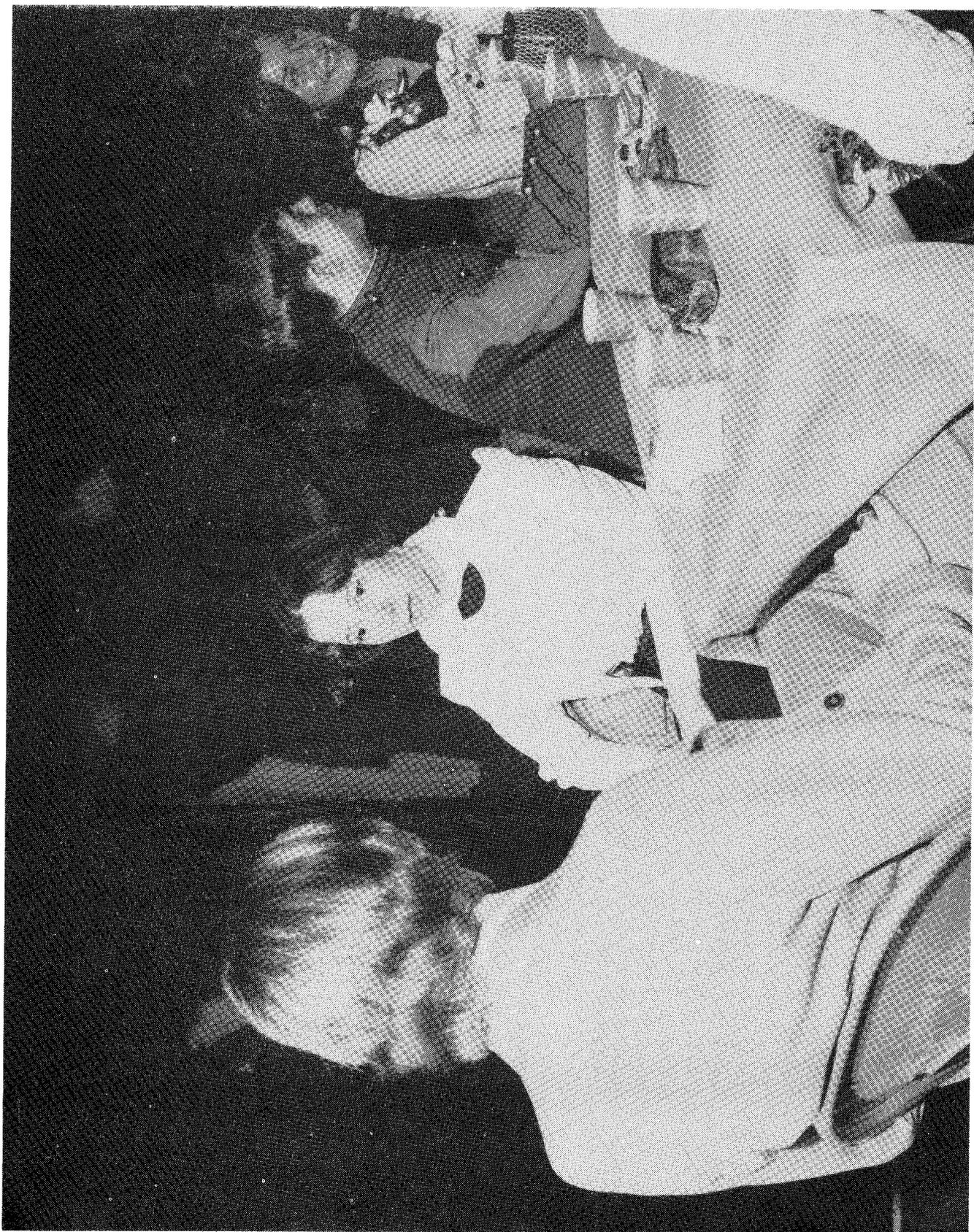
For institutional long-term planning, the questions to be addressed are: (1) Have senior Academy policy planners been active in developing a systematic program to overcome sexism within the Corps of Cadets? and (2) Have senior Academy officials been interacting with officials in Washington on issues affecting male and female cadets after graduation?

### Social Relationships: Dating

It is impossible to expect that no emotional relationships between the sexes will develop as an all-male institution becomes coeducational. The camaraderie which normally develops in all-male units is strongly encouraged and is taken to be a sign of the health of a unit. With men and women enduring similar hardships and sharing common training experiences as cadets, a similar camaraderie develops. Special friendships form naturally within the Corps of Cadets. When the aspect of coeducation is added, the potential for emotional involvements is much greater.

Current policies on cadet dating can be summarized as follows:

Dating among cadets of the upper classes, or by cadets of the fourth class among themselves, is permissible. Dating or establishment of any emotional relationship with a fourth class cadet by an upper class cadet is not permitted. Dating by cadets will be conducted with the same high standards of discretion and good judgement always expected of cadets. Cadets should have opportunities to enjoy informal social contact with each other; however, it must be understood that such class interaction must preserve the separation between the fourth class and the upper classes, and that all cadets should avoid emotional relationships which interfere with the proper exercise of their duties within the cadet organization for the good order and discipline of the Corps.



In January, 1979 a stratified, random sample of twelve percent of the men and fifty percent of the women took part in a survey on cadet attitudes about social relationships. The following definition for dating was given: "Dating is a planned social or recreational activity involving two people, and involves something more than just congregating together in a group." Male and female cadets were asked a number of questions about their own personal opinions, regardless of what official regulations of the Academy state. The results of the dating responses for men and women are illustrated at Table 65.

The data show that 34% of the women approve of dating between cadets and officers. Slightly less than 22% of the men would approve. When asked about dating between cadets and enlisted soldiers, 29% of the male cadets and 30% of the female cadets approved. Interestingly, a higher percentage of male cadets would approve of dating enlisted soldiers than they would for dating between cadets and officers. For women the reverse is true. A higher percentage of women would approve of dating between cadets and officers than between cadets and enlisted soldiers. Current

Table 65

Survey of Male and Female Cadet Opinions  
about Dating

<u>Dating</u>	<u>Men</u>	<u>Women</u>
Between Cadets & Officers		
Approve	21.6%	34.3%
Neutral	24.4%	40%
Disapprove	53.9%	25.7%
Between Cadets & Enlisted		
Approve	28.6%	29.6%
Neutral	27.4%	35.2%
Disapprove	44%	35.2%
Between Plebes & Upperclasses		
Approve	16.5%	38%
Neutral	19.8%	21.1%
Disapprove	63.7%	40.9%
Between Cadets in Same Class and Company		
Approve	50.3%	86%
Neutral	27.1%	14%
Disapprove	22.5%	0%
Between Cadets in Same Class & Different Company		
Approve	57.9%	98.5%
Neutral	27.4%	1.5%
Disapprove	14.6%	0%
Between Upperclasses in Same Company		
Approve	42.7%	85%
Neutral	24.4%	14%
Disapprove	32.9%	1%
Between Upperclasses in Different Companies		
Approve	54.6%	90%
Neutral	28.4%	7%
Disapprove	17.1%	3%

Source: Project Athena

policies at West Point prohibit dating between cadets and officers as well as between cadets and enlisted soldiers assigned to West Point.

When cadets were asked their opinions about dating between plebes (freshmen) and upper classes, only 16.5% of the men would approve. The women were more approving - 38%. Regulations at West Point prohibit dating between plebes and upperclasses since such activities would in effect "recognize" the fourth class cadet.

For the remaining questions concerning dating: within and between upperclasses and within and between cadet companies, the women were overwhelmingly more positive about approving dating activities than the men.

In addition to the controlled sampling plan survey, cadet members of the extracurricular organization called the Corbin Seminar conducted an informal interview of eighty-one members of the Corps of Cadets on the subject of dating. Dating was defined as: "Any activity between two members of the opposite sex with the intent for a romantic relationship is a date." Based upon the interview data, cadets in the Corbin Seminar reached the following conclusions about attitudes and perceptions on dating:

1. There exists an attitude among the Corps of Cadets that dating is an issue which needs some guidelines, but not formal, steadfast definitions or regulations.
2. There exists a perception that when two cadets are seen together on multiple occasions that they are dating, or in the case of the fourth class, fraternizing.
3. Mere association or friendliness between cadets of differing rank is often seen as prima facie evidence of favoritism and fraternization. Especially sensitive are relationships between cadets and their raters, and cadets in the chain of command who are in close proximity. The latter is the source of friction especially when a First classman dates any lower class in his company.
4. There exists a perception that dating between cadets in some circumstances may hinder the good operation of a unit in the Corps of Cadets, (an example includes the rating chain of command).
5. There exists a perception that dating between cadets is used to "get over" on the system or to take advantage of authorizations. This perception is held by a majority of cadets who are dating civilians.
6. There exists a perception that familiar associations

whether actual or merely rumored, erode morale and cause concern over the issue of preferential treatment.

7. Cadets dating on the reservation are often exposed to verbal and non-verbal harassment from other cadets. The hostility towards dating serves to discourage romantic interactions between cadets of differing sexes, to the isolation of women cadets. This isolation diminishes the value of the West Point experience by denying the women cadets the opportunity to form harmonious working relations with their future peers in the Army.

8. Cadets who do date, feel pressure due to a perception that other cadets disapprove of their relationships. This disapproval occurs both verbally and non-verbally and is the cause of discomfort in cadet life and activities that are geared to be enjoyable.

9. Among dating cadets, there is a need to be honest and open with relationships in order to avoid misinterpretations. There is a need on all cadets' parts to be sensitive to other's feelings.

10. All cadets must be aware of regulations and insure proper following of regulations to avoid rumors and

problems, (e.g., open doors, lights on, limits, authorized meeting places, discretion).

11. There exists a feeling that unless there is a one-to-one (or two-to-two in the case of roommates and their guests of opposite sex) situation then the door should be allowed to be closed.

In summary, dating is a natural outgrowth of interpersonal attraction between women and men. Many cadets believe that a date can be many things to different people. If dating is defined as socializing with a member of the opposite sex outside of the line of duty, this could liberally be interpreted to imply any social contact when female and male cadets meet. A date does not depend on the activity. Rather, it depends on the intent of the parties involved. It is impractical to attempt to legislate emotional attraction. However, Academy officials can and should provide guidelines as to whether such emotional relationships impair the discipline and good order of the unit.

#### Social Relationships: Fraternalization

In the summer of 1978, the Superintendent directed that a Fraternalization Policy Working Group be formed

to study and recommend an institutional policy on fraternization. The policy was approved and disseminated to the staff, faculty, and cadets early in 1979. The policy concerning fraternization affects cadet relationships on three levels: (1) upperclass and fourth class, (2) male/female relationships and (3) staff and faculty/cadet relationships.

The most visible instances of fraternization between upperclass and fourth class cadets are those involving cadets of opposite sexes. However, the true policy concerning upper class/fourth class relationships is not sex-specific. Due to the nature of the Fourth Class System, no upper class cadet may establish an unauthorized social relationship with a fourth class cadet.

In the Superintendent's Annual Report on the Integration of Women, the policy concerning fraternization between men and women has been modified as follows:

"Not permit his or her performance of duty to be compromised through over-familiarity or other improper relationship with subordinates, superiors, or contemporaries. An improper senior-subordinate relationship (sometimes called fraternization) is defined as: unduly familiar relationships between military personnel (includes officers, cadets, enlisted personnel) of different rank which involve,

or give the appearance of, partiality, preferential treatment, or the improper use of rank or position for personal gain. Such relationships are prejudicial to good order, discipline, and high unit morale. They compromise regard and respect for authority and impair the ability of the senior member to exercise fair and impartial judgement and must not be tolerated."

The third level involving fraternization is that of staff and faculty/cadet relationships. This subject can be both non-sex specific (a social relationship between an officer and a cadet) or sex specific (dating between male or female soldiers and male or female cadets). The Superintendent's memorandum of 30 October 1978 addresses aspects of both of these types or relationships. The appropriate paragraph of cadet regulations has been written to reflect the Superintendent's policy:

"Personal associations, both professional and social, between officer and enlisted military personnel and cadets play an important role in the education and socialization of cadets. As such, these associations are encouraged. Overly familiar associations, however, whether actual or merely rumored, erode the traditional distinction between seniors and subordinates, compromise respect for the senior, and often infringe upon the privacy and dignity of the subordinate. In this regard, dating between officers and cadets or between enlisted personnel and cadets is regarded as professionally improper."

In January 1979, the same random sample of cadets who took part in the dating survey also answered questions about fraternization. The following definition of fraternization was given to the cadets: "An improper senior subordinate relationship (sometimes called fraternization) is defined as: An unduly familiar association or dealing between seniors and subordinates, which prejudices good order and discipline, either by compromising regard and respect for authority, or by impairing the ability of the senior member to exercise fair and impartial judgement." Female and male cadets answered several questions relating to fraternization. A summary of their responses is listed at Table 66. Approximately 90% of the women and men sampled thought that inappropriate senior-subordinate relationships between the sexes exist in the Corps. The existence of fraternization between male cadets was acknowledged by more than 90% of the women, but by only 65% of the men. Over 95% of all women sampled saw that casual social contacts in the Corps between the sexes did not constitute an inappropriate relationship. Surprisingly, there were almost 12% of the men who myopically viewed any social

Table 66

Survey of Male and Female Cadet Opinions  
about Fraternization

<u>Fraternization</u>	<u>Men</u>	<u>Women</u>
Fraternization Between Male & Female Cadets Exists		
Agree	89.6%	90.1%
Neutral	5%	1.4%
Disagree	5.4%	8.5%
Fraternization Between Male Cadets Exists		
Agree	65.7%	91.5%
Neutral	13.4%	4.2%
Disagree	21.0%	4.2%
Social Contact Between Male & Female Cadets is Fraternization		
Agree	11.6%	1.4%
Neutral	7.6%	2.8%
Disagree	80.9%	95.7%
Regulations Against 4th Class Should be Relaxed		
Agree	26.3%	36.6%
Neutral	12.8%	9.9%
Disagree	61%	53.5%

Source: Project Athena

contact between male and female cadets as fraternization. More than 25% of the men and 36% of the women sampled believed that regulations against fraternization with the Fourth class should be relaxed.

Many interactions between men and women of the Corps, which in reality are normal encounters in a coeducational environment, are misconstrued as being fraternization or misconduct. Many cadets are just too young, sensitive, and dogmatic to view harmless interactions with a proper perspective. Some male cadets who have friendships with female cadets have received pressure from peers to desist and have been warned that their leadership ratings would suffer. As long as breaches of senior-subordinate relationships are not involved, the unfavorable connotations currently attached to natural encounters should not persist as the women continue to be assimilated into the Corps of Cadets. Here is another area where the cadets need more training concerning the positive benefits of interactions between male and female cadets. Training in the proper relationship between seniors and subordinates should address the harmful aspects of fraternization. However, dating among upperclass cadets or within the

fourth class need not be detrimental to the unit or the individuals. Cadets need to know their responsibilities in these matters and should understand that violations of this policy will not be tolerated.

Thus far, experience indicates that the chain of command has not been used, and has not served, to full effectiveness in the solution of problems related to coeducation at West Point. Understandably, most cadets mention their roommates as the first persons whom they consult on important matters. Research data show that women are more inclined to consult with individual members of the staff and faculty concerning their problems and concerns than to use the chain of command. This experience indicates that the chain of command may not have been responsive to their particular needs or may not have been able to achieve visible results for them.

#### Social Relationships: Human Sexuality

With the growing number of women in the Corps from each of the four cadet classes, there is a concern by senior Academy officials to avoid the possibility of sexual misconduct and assault. As a reaction to this concern, a number of rules and regulations have been

enacted to prevent misconduct and even the appearance of misconduct. To the extent that misconduct must be discouraged and to the degree that women need to be further reassured of this institution's full support, procedures as laid down and as carried out in practice should be such as to convince cadets of the certainty of stern punishment of sexual assault offences.

In addition to the strict rules about misconduct, the Superintendent has established a human sexuality committee. Major Swinney, the chairman of the committee summarized the perspective the committee is taking about human sexuality and sex education.

"Sexuality recognizes that sexual expression is a deep and pervasive aspect of total personality - the sum total of one's feelings and behavior not only as a sexual being, but as a male or female. Sexuality is not an isolated aspect of personality, rather it is a basic reflection of the type of person one is, the individual's own unique family and religious experience, and the type of society in which one lives.

Sex can never be fully understood simply by focusing on it as a physiological process or by concentrating on the sex act. While these aspects are significant, human sexuality can be understood only by relating it to the total adjustment of the individual in his family, religious, organizational, and societal settings. Developing these relationships becomes the task and scope of human sexuality education."

The goals of the West Point program in human sexuality are:

1. For the cadet to understand the physiology of reproduction and the functioning of human reproduction systems.
2. To develop in the cadet an acceptance of the norms of sexual responsibility.
3. For the cadet to clarify personal expectations about marital relationships.
4. For the cadet to develop a conceptual basis for establishing and maintaining honest, open relationships with members of the opposite sex at the informal and formal organization levels.
5. For the cadet to understand the process of sex role socialization in our culture.

There is some research data that show how male and female cadets feel about questions on sex. There are two questions given at entrance to men and women for the last three years. The items are part of a nationwide survey sponsored by the American Council on Education. West Point is one of a number of institutions which has participated since 1966. The results are given at Table 67. The data indicate that female and male cadets

Table 67

Questions On Sex  
(1st time Freshmen)  
Sponsored by the American Council on Education

	Class of '82		Class of '81		Class of '80	
	Male	Female	Male	Female	Male	Female
U.S.M.A.	29.8%	29.9%	31.2%	25.3%	31.5%	34.5%
4-yr. National Norms	47.5%	35.4%	50.5%	37.8%	49.3%	39.8%
U.S.M.A.	45.3%	13.1%	44%	23.9%	44.4%	20%
4-yr. National Norms	61%	28.3%	63.2%	29.6%	59.2%	29.6%

A couple should live together for some time before deciding to get married.

If two people really like each other, its all right for them to have sex even if they've known each other for only a very short time.

Source: Office of Institutional Research, U.S.M.A.

have more conservative attitudes about the two questions on sex than students in the four year colleges in the American Council on Education survey.

Social relationships between men and women within the Corps will continue to grow - and this is healthy. As long as these relationships do not inhibit proper senior-subordinate relationships they should not only be accepted but also supported.

#### Institutional Plans to Overcome Sexism

At the general officer level, senior officials at West Point have been deeply committed and involved in education and training programs to overcome sexism. Several major program activities have been conducted in the past year:

(a) During the summer of 1978 facilitator training of department and activity representatives was conducted to enable these persons to work with their units on procedures to eliminate sexism.

(b) In the fall of 1978 a concept paper "The Study of the Integrated Services of Men and Women Within the Corps of Cadets" was approved by the Superintendent.

The concept paper provides clear policy guidelines on how subordinate activities can continue to contribute to furthering the integration of women at West Point.

(c) In November 1978, West Point hosted "The Service Academies Conference on Women" with representatives from the U.S. Naval Academy, U.S. Air Force Academy, U.S. Coast Guard Academy and the U.S. Merchant Marine Academy. The information exchanged at the conference included: admissions procedures, academic performance, summer training performance, leadership ratings, cadet barracks living, dating, fraternization, uniforms, and attrition.

(d) In January 1979, a stratified random sample of all of the classes in the Corps of Cadets participated in a survey on social relationships and fraternization.

(e) In the spring of 1979 two external consultants, Nancy Brown and John J. Sherwood, worked with the senior policy planners at West Point to examine major academy-wide goals and objectives which could be implemented in support of the goals. Several underlying assumptions about promoting the full utilization of women are

summarized here:

- (1) The integration of women and men at the Academy is most appropriately viewed as a management issue.
- (2) There is nothing inherent in what the Army does that must be done in a masculine way; therefore, women must be offered the opportunity to be feminine and nothing should be done to deny women opportunities to be feminine.
- (3) The integration of women and men (and their full and effective utilization) is a shared responsibility of everyone at the Academy. {The consultants' conclusion is that this statement includes the women at West Point as sharing in the responsibility for their own integration.}
- (4) It is believed that women regard the institution as having the responsibility to do what is right; therefore, it is also believed that they have no hesitation about going to their TAC officer with legitimate problems of mistreatment. In addition, women (as any cadets) have direct access to the Inspector General, the Commandant and the Superintendent.
- (5) The integration of women and men and their effective utilization needs to be more than an annual assessment of how things are progressing. A sustained and carefully planned effort is required, which is monitored over time with (a) clear and shared objectives; (b) accountability

for attaining those objectives;  
and (c) it is the consultants'  
position that this process requires  
the continued contribution or  
input from women at the Academy.

- (6) One necessary ingredient in the successful integration of women and men is that when values come into conflict, the choices made by persons in command positions further the objective of integrating women and men versus other valued policies, traditions or beliefs. For example, the continued and sanctioned use of sexist language - such as "star man," "gentlemen," and "he."

(f) In April 1979, the Superintendent convened the second Senior Management Conference on the Integrated Services of Men and Women.

Currently, there are sixteen major goals formulated to eradicate sexism. In order to accomplish the goals fifty-one operational objectives have been established. The objectives delineate activities to be accomplished, specific persons or agencies to be responsible for actions, and time periods to review progress toward meeting the objectives. It is the first time a comprehensive, systematic, long-term program has been established to promote the full assimilation of women at West Point. The activities involve members at all levels of the staff and faculty and the cadet chain of command. The

goals and objectives are presented in three parts:

- PART I contains those goals and operational objectives that are being or should be taken in the near future toward the integration effort. Responsibility and date for accomplishing the objectives are assigned for each operational objective that is not now in effect.
- PART II contains areas of concern where goals and objectives are needed, but ways to implement the objectives may require further study.
- PART III contains those operational objectives recommended for deletion or deferment.

A complete listing of the goals and objectives drafted as of May 31, 1979 is provided at Appendix E.

What is needed is involvement and commitment to the goals and objectives by the cadets and junior members of the staff and faculty. Research reported on organization change suggests that voluntary commitment will be more difficult if there is a required report on progress and activities. With such a procedure participants may perceive the program as the institution's rather than their own. Unless more involvement is generated at these lower levels, the objectives will fall short of full

implementation. West Point may have compliance but not the sustained support needed.

West Point Interactions with Washington: Female Staff and Faculty

Department of the Army was requested to provide eleven additional spaces for the assignment of women, both officer and civilian, to the staff and faculty in support of the admission of women. Special recruiting programs were established to identify women officers, with appropriate graduate degrees or who could be sent to graduate school, for assignment to the academic departments and in key staff and command positions. By the beginning of Academic Year 1978-79 five female officers were assigned to the academic faculty and the first female tactical officer was assigned during the summer of 1978.

West Point Interactions with Washington: Branching and Dual Careers

A very real concern of the women cadets is not only the career opportunities available to women in the Army but the opportunities available to women graduates of the United States Military Academy.

The conduct of more in-depth and factual briefings by representatives from the Military Personnel Center, Department of the Army, who deal with these issues on a daily basis, will go a long way towards alleviating the concerns of both male and female cadets in the areas of specific career opportunities, professional development, and the compatibility of personal and professional aspirations.

Since June 1978 ten women have resigned from the Military Academy for the purpose of marriage or because of their impending marriage to a recent graduate. Other women cadets who are engaged to classmates or upper classmen have seriously considered resignation. A major concern of the women who have resigned was, and of those who are still in the Corps of Cadets remains, the uncertainty over being provided joint assignments with their intended husbands.

Clearly, women cadets face problems in integrating family and work roles which male cadets do not. This unique circumstance should have a bearing on the availability of choice of branches and later assignments after graduation. The Military Personnel Center and the Office of the Deputy Chief of Staff for Personnel need to continue to review branching and assignment policies.

#### Summary

Social relationships between men and women in the Corps exist and will continue to grow as the size of women in the Corps increases with each class. Women have more liberal opinions about dating than do men. There is a small group of men, nearly twelve percent, who believe that any social relationship with a female cadet is fraternization. Dating couples experience some harassment from men about dating.

Improper senior-subordinate relationships, fraternization, is perceived to exist on the part of men and women. However, fewer men perceive improper senior-subordinate fraternization among the men (e.g., a male company commander giving favorable advantage to another male). Since the arrival of women, policies regarding fraternization have been reviewed. Also since the admission of women, new strict policies have been enacted to prevent sexual assault. Generally speaking, male

and female cadets describe themselves as more conservative in their attitudes toward sexuality than other college students sampled.

There have been many Academy programs and training activities in support of eliminating sexism at West Point. However, such programs were often locally tailored to one aspect of the Academy life without effectively coordinating with other agencies affected by the policies. For example, the Commandant had a series of LEADERPREP lectures scheduled for cadets on sex at the same time the Human Sexuality Committee was planning activities about cadet sex education needs, and the Military Police were sponsoring lectures on rape awareness. Such well intended, separate programs, competed for cadet time to support similar objectives. As a result of using external consultants, senior officials at the Academy developed an Academy-wide program to overcome sexism. There is a need for more system-planned activities to promote full assimilation of women.

Some issues affecting women after graduation lie beyond the full control of officials at West Point. Branch choices and dual career assignments are responsibilities charged to the Office of the Deputy

Chief of Staff for Personnel and the Military Personnel Center. Close coordination needs to continue between officials at West Point and personnel agencies in Washington regarding the problems of managing dual careers.

## CONCLUSIONS

The conclusions on coeducation at West Point after three years are still formative. That is, Academy officials are still gaining new insights as the Class of 1980 continues to make new inroads into non-traditional roles. With the arrival of the women into the Class of 1983, the integration of women in all classes is complete. Still, there is a need for program activities which contribute to the full assimilation of women within the Corps of Cadets.

The following comments are recommended in support of the latter goal of striving toward full assimilation.

1. The Senior Academy officials agree that the full assimilation of women will continue to take several years. Recognizing this, the Academy should continue to place a high priority on those education, research and training activities which are designed to contribute to that goal. This will require making both time and persons available to support the education, research and training.
2. More time needs to be set aside in the cadet cadre preparation training to allow the cadets to learn more about physiological differences which account for physical performance differences between men and women during summer training.

3. The LEADERPREP program should devote one session to explain that physical performance, especially the run exercises, is not the only measure of a cadet's ability to lead.
4. The Company Tactical Officers should clarify the difference between dating and fraternization. Each TAC should also clarify his or her policy about dating between members of the company chain of command.
5. Department and activity chiefs need to continue to sponsor workshops, seminars and lectures on topics related to the integration and full utilization of women.
6. Senior officials at West Point must continue to take the initiative to identify problems and concerns which affect women after graduation. This will require continued close coordination with Department of the Army on issues of Branch selection and dual career assignments.

The integration of women into the Corps of Cadets has been successfully implemented. The progress the U. S. Military Academy has made in integrating women has far exceeded the expectations of critics. After three years of coeducation, it appears that the majority of male cadets understand that coeducation can and will work at West Point. This realistic view will help to prepare all graduates to prepare to lead in an Army which requires the full, integrated services of men and women.

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## Appendix A

## THE PERSONAL ATTRIBUTES QUESTIONNAIRE (PAQ)

### Instructions

The items below inquire about what kind of person you think you are. Each item consists of a pair of characteristics, with the letters A-E in between. For example:

Not at all artistic      A..B..C..D..E      Very artistic

Each pair describes contradictory characteristics -- that is, you cannot be both at the same time, such as very artistic and not at all artistic.

The letters form a scale between the two extremes. You are to choose a letter which describes where you fall on the scale. For example, if you think you have no artistic ability, you would choose A. If you think you are pretty good, you might choose D. If you are only medium, you might choose C, and so forth. ANSWER QUICKLY, YOUR FIRST IMPRESSION IS THE BEST.

Once you have selected the letter that best describes yourself, mark your answer on the printed answer sheet. Do this by blackening the space corresponding to to your answer.

Now go ahead and answer the questions. Be sure to answer every question, even if you are not sure.

1.    Not at all            A..B..C..D..E            Very independent  
      independent
2.    Not at all            A..B..C..D..E            Very emotional  
      emotional
3.    Very passive            A..B..C..D..E            Very active
4.    Not at all able        A..B..C..D..E            Able to devote  
      to devote self        self completely  
      completely            to others  
      to others
5.    Very rough             A..B..C..D..E            Very gentle

6.	Not at all helpful to others	A..B..C..D..E	Very helpful to others
7.	Not at all competitive	A..B..C..D..E	Very competitive
8.	Not at all kind	A..B..C..D..E	Very kind
9.	Not at all aware of feelings of others	A..B..C..D..E	Very aware of feelings of others
10.	Can make decisions easily	A..B..C..D..E	Has difficulty making decisions
11.	Gives up very easily	A..B..C..D..E	Never gives up easily
12.	Not at all self-confident	A..B..C..D..E	Very self-confident
13.	Feels very inferior	A..B..C..D..E	Feels very superior
14.	Not at all understanding of others	A..B..C..D..E	Very understanding of others
15.	Very cold in relations with others	A..B..C..D..E	Very warm in relations with others
16.	Goes to pieces under pressure	A..B..C..D..E	Stands up well under pressure

## Appendix B

Work and Family Orientation Questionnaire (WOFO)

The following statements describe reactions to conditions of work and challenging situations. For each item, indicate how much you agree or disagree with the statement, as it refers to yourself, by choosing the appropriate letter, A, B, C, D, or E, on the scale below. Mark the letter which best describes your reaction on the printed answer sheet next to the item number.

A	B	C	D	E
Strongly agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Strongly disagree

1. I would rather do something at which I feel confident and relaxed than something which is challenging and difficult.
2. It is important for me to do my work as well as I can even if it isn't popular with my co-workers.
3. I enjoy working in situations involving competition with others.
4. When a group I belong to plans an activity, I would rather direct it myself than just help out and have someone else organize it.
5. I feel that good relations with my fellow workers are more important than performance on a task.
6. I would rather learn easy fun games than difficult thought games.
7. It is important to me to perform better than others on a task.
8. I worry because my success may cause others to dislike me.
9. I find satisfaction in working as well as I can.
10. If I am not good at something I would rather keep struggling to master it than move on to something I may be good at.

11. I avoid discussing my accomplishments because other people might be jealous.
12. Once I undertake a task, I persist.
13. I prefer to work in situations that require a high level of skill.
14. There is a satisfaction in a job well done.
15. I feel that winning is important in both work and games.
16. I more often attempt tasks that I am not sure I can do than tasks that I believe I can do.
17. I sometimes work at less than my best because I feel that others may resent me for performing well.
18. I find satisfaction in exceeding my previous performance even if I don't outperform others.
19. I like to work hard.
20. Part of my enjoyment in doing things is improving my past performance.
21. It annoys me when other people perform better than I do.
22. I like to be busy all the time.
23. I try harder when I'm in competition with other people.

## Appendix C

## 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.
8. It is insulting to women to have the "obey" clause remain in the marriage service.
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 fiances.
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 child-bearing 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.

## Appendix D

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

## Appendix E

DRAFT AS OF MAY 31, 1979

PART I  
IMPLEMENT

GOAL A: To develop a planned effort which will establish and monitor the progress of West Point's efforts to integrate the services of men and women.

Operational Objective #1: Establish and disseminate a set of institutional goals which address the integrated services of women and men. Goals and objectives are specific, measurable, time-bound, and have responsibility for achievement assigned. (Draft institutional goals are contained in Parts I and II.)

Operational Objective #2: Develop departmental and agency plans to achieve the institutional goals. (Plans to be developed based upon institutional goals contained in Parts I and II.)

Goal B: Develop training materials and trained personnel that can be used by the institution or its subordinate agencies in educational, informational, and advisory capacities.

Operational Objective #3: Develop a group of training packages NLT 15 Aug 79. Training packets will be short classes devoted to topics such as "The Awareness Process," "Sexism," "Collusive Behavior," "Intentions vs. Impacts," "X's and O's," etc. A semi-annual review of all packages will be conducted. (OESO)

PART I

Operational Objective #4: Retain the institutional requirement to conduct Human Relations training during the academic year. (DCSP&A)

Goal C: To acquire more women for assignment to USMA.

Operational Objective #5: That USMA continue its effort to admit 200 women or 15% to each class within the Corps of Cadets. (DAD)

Operational Objective #6: That USMA continue its special programs to identify qualified women for assignment to the staff and faculty. The Academy's goal is 45 women by 1980 and 65-70 women by August 1981. (DCSP&A)

Goal D: To increase the number of women in key positions.

Operational Objective #7: Identify for assignment at least two qualified women officers in grades 05 or above to key Academy non-teaching positions, e.g., Office of Dean, DAD, COMDT (15 Aug 81: DCSP&A)

Operational Objective #8: Identify for assignment a minimum of four women TACs, at least one in grade of 04 (15 Aug 81: DCSP&A/COMDT).

PART I

Operational Objective #9: Intensify promotion efforts to insure that voluntary recruiters such as Parents' Clubs, West Point Societies, AOG, etc. support and understand West Point's responsibility and the actions it is taking to prepare both men and women for careers as officers in the Army, thereby promoting the integration of women. (15 Aug: PAO)

Goal E: To appoint women to all current and future committees.

Operational Objective #10: The following committees will have women members by dates indicated below:

- a. Athletic Committee - 15 Aug 79 (Chairman, Athletic Committee)
- b. Admission Committee - 15 Aug 79 (Chairman, Admissions Committee)

Operational Objective #11: Women officers and cadets will be members of appropriate appointed committees within USMA. Implementation is to begin with assignments of cadets for academic year 1979-1980. (SUPT/COMDT/DEAN)

GOAL F: To reduce conditions which encourage attrition among dual-career couples and to increase the likelihood of successful initial assignment.

PART I

Operational Objective #12: That current effort to provide cadets information concerning branch/specialty and dual-career opportunities be given formal institutional support and the time necessary to present the educational program. (15 Nov 79: COMDT)

Operational Objective #13: Renew the recommendation which requests that DA recognize "intent to marry" as a factor in initial schooling, branching and initial assignment. (15 Nov 79: COMDT)

Goal G: To eliminate the misperceptions of lowered standards.

Operational Objective #14: Publish and disseminate to cadets and staff and faculty the Doctrine of Equivalent Training which acknowledges the similarities and differences between men and women in physical development standards and tests. (15 Aug 79: COMDT)

Goal H: To insure that the system of recognition, rewards, and punishment in use at the Academy is consistent with its goals of integration.

Operational Objective #15: Notify and advise every prospective member of staff and faculty to ensure that he/she accepts and is prepared to support the integration of men and women. Also

## PART I

notify new personnel of objective #17. (15 Aug 79: DCSP&A)

Operational Objective #16: Clearly define sexual harrassment, exploitation, or violation. Such definitions will be disseminated in Regulations, USCC "Blue Book." (15 Aug 79: COMDT)

Operational Objective #17: That all members of the staff and faculty be apprised of their responsibilities to support integrated services of women and men. Failure to support the integration of women should be reflected in the individual's performance evaluation. (15 Aug 79: Dept Heads/Activity Chiefs)

Operational Objective #18: Activity chiefs and department heads must recognize and emphasize the fact that those who are actively involved in tasks designed to achieve the successful integration of the services of women and men are engaged in an institutional task. Such tasks are essential additional duties, which are a part of the primary duty of those individuals. (15 Aug 79: Dept Heads/Activity Chiefs)

Goal I: To develop a comprehensive, systematic program of educational activities which will promote the full integration of the services of women and men into all phases of Academy life.

PART I

Operational Objective #19: Incorporate formal instruction and seminars on women/men issues into scheduled training of CBT/CFT cadre on women/men issues, e.g., Doctrine of Equivalent Training. (15 Jun 79: COMDT)

Goal J: To stop counterproductive data gathering on research activities.

Operational Objective #20. All research efforts will be coordinated through DIR to prevent duplication of data gathering and to avoid research activities which have sexist consequences. (15 May 79: DIR/SASPP)

Goal K: To stop publication of documents, reports, surveys, and studies which contain sexist language or which have a counterproductive impact.

Operational Objective #21: Continue to ensure that personnel operating in key decision places avoid any intimations of discrimination in written command and policy communication. (SGS/AG/DIR)

Operational Objective #22: All reports which deal with the integration of men/women should receive the widest dissemination, e.g., Study of Integrated Services of Men and Women Within Corps of Cadets, Senior Subordinate Relationships. (15 Aug 79: SASPP)

## PART I

Goal L: To preclude difficulties which can be foreseen in women's military clothing.

Operational Objective #23: Establish a working committee to identify local and/or world-wide problem areas concerning the procurement, stockage, distribution of women's military clothing (15 Jun 79). This committee shall report its findings, if necessary, to Department of the Army for resolution. (DCSLOG)

## PART II

### STUDY

Goal M: To develop policies which treat men and women equitably and which foster an environment in which they can integrate their activities and interests.

Operational Objective #24: Establish dating policies which retain the application of limits by class groups, but which avoid linking dating policies to privileges. Men and women who form an emotional attachment which interferes with duty performance will be responsible for bringing such information to the attention of the chain of command. Each TAC Officer will be given the flexibility to make the appropriate adjustments. (COMDT)

Operational Objective #25: Cadets who have privileges to attend recreational activities should also be able to escort a member of the opposite sex to such an activity, either another cadet or a civilian. (COMDT)

Operational Objective #26: Review barracks policies to ensure that cadets are accorded fair and impartial treatment.

- a. Abolish/modify, USCC "open door policy."
  - b. Abolish/modify the policy which requires cadet women to have at least one other woman present in their rooms overnight.
- (COMDT)

## PART II

Goal N: To insure that the system of recognition, rewards and punishments in use at the Academy is consistent with the goals of integration.

Operational Objective #27: Part of a cadet's leadership evaluation should reflect the behavior of that cadet regarding issues of sexism. Cadets who actively oppose the institution on this goal should not receive institutional rewards of recognition such as stripes, selection for leadership positions, trips, selection for CPRC, etc. (COMDT)

Goal O: To develop a comprehensive, systematic program of educational activities which will promote the full integration of the services of women and men into all phases of Academy life.

Operational Objective #28: Each department head and activity chief will develop a detailed educative program on woman/man issues keyed to the needs of the organization. The educative program should also be tailored to address those issues of integration which the organization members consider to be important. Educative strategies should be used to raise awareness of inadvertent sexism such as over-protectiveness, paternalism, preferential treatment, etc. To accomplish this objective, training packets covering

## PART II

inadvertent sexism will be available along with external and internal personnel experienced in this area. (Dept Heads/Activity Chiefs)

Operational Objective #29: Make provisions to train selected personnel in the fields of sexism and awareness of women/man issues. These personnel should be trained (NLT 15 Oct 79) in order that they might assist in departmental/activity training programs. (Dept Heads/Activity Chiefs)

Operational Objective #30: Each general officer should have a schedule of those educational activities planned within his area of responsibility and should attend selected training to ensure that the activities support the institutional and organizational goals. (SUPT/D/SUPT/COMDT/DEAN/DIA)

Operational Objective #31: Conduct periodic in-process reviews of data gathered about integration efforts. Attendees should include a cross section of Academy personnel actively involved in the integration effort. (Dept Heads/Activity Chiefs)

Operational Objective #32: Reviews should be open in attendance (not necessarily participation) in order to promote widest dissemination of information. Maximum efforts should be made to ensure personnel involved in work on male/female issues are included as attendees. (Dept Heads/Activity Chiefs)

PART II

Goal P: To provide equal development (physical) opportunities.

Operational Objective #33: Continue the evaluation to ensure compliance with spirit and intent of Title IX. (Athletic Committee)

Operational Objective #34: Develop parallel paths (for men and women which ensure each an equal opportunity to earn athletic awards within the same sport and the same level of competition. (Athletic Committee)

Operational Objective #35: Continue to evaluate physical development program to ensure each cadet is fully challenged to his/her maximum potential. (COMDT)

Operational Objective #36: Review the women's intramural program to ensure competitive opportunities on an equivalent basis. (Battalion teams may be necessary.) (COMDT)

Operational Objective #37: Study the opportunities to use physical development facilities which should be equivalent for women and men (cadet and staff and faculty). Equivalent opportunities should be defined by DPE (in coordination with DIA/DCSP&A).

Goal Q: To establish a forum for women staff and faculty members and cadet women.

PART II

Operational Objective #38:

a. Establish a women's forum to provide women (officer, equivalent civilian, and cadet) with the opportunity to share information, to give and receive support, and to build skills necessary to assist the Academy in its stated efforts to integrate the services of men and women. (SASPP)

b. To be allotted a budget for materials, films, and other associated expenses. (SASPP)

c. This forum will formulate a recommendation concerning its continued existence, purpose and form, NLT May 82. (SASPP)

PART III

REJECT/DEFER

NOTE: The numbers assigned to operational objectives in this section are the original numbers assigned by Memo, Subj: Senior Management Conference, 23 Apr 79.

Operational Objective #3: Conduct periodic in-progress reviews. (Frequency as appropriate: SUPT)

Operational Objective #5:

- a. Develop seven pairs of officers (man-woman teams)

NLT 15 Dec 79, who are capable of assisting educational efforts. (COMDT x 2, DEAN x 2, STAFF x 2, ODIA x 1) (Dept Heads/Activity Chiefs)

- b. Develop an additional 40 "pairs" NLT 31 Mar 80, who can be used in educational efforts within units. (COMDT...9 cdt pairs per Rgmt; DEAN x 2; STAFF...2 civilian pairs) (Dept Heads/Activity Chiefs)

Operational Objective #8: Use the woman-man "pairs" mentioned above as sounding boards in policy forums. See topic area #3 for relative objectives. (SUPT, others as appropriate)

### PART III

Operational Objective #9: Reallocate sufficient time to use these resources in departmental, agency, unit, and cadet activities. (SUPT/D/SUPT/ DEAN/ COMDT/DIA)

Operational Objective #12: A minimum of 10% of the faculty of each Academic Department will be composed of women by Aug 84; in the short term, at least two women officers per department by 15 Aug 82. Although experienced Army officers are preferred, the presence of qualified reserve officers on active duty, officers who have received direct commissions, or visiting civilian professors, is preferable to the continued absence of women within some departments.

Operational Objective #15: Those who recruit women for the Academy in an official capacity will complete at least 12 hours of training concerning sexism and how to recruit women candidates. This training will be completed by 30 Apr 80. Candidates for and incumbents of personnel or recruiting positions will be actively probed concerning their attitudes toward sexism. A sufficiently negative attitude will be grounds for refusing such a candidate any recruiting responsibilities. (SUPT)

Operational Objective #18: A memo summarizing all revised committee assignments will be distributed through commanders to

PART III

all staff and faculty members by 15 Aug 79. This memo will include a statement of policy from the Superintendent which states as a minimum:

- a. the rationale for revisions in attendance;
- b. the idea that membership on such committees is part of the woman officer's work, and is not to be construed as "extra";
- c. a list of women chosen to serve on various committees.

Operational Objective #24: West Point's special position and knowledge concerning womens' careers seems to indicate that it must assume a more active role in advising DA about the special requirements of women officers and male officers who operate in an integrated Army. (SUPT)

Operational Objective #28: By 15 Aug 81, provide that all womens' varsity sports which also exist at USNA will compete. (DIA)

### PART III

Operational Objective #30: Stop the Academy policy which highlights a sport as the significant "in-season" activity by 6 Jun 79. Such policy tends to penalize and segregate other teams, both of women and men.

Operational Objective #37: Double the number of sponsored activities which involve women and men working together in task groups. (Jun 80: COMDT/SUPT/DIA/DEAN)

Operational Objective #39: Cadets who correct an offender do so at some personal cost. Therefore, they should receive recognition and support from the institution for those actions. (Comments and/or compliment, etc.) Cadets who are guilty of abusive behavior should be corrected and/or punished swiftly.

Operational Objective #43: Heads of Departments and Activities will formulate a procedure to identify a person with high visibility, influence, and continuity, to be trained on matters affecting the integration of men and women. (Dept Heads/Activity Chiefs)

Operational #49: By 6 Jun 79, when not restricted by regulation, personnel involved in data gathering activities impacting on the integration of women and men will provide input to DIR in order to create an appropriate bank of non-sexist questions.

### PART III

Operational Objective #51: Develop and publish an improved glossary of non-sexist terms. (15 Aug 79: D/English in coordination with DIR)



