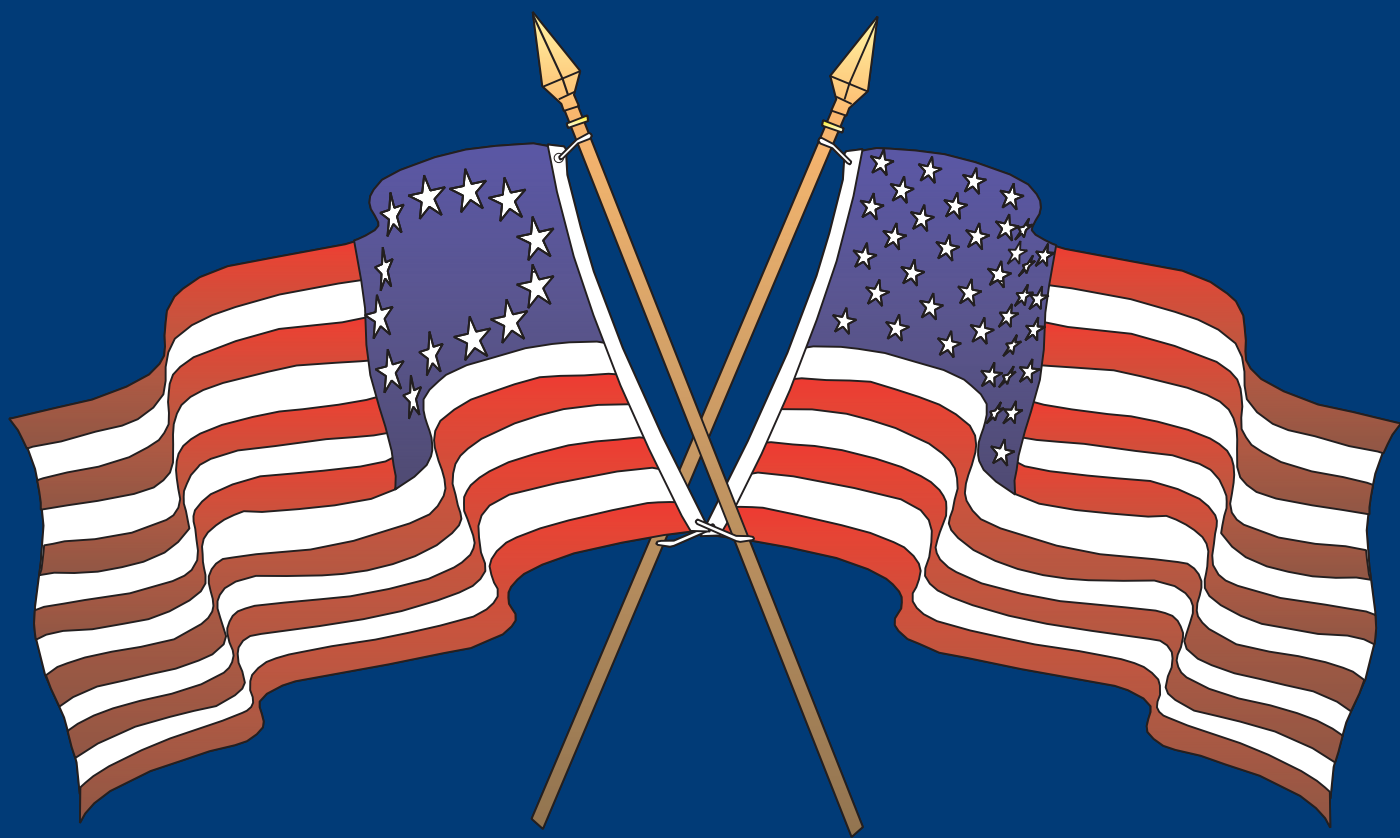


CONGRESSIONAL COMMISSION
ON MILITARY TRAINING AND
GENDER-RELATED ISSUES



FINAL REPORT
RESEARCH PROJECTS, REPORTS, AND STUDIES

VOLUME IV

JULY 1999

CONGRESSIONAL COMMISSION ON MILITARY TRAINING AND GENDER-RELATED ISSUES



FINAL REPORT

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Acknowledgments

The Commission's almost 16 months has been both informative and hectic. The mandate set forth by the Congress in Public Law 105-85 provided the commissioners and staff a roadmap, but the knowledge was gained in the journey. The report and the journey would not have been possible, but for the cooperation and support of many individuals. We can mention only a few and, in doing so, apologize to the many who remain anonymous even to us.

First, we acknowledge the great service to the Nation provided by the men and women of our Armed Forces. In particular, we thank the thousands of soldiers, sailors, airmen, and Marines who escorted, met, and spoke with us on the numerous trips and who took time to respond to the research inquiries.

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We wish to thank all the witnesses who testified at our hearings. This venue provided an interactive format for commissioners to inquire into several statutory sections. Much of the testimony came from current Defense officials and active duty military personnel; additionally, several private sector and retired individuals gave the Commission essential information. All are commended for their time and expertise. All witnesses are listed in Appendix C of Volume I.

The Commission's trip to visit TASK FORCE EAGLE in Tuzla, Bosnia, was an informative and extraordinary event. We commend our expert and gracious escorts, LTC Lunn and 1Lt. Peter J. Masich, USA. We also visited the USS ENTERPRISE in the Mediterranean Sea and salute her extraordinary and gallant crew for providing a unique adventure.

Washington Headquarters Services offices had the additional task of supporting this Commission. Mr. Richard Townsend was instrumental in quickly organizing support for the temporary and permanent office space. Also of note were the services provided by: Mr. Leroy Miles (Property Management), Mr. Neal Jacobson (Space Management), Ms. Judy Mitchell (Telecommunications Branch), Mr. Robert Yorke (Budget Branch), and Mr. H. F. "Butch" Christensen (Accounting Branch). We must single out the excellent support given by the Directorate for Information Operations and Reports, especially from Ms. Mary George, Mr. Russ Daul, and Mr. Robert (Bud) Parlette. They designed the management information system (MIS) and provided almost daily assistance and counseled the staff about the need for on-site MIS support.

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The Office of the Secretary of Defense provided excellent support. The Honorable Rudy de Leon, Under Secretary of Defense for Personnel and Readiness, and Mr. Frank Rush, Acting Assistant Secretary of Defense (Force Management and Personnel), assisted us on numerous occasions. Captain Martha E. McWatters, USN, and her staff in the Office of the Assistant Secretary of Defense (Force Management Policy), Officer and Enlisted Personnel Management, contributed greatly. LTC Bruce Batten, USA, on several occasions provided exceptional support.

The Commission faced a challenge in capturing accurate information during the hearings. The Commission received court reporting services from Anita B. Glover & Associates, Ltd., Fairfax, Virginia. We gratefully acknowledge the services of Mr. Donald E. Scott who recorded and transcribed all 12 days of hearings with accuracy and speed. Dowless and Associates, Incorporated, Herndon, Virginia, provided the editorial and layout services for this report and the desktop publishing services of Mr. Costa Bugg and Mr. David Farquharson. Ms. Dawn Hottle of Betac Corporation, Alexandria, Virginia also contributed critical desktop publishing expertise. We recognize the editorial contributions of Ms. Rhonda Mohrmann to a section of the report. The Commission especially thanks the recording expertise of Headquarters, Air Force Television Service Center, and the U.S. Army Visual Information Center for providing a video record of the hearings and meetings.

We also thank the Defense Automated Printing Service, and especially Mr. David G. Jeffries, who expedited the printing of both the interim and final reports to Congress; and Mr. Dwayne A. Wilson and Mr. DaWan Simms, who were responsible for creating and designing both the CD and Web page for all to access the report.

Acknowledgments (Continued)

Personnel detailees from other organizations within the Department of Defense provided great support and assistance. The Commission wanted to do creditable and interesting research, but had constraints due to time and other limited resources. This dilemma was solved by borrowing our Research Director, Kathleen Wright, Ph.D., from the United States Army Medical Research and Materiel Command (USAMRMC) and the Walter Reed Army Institute of Research (WRAIR). Thus, we were able to undertake an ambitious research program responsive to the Congressional mandate. Instrumental in providing this support were MG John S. Parker, Commander, USAMRMC; COL Martin H. Crumrine, Director, WRAIR; and COL Gregory L. Belenky, Director, Division of Neuropsychiatry, WRAIR.

The Commission thanks each of the Military Services for providing highly qualified, knowledgeable Service liaison officers. Additionally, the Director of the Department of Defense Education Activity provided the excellent services of its Deputy Comptroller, Mrs. Carolyn Duke, who also served as the Deputy Executive Director.

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Stephen C. Fogleman
Executive Director

Explanation of Volume Formats and Footnotes

The Final Report of the Commission on Military Training and Gender-Related Issues is presented in four volumes as follows:

Volume I. “Findings and Recommendations” consists of the commentaries, assessments, findings and recommendations that are responsive to the mandate set forth in Public Law 105-85. Volume I also contains several appendices (A through K) referenced in the commentary or responsive to a specific section of Public Law 105-85. Example of a footnote to this volume is: Volume I. “Final Report” page 65.

Volume II. “Transcripts and Legal Consultants’ Reports” contains the transcripts of the 12 days of Commission hearings as well as the Legal Consultants’ Reports presented on the last hearing day, 30 January 1999. The Commission wanted to record accurately the testimony of the witnesses and the question and answer dialog between the commissioners and witnesses. We used the excellent court reporting services of Mr. Donald E. Scott of Anita B. Glover & Associates, Ltd., Fairfax, Virginia.

In Volume II pages 1 through 540 are the transcript pages in a condensed format. Each volume page consists of six condensed transcript pages that are numbered at the top of each square. For example, Volume II, page 420 consists of transcript pages 2, 3, 4, 5, 6, and 7 for the hearing on January 29, 1999. A reference or footnote for that hearing in Volume I is: Volume II. “Transcripts” page 420 (29Jan99, pp. 2-7). A citation to a specific witness would be: Starling II, H. D. CAPT, USN, CO, USS EISENHOWER, Volume II “Transcripts” page 420 (29Jan99, pp 2-7). An abbreviated reference is Vol II, page 420 (29Jan99, pp 2-7).

Volumes III and IV. “Research Projects, Reports, and Studies” contains research studies referenced throughout Volume I. A complete listing of studies in Volumes III and IV is found at the Tables of Contents for Volumes I, III, and IV. A research report is footnoted as: Johnson, C. (1999), *The Study of Military Recruit Attitudes Conducive to Unit Cohesion and Survey of Military Leader Opinions on Recruit Training and Gender-Related Issues*, Volume III “Research Studies” page 155.

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Studies*

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FOREWORD

by

Kathleen M. Wright, Ph.D.

Research Director

Overview

The research program consisted of two types of assessment: gathering and analyzing existing documents and literature, and new data collection efforts. These new studies addressed sections of the statute that required an examination of basic training in general and the effects of gender format in particular. In all, ten projects were initiated. The research program was developed in collaboration with commissioners, contractors, and consultants. The General Accounting Office (GAO) provided valuable review and input on research methodologies. The design and review phases of the program occurred in September and October 1998. The fielding of the program occurred in November, with the majority of data collected from November 1998 through January 1999. Final reports for the ten projects were submitted in February through May 1999.

Objectives

The program encompassed the continuum of recruit experience, beginning with military enlistment and arrival at a basic training site, and continuing through graduation from the initial entry program and assignment to receiving units. The objectives were to track recruit socialization and the corresponding development of values, attitudes and performance, and to assess the effect of these experiences as recruit graduates were assigned to their new units and began their military careers. To this end, surveys and interviews were conducted with an extensive range of servicemembers. The surveys included recruit self-assessment. In addition, recruit trainers and enlisted leaders and officers serving in operational units provided their assessments of the quality of the training programs and the qualifications of trainees who graduated. Further, enlisted members with one through eight years of military service retrospectively assessed their experiences and proficiency levels in a number of dimensions. Assessments focused on socialization into the military, the development of core values and attitudes, and opinions on military training and gender-related issues. Systematic focused interviews were conducted with enlisted members at different career levels to provide qualitative, in-depth information about superior/subordinate relationships, unit social interactions, and viewpoints on gender integration in the military. Several projects reviewed existing data, conducting secondary analyses on issues relevant to the Commission's charter.

Projects

The research projects have been divided into two volumes. Volume IV contains the following five reports. First, Retrospective Survey of Socialization, Values and Performance in Relation to Recruit Training surveyed approximately 10,000 enlisted personnel across the Services with one through eight years of military experience. The strata also included gender and career fields. The basic training assessment section of the survey overlapped the data collected for the project on recruits' and leaders' values, attitudes and training experiences sum-

marized in Volume III (Johnson, 1999). Other survey questions addressed current assignment, career progression experiences, proficiency levels and gender interaction policies.

The second report describes a systematic focused interview project, Focus Group Research. This project was conducted to provide in-depth, qualitative description of the following topics: performance, equitable standards and treatment, superior/subordinate relationships, social interactions and their effect on performance, clarity and effectiveness of military regulations about gender interactions and viewpoints on gender in the military. Content analyses of summaries of full transcripts were completed for 42 focus groups (approximately 420 total participants) organized by gender, Service, career level (Basic Training, Advanced/Technical Training, or Operational Unit), and level of gender integration in current unit.

The final three projects in this volume evaluated existing survey and performance data to broaden the perspective on recruit training experiences and outcomes and on gender integration issues. These secondary analyses provided a longitudinal perspective without the requirement of following servicemembers over time. Performance Data Modeling compared attrition rates by gender and job category across Services for cohorts of servicemembers who enlisted from Fiscal Year 1991 through 1996. Another project, Youth Attitude Tracking Study (YATS): A Review of Selected Results, reviewed data from an existing annual national survey of 10,000 male and female respondents, 16 to 24 years of age, on military enlistment propensity with added questions at our request on attitudes about gender-integrated recruit training. The Military Equal Opportunity Climate Survey (MEOCS): Overview of Results Related to the CMTGRI also provided data evaluating equal opportunity and organizational effectiveness trends for 800,000 Service members from 6,000 units across Services.

PART I

*Retrospective Survey of
Socialization, Values and
Performance in Relation to Recruit
Training*

PART I

by

**Peter F. Ramsberger, Ph.D.
Janice H. Laurence, Ph.D.
and
D.E. (Sunny) Sipes, Ph.D.**

ACKNOWLEDGMENTS

This study was conducted for the Congressional Commission on Military Training and Gender-Related Issues under the direction of Dr. Janice H. Laurence of the Human Resources Research Organization (HumRRO). Dr. Laurence served as a principal scientist for the Commission research staff.

Contract assistance for the project was provided by HumRRO. In addition to the authors, Mr. Jeffrey D. Barnes assisted the research by creating the data files for subsequent analysis. The efforts and camaraderie of the Commission Service representatives are greatly appreciated. CAPT James S. Snyder (USN), Lt Col Mary J. Street (USAF), LTC Brenda L. Harris (USA), and Maj R. Scott LaShier (USMC) were instrumental in coordinating sites and points of contact for survey administration. We appreciate their responsible, professional, and timely handling of survey operations.

Dr. Kathleen M. Wright, Research Director, and Mr. Stephen C. Fogleman, Executive Director, provided essential management support, thereby facilitating the research efforts. A debt of gratitude is also owed to the Commissioners themselves for contributing their insights to the study design. In particular, Dr. Mady Wechsler Segal provided invaluable technical guidance on the draft instrument.

Last but not least, the research team wishes to thank the survey respondents. We appreciate the time that these busy soldiers, sailors, Marines, and airmen took to complete this survey.

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EXECUTIVE SUMMARY

Background

The Congressional Commission on Military Training and Gender-Related Issues was authorized by the National Defense Authorization Act for Fiscal Year 1998 (Subtitle F of Public Law 105-85). Among the responsibilities of the Commission was to examine the effectiveness of military basic training formats to include degree of gender integration. Toward this end, quantitative and qualitative research studies were designed and executed.

Other research performed for the Commission examined recruit attitudes towards and perceived impact of gender-integrated training (GIT) in the timeframe immediately surrounding recruit training. The goal of this study was to shed light on the longer view. Are there differences between those who undergo gender-integrated and gender-segregated recruit training in terms of their socialization, values, and attitudes towards the military and their careers? If so, what form do they take? When do they appear and how long do they last? What other factors such as individual differences, other characteristics of recruit training, and subsequent military experience are related to such perceptual and attitudinal variations?

Methodology

General Considerations

A survey of enlisted personnel from each of the Services was considered to be the most efficient and appropriate method to obtain the needed data. The sample was restricted to those with eight years or less of service. This period encompasses two typical terms of service, and therefore would be the timeframe when any impact of gender-integrated training would likely surface.

Survey Development

A variety of relevant existing surveys were reviewed and items selected as candidates for inclusion in this instrument. In addition, the survey of those in basic training, also being conducted for the Commission on Military Training and Gender-Related Issues, was reviewed both for items that would be pertinent to the retrospective survey and for items where there might be interest in comparing the two populations (e.g., recent enlistees, longer-term incumbents). The final instrument includes 42 separate questions, with a minimum of 124 responses.

Sampling and Distribution

Four respondent characteristics were deemed to be particularly relevant for the purposes of this study: Service, gender, tenure, and military occupation group (combat, combat support, combat service support). The goal was to obtain sample sizes of approximately 3,600, equally distributed across strata.

In-person administration of the survey was deemed necessary given the short time frames available. This was not possible in the Air Force because the dispersion of personnel did not allow for sufficiently large groups to be assembled. Thus, a mail survey was conducted for this Service.

Results

Response Rate. The survey response rates were as follows:

<u>Service</u>	<u>Number Sent</u>	<u>Number Returned</u>	<u>Response Rate</u>
Army	4,700	3,503	74%
Navy	4,200	2,527	60%
Marine Corps	3,000	2,105	70%
Air Force	7,000	2,307	33%

Sample Characteristics. The gender make-up of the sample varied widely by Service. The percentage of males was as follows: Army 69 percent; Navy 73 percent; Marine Corps 77 percent; Air Force 42 percent. The vast majority of respondents had at least a high school diploma, and two-thirds or greater were in pay grades E3-E4.

Basic Training. Just about half of respondents reported that they attended integrated basic training, except in the Marine Corps which does not have units of this type. Among those in integrated units, the highest degree of interaction with members of the other gender during training was reported by Army personnel, followed by Navy and Air Force. The vast majority of respondents indicated that their basic training instructors were mostly or all men.

Respondents were asked several questions about their basic training experience. The vast majority agreed that it left them well prepared for advanced training, except in the Navy where about one-third each said they were well, moderately well, and not well prepared. Similar results were found when respondents were asked for how well basic prepared them for their first assignment, although the percentages saying “well prepared” were not as high. This is to be expected given that advanced training is necessary for on-the-job performance in most military occupations. A majority in each Service felt that basic training prepared them well for serving in gender-integrated units.

Two-thirds of Marine Corps respondents indicated that segregated basic training provides the best mix. This number was much smaller in the Army (31 percent), Navy (20 percent), and Air Force (19 percent). Similarly, whereas nearly 60 percent of Marines said that integrated basic results in a decline in training quality, the corresponding figure in the Army (42 percent), Navy (35 percent), and Air Force (21 percent) was considerably lower.

Again, with the exception of the Marine Corps, the majority of respondents either agreed or were neutral when it came to statements such as: integrated training has a positive effect on individual/group performance and reduces the likelihood of problems such as fraternization.

Detailed Analyses. Multivariate analyses were conducted to assess the relationships between the outcome variables (e.g., evaluation of basic training, current readiness and morale, performance indicators) and predictors (e.g., type of basic training attended, instructor mix, tenure). These analyses offer the ability to control for the impact of all other variables while assessing such relationships. Thus, we can examine the impact of attending integrated training on evaluation of that training while accounting for other variables such as respondent gender and years in service.

These results showed that length of service accounted for more variation in response than any other factor. Tenure was associated with a wide range of outcomes including career intent, readiness, and morale. More years of service was positively associated with knowledge and understanding of fraternization, adultery, and harassment policies and regulations. Those with longer tenure were also found to be less likely to feel that such policies are applied differentially by gender or rank.

The extent to which individuals worked with members of the other gender during training was found to be positively related to a number of basic training outcomes and attitudes, including being better prepared for AIT and first assignment (Navy, Air Force) and feeling that integrated basic has an overall positive impact on basic training (all Services).

Perhaps most significant was the general lack of relationships between gender-related basic training experiences/attitudes and subsequent outcomes. This suggests that this factor plays a relatively minor role in determining training success and future in-service results.

Chapter 1

Introduction

Background

The Congressional Commission on Military Training and Gender-Related Issues was directed by Congress (Public Law 105-85) to examine the effectiveness of military basic training, including the efficacy of gender integration. Toward this end, quantitative and qualitative research studies were designed and executed.

The ultimate goal of basic/recruit training is to promote military effectiveness and readiness. While such a construct is multidimensional, socialization or adoption of military customs, values, and knowledge is one important component. One goal of Army Basic Combat Training (BCT), for instance, is to produce individuals who “think, look, [and] act like a Soldier without detailed supervision.” The Marine Corps states that, “Marines are forged in the furnace of recruit training.”¹ Thus, this phase of training is key to the successful performance of new recruits and, in the long run, the United States military.

Gender-integrated recruit training was first introduced in the late 1970s. One of the primary motivations for this move was the notion that recruits should be trained in a manner that as closely approximates actual job performance conditions as possible. Thus, if men and women are to be functioning in integrated units when they take on their actual responsibilities in the field, they should be trained in this same configuration to avoid the potential disconnect that might result from separating the genders to that point. After several years of experimentation, Gender-Integrated Training (GIT) of recruits was widely introduced in 1994 in all Services except the Marine Corps and Army ground combat units. Since that time, questions have been raised about the impact of this method, both in the short- and long-term.

¹ Source: Basic training background information provided to the Commission by the Military Services.

Other research performed for the Commission examined recruit attitudes towards and perceived impact of GIT in the timeframe immediately surrounding recruit training. The goal of the present study was to shed light on the longer view. Are there differences between those who undergo gender-integrated and gender-segregated recruit training in terms of their socialization, values, and attitudes towards the military and their careers? If so, what form do they take? When do they appear and how long do they last? What other factors such as individuals differences, other characteristics of recruit training, and subsequent military experience are related to such perceptions and attitudes?

Methodology

General Considerations

A survey of enlisted personnel from each of the Services was deemed the appropriate method to obtain the needed data. The sample was restricted to those with eight years or less of service because this period encompasses two typical terms of service, and therefore is the timeframe when any impact of gender-integrated training would be likely to surface. At the same time, this period allows for a maturation of views of basic training, allowing for a retrospective examination from various intervals following this experience.

Survey Development

A variety of surveys were reviewed and items selected as candidates for inclusion in the instrument developed for the present retrospective study. These included the Army's Sample Survey of Military Personnel, the Department of Defense Sexual Harassment Survey, and the Military Equal Opportunity Climate Survey. In addition, the survey of those in basic training, also being conducted for the Commission on Military Training and Gender-Related Issues, was reviewed both for items that would be pertinent to the retrospective survey and for items where there might be interest in comparing the two populations (e.g., recent recruits, longer-term incumbents).

The instrument review process yielded a score of candidate items for inclusion in the survey. These were first reviewed by project staff to identify areas of redundancy and select those questions that better suited this project's purpose. Also noted were areas that had yet to be addressed through extant questions. New items were created to fill such gaps.

The draft survey was submitted to the Commission's Service Representatives for review. It contained some 39 items, requiring a minimum of 122 responses. The Representatives reviewed each of the questions and made suggestions regarding overall content, question wording, additional items for inclusion, and areas of redundancy where deletions might be possible.

After incorporating the Service Representative's suggestions, a revised draft was delivered for further review. Additional comments were received and changes made. At this point, a small in-house pretest was conducted to make sure that the layout and wording were clear and that there were no (other) areas of potential confusion. None were found. This survey was submitted to approval authorities within DoD for their review. Several changes were suggested during this phase, and these were incorporated to the extent possible given the survey aims and context. A cover letter was prepared over the

signature of the Commission Chair. Her changes to this document were incorporated, and it became the cover for the survey itself. Instructions for completing the instrument were included as page 2 of the survey, thus obviating the need for a separate sheet of paper and simplifying the distribution process.

The final survey was sent to a printer to be assembled in machine-readable format. Both the draft and blue-line editions were reviewed carefully before authorization was given to print 20,000 copies. The final instrument included 42 separate questions, with a minimum of 124 responses. It is provided in Appendix A.

Sampling and Distribution

Four respondent characteristics were deemed to be particularly relevant for the purposes of this study: Service, gender, tenure, and military occupation group (Combat, Combat Support, Combat Service Support). When tenure is segmented into groups (1-2, 3-5, 6-8 years), and these dimensions are crossed, the result is 72 cells (4 branches x 2 genders x 3 tenure groups x 3 occupation groups). Although the population of each of these cells varies widely, 200 respondents per cell was set as the goal to provide sufficient power—or numbers of respondents—to afford confidence in the final results. Exceptions to this rule were the combat jobs in which women are restricted from serving. The required sample sizes were either reduced (Army) or eliminated (Marine Corps) for female-combat specialty cells. Table 1 shows the final target numbers by cell.

The ideal method for obtaining the sample would have been to randomly select individuals from the population of each cell until the quota was filled. Surveys could then be sent to the individuals chosen. The problem with such a procedure in this instance, however, was the difficulty in getting an adequate response. Mail surveys typically have low response rates as compared to those that are administered directly to individuals at their places of work or other convenient locations. Although the ultimate response rate to a mail survey can be increased to some degree with reminder letters and follow-up calls, the short timeframe imposed by Congress simply did not allow for such extensive monitoring. Therefore, in-person administration of the survey was deemed the preferable option to assure an adequate response rate.

Given the dispersion and mobility of Armed Forces personnel, it is simply not efficient to draw a random sample of individuals for an in-person survey. Distributing surveys to individuals through the chain of command in this manner would take countless hours and pose a severe burden. Thus, guidelines were provided to those in each Service responsible for survey administration as to the final sample that was sought, and it was left to them to identify units and situations where the proper mix of respondents could be found. Random selection of respondents by last digit of Social Security Number was stipulated. The instructions to Service points of contact are included in Appendix A.

The exception to this general procedure was the Air Force. Because of the dispersion of Air Force personnel, it was more difficult to obtain sizeable numbers of respondents at a single location. This necessitated the use of the mail to distribute surveys to Air Force personnel, with the understanding that the likely response rate would be considerably lower than for the other Services. The following paragraphs describe the distribution process by Service.

**Table 1
Retrospective Sample Specifications**

	Males				Females			
	1-2 YOS	3-5 YOS	6-8 YOS	Total	1-2 YOS	3-5 YOS	6-8 YOS	Total
Army*								
Combat Arms (11, 13, 14, 18, 19)	200	200	200	600	200	200	200	600
Combat Support (12, 25, 31, 33, 37, 51, 54, 67, 81, 93, 95, 96, 98)	200	200	200	600	200	200	200	600
Combat Service Support (35, 55, 63, 71, 74, 77, 88, 91, 92)	200	200	200	600	200	200	200	600
Total	600	600	600	1800	600	600	600	1800
Navy								
Combat (FC, GM, DS, EW, ST, OS, TM, RM, AW)	200	200	200	600	200	200	200	600
Services (EN, EM, MM, GSM/E, DC, HT, AMS, AT)	200	200	200	600	200	200	200	600
Support (HM, DT, YN, PN, SK, SH, QM, BM)	200	200	200	600	200	200	200	600
Total	600	600	600	1800	600	600	600	1800
Marine Corps								
Combat Arms (03,08,18)	200	200	200	600	NA	NA	NA	NA
Combat Support (02,13,21,23,25,26,60/61, 63/64,65,72,73,75)	200	200	200	600	200	200	200	600
Combat Service Support (01,04,06,11,28,30,31, 33,59, 40,35,58,66,68,70)	200	200	200	600	200	200	200	600
Total	600	600	600	1800	400	400	400	1200
Air Force**								
Mechanical, Electronic	200	200	200	600	200	200	200	600
Administrative	200	200	200	600	200	200	200	600
General	200	200	200	600	200	200	200	600
Total	600	600	600	1800	600	600	600	1800
* Army = Career Management Fields **Air Force = Career Field Areas 100 completed survey cases per cell is acceptable								

Army. After considering the desired respondent mix in conjunction with data on assignment patterns, surveys were distributed to installation Points of Contact as follows:

Fort Bragg	2,000
Fort Stewart	1,200
Fort Campbell	1,200
Fort Bliss	250
Fort Sill	25
Fort Hood	25

Navy. Distribution to Navy respondents was simplified somewhat by the fact that there are concentrations of personnel in three primary sites. Thus surveys were distributed as follows:

Norfolk, VA	2,400
San Diego, CA	1,200
Pearl Harbor, HI	600

Marine Corps. An appropriate respondent mix was available at one Marine Corps site. Thus, 3,000 surveys were sent to the Marine POC at Camp Pendleton, CA.

Air Force. As previously mentioned, the dispersion of Air Force personnel made in-person survey administration problematic. Thus, despite concerns regarding distribution through the mail, this alternative was settled on as a last resort. The sample specifications were provided to the Air Force Survey Office along with instructions to draw 7,200 names in proportion to the cell requirements. The doubling of the sample size was necessary to counteract the expected low response rate as well as concerns over potentially outdated address information.

When the address information was received, it was formatted for mailing labels which were then printed. Survey packets were assembled including the survey itself and a return envelope. Returns were directed to the contractor responsible for scanning and analyzing the data.

Chapter 2

Results

Overview

The survey results are provided in several sections. First, we present response rate information while highlighting any deviations from the desired sample and concerns that this might arouse. Next, we examine the demographic characteristics of the sample. We then provide an overview of the key survey items as a means of creating a context for consideration of the more in-depth analyses. Finally, we present the results of multivariate analyses that serve to isolate effects of key variables while controlling for influential and potentially confounding characteristics.

Response Rate

Table 2 summarizes the response rate for the Retrospective Survey by Service. Note that these are conservative estimates in that they do not take into account extra surveys sent to locations in order to avoid splitting cartons and to make up for potential loss/damage during shipping.

Table 2
Response Rate by Service

Service	Location	Number Sent	Number Returned	Percent Returned
Army	Fort Bliss	250	146	58%
	Fort Bragg	2,000	1,636	82%
	Fort Campbell	1,200	1,066	89%
	Fort Hood	25	15	60%
	Fort Sill	25	11	44%
	Fort Stewart	1,200	629	52%
Total Army		4,700	3,503	74%
Navy	Norfolk	2,400	1,493	62%
	Hawaii	600	158	26%
	San Diego	1,200	876	73%
Total Navy		4,200	2,527	60%
Marine Corps	Camp Pendleton	3,000	2,105	70%
Air Force	n/a	7,006*	2,307	33%
TOTAL		18,906	10,442	55%

*194 Air Force surveys returned as undeliverable

Table 3 provides a summary of respondents in terms of the primary stratification variables (e.g., Service, gender, tenure, occupational group). Although there is good representation in each of the sample strata, some of the individual cell sizes fell below the target. Thus, generalizations to these strata should be made with caution. Also note that the Combat Support designation does not appear to apply widely to Navy occupations.

Table 3
Actual Sample Sizes

Service Job Categories	Males						Females					
	Years of Service					Total	Years of Service					Total
	< 1	1-2	3-4	5-6	7-8		< 1	1-2	3-4	5-6	7-8	
ARMY												
Combat	109	308	213	102	98	830	24	44	33	10	5	116
Support	24	210	171	113	109	627	30	193	107	32	26	388
Service	27	195	134	66	79	501	24	157	104	51	46	382
total	160	713	518	281	286	1958	78	394	244	93	77	886
NAVY												
Combat	117	342	106	137	152	854	24	53	23	20	15	135
Support	1	9	13	13	26	62	1	3	5	9	1	19
Service	14	89	137	100	60	400	6	91	172	65	27	361
total	132	440	256	250	238	1316	31	147	200	94	43	515
MC												
Combat	23	112	94	22	19	270	--	--	--	--	--	--
Support	12	216	241	77	38	584	6	78	78	14	7	183
Service	31	253	247	55	33	619	16	119	81	17	7	240
total	66	581	582	154	90	1473	22	197	159	31	14	423
AF												
Admin	11	49	39	40	20	159	20	71	53	62	28	234
General	26	106	85	119	68	404	42	198	121	164	64	589
Mech/Elec	12	45	32	56	25	170	14	96	42	67	38	257
total	49	200	156	215	113	733	76	365	216	293	130	1080
TOTAL	407	1934	1512	900	727	5480	207	1103	819	511	264	2904

Note: Data are provided by years of service categories as listed in the survey itself.

Prior to conducting any analyses of the data, cases were deleted if any of the following was true:

- Service unknown
- Respondent not serving on Active Duty
- Gender unknown
- Tenure unknown or greater than 8 years.

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These deletions resulted in the following final sample sizes by Service:

- Army 2,996
- Navy 2,035
- Marine Corps 1,967
- Air Force 2,272

Sample Demographic Information

Tables 4 through 6 provide data on the primary demographics collected on the sample by Service. It is important to keep in mind that the goal was not to achieve samples that were “representative” of the Services. The goal was not to pulse attitudes in the aggregate, but to facilitate comparisons on key variables.

Table 4
Sample Characteristics by Service: Gender, Race/Ethnicity, Marital Status

Service (n)	Gender		Race/Ethnicity				Marital Status		
	Male	Female	Black	Hispanic	White	Other	Married	Separated/ Divorced	Single
Army (2,996)	68.9	31.1	24.3	10.0	56.3	9.5	42.9	10.1	46.9
Navy (2,035)	73.0	27.0	20.3	8.2	58.3	13.2	38.7	9.7	51.4
MC (1,967)	77.3	22.7	11.3	21.2	57.9	9.7	36.7	7.0	56.2
AF (2,272)	42.1	57.9	14.0	7.7	68.2	10.0	48.7	10.6	40.6

Table 5
Sample Characteristics by Service: Education

Service (n)	Education				
	Less than HS	HS	Associates Degree, License/Certificate	Some College, No degree	College Degree
Army (2,948)	4.9	47.3	7.2	37.0	3.5
Navy (2,000)	2.4	45.2	10.2	38.7	3.7
MC (1,940)	3.3	60.9	5.4	29.1	1.3
AF (2,248)	0.6	28.7	14.8	51.6	4.1

Table 6
Sample Characteristics by Service: Tenure and Pay Grade

Service	Tenure		Pay Grade		
	0-4 years	5-8 years	E1-E2	E3-E4	E5-E6
Army	73.6	26.4	10.6	68.3	21.2
Navy	64.6	35.4	11.9	64.1	24.2
Marine Corps	84.5	15.4	9.8	74.2	16.1
Air Force	59.4	40.6	10.2	79.4	10.5

Several points are noteworthy regarding the demographic make-up of the sample.

- More than two-thirds of the respondents were male, except in the Air Force where 58 percent were female.
- The percentages of race/ethnic groups were roughly similar across Services, with the exception of a higher concentration of Hispanics in the Marine Corp sample and a higher concentration of Whites among Air Force respondents.
- The vast majority of respondents were high school graduates or above.
- The majority of the sample fell in the 0-4 year tenure group, with the vast majority in the E-3 to E-4 grade group.

Overview of Key Survey Items

Basic Training Background

Several survey items were included to gain insight into the type of basic training experienced by respondents. Table 7 summarizes information regarding whether respondents attended integrated or segregated basic training, how frequently they worked with members of the other gender on training-related tasks, and the mix of male and female basic training instructors.

Table 7
Basic Training Background

Service	% Integrated Basic (n)	How frequently worked with members of other sex to complete training-related tasks.				
		All the time	Most of the time	Half of the time	< Half of the time	None of the time
Army	50.1 (1,496)	61.8	19.2	7.7	6.4	4.9
Navy	41.8 (851)	30.8	35.3	17.9	11.3	4.7
MC	3.8 (74)	--	--	--	--	--
AF	49.4 (1,118)	15.2	25.0	19.2	28.2	12.3
Instructor mix in basic training unit						
Service (n)		All Men	Mostly Men	Half and Half	Mostly Women	All Women
Army (2,057)	Males	52.9	40.4	6.7	.0	.0
Navy (1,479)		54.4	33.4	11.4	.5	.2
MC (1,517)		95.8	3.2	.8	.1	.1
AF (954)		14.0	62.2	22.6	1.0	.1
Army (931)	Females	7.7	77.7	13.6	.9	.1
Navy (550)		14.4	39.5	40.2	3.6	2.4
MC (446)		.2	2.2	6.3	26.5	64.8
AF (1,314)		9.1	55.9	33.2	1.7	.2

About half of the respondents in the Army, Navy, and Air Force reported that they attended integrated basic training. The Marine Corps does not conduct integrated basic, so it is unclear what the frame of reference was for the four percent of Marines who said they attended training with members of the other gender.² The greatest amount of interaction with members of the other gender was reported by Army personnel; over 80 percent of those who took part in integrated basic said they worked with such individuals most or all of the time during that training. They were followed in this regard by the Navy (65 percent most/all the time) and Air Force (40 percent most/all the time).

Regarding instructor gender mix during basic, the majority of men in the Army, Navy, and Marine Corps reported that all of their instructors were also men, although over one third of Army and Navy male respondents indicated that at least some were women. Among women, the results were more mixed. The vast majority of Army women reported having most or all male instructors, whereas the preponderance of Navy and Air Force women reported being trained by mostly men or a half-and-half mix.

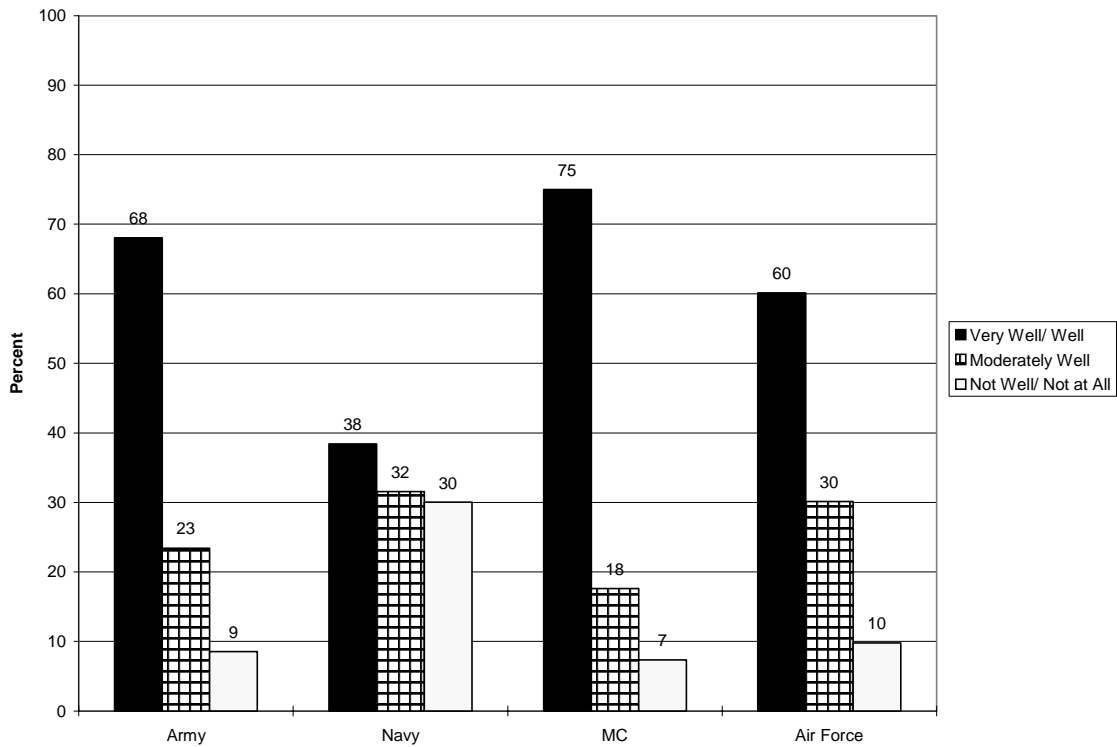
²During boot camp, there may be limited interactions between male and female recruits during non-training functions such as religious services. After boot camp, Marines attend Marine Combat Training (MCT), a 17-day exercise that is gender-integrated.

Basic Training Opinions

Eleven questions were included in the survey to assess respondent attitudes towards their own basic training and gender-integrated training in general. The following figures provide an overview of responses to these items by Service. These data are provided to establish a frame of reference for the more in-depth analyses that follow. Caution should be taken in drawing inferences from these figures given the many elements that influence the results that are masked in these overall presentations. Such relationships will become more clear when the multivariate analyses are discussed.

Respondents were asked to indicate how well their own basic training prepared them for Advanced Individual Training, for their initial assignment, and how well their overall training experience prepared them for service in a gender-integrated unit. These results are summarized in Figures 1 through 3.

Figure 1. How Well Basic Training Prepared for AIT, by Service



As seen in Figure 1, the majority of Army, Marine Corps, and Air Force respondents felt that Basic Training left them well prepared for their advanced training. The split in the Navy was nearly equal, with about one-third saying it left them well, moderately, or ill prepared.

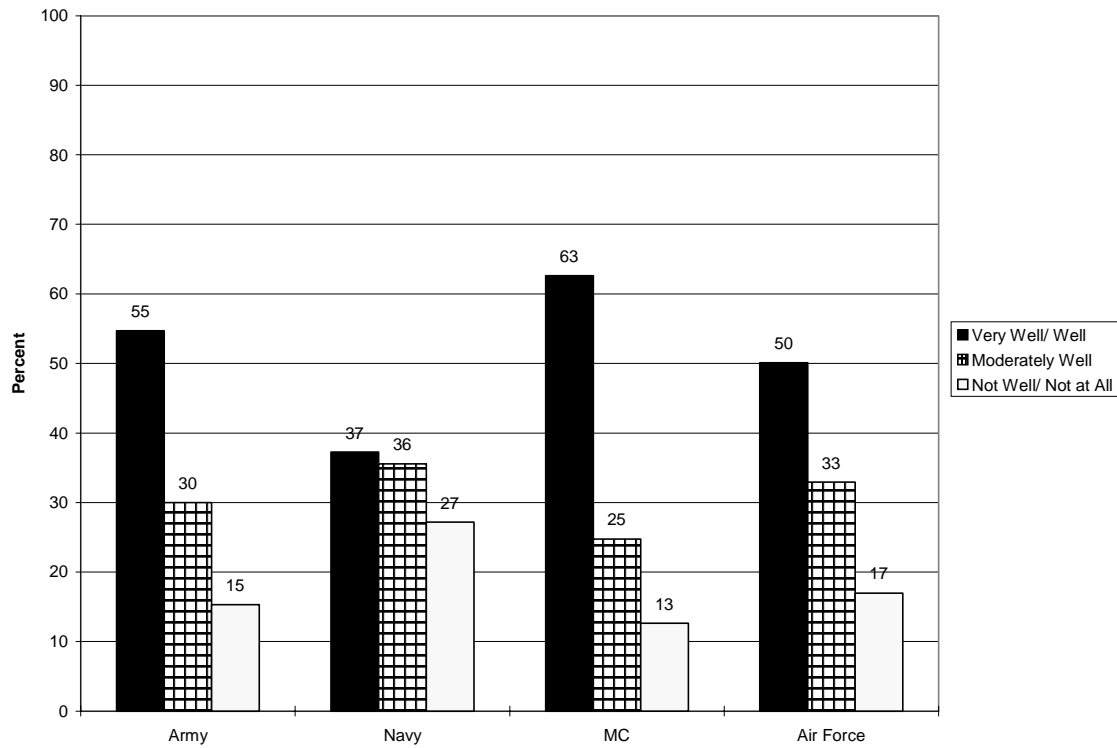
Figure 2. How Well Basic Training Prepared for Initial Assignment, by Service

Figure 2 presents respondents' views about how well basic training prepared them for their initial assignment. These results mirror those presented regarding AIT, except that the percentage indicating that they were well/very well prepared is somewhat lower. This makes sense in that basic training only lays the groundwork for the more advanced training that is required for most military occupations.

Figure 3. How Well Entry Training Prepared for Gender-Integrated Unit, by Service

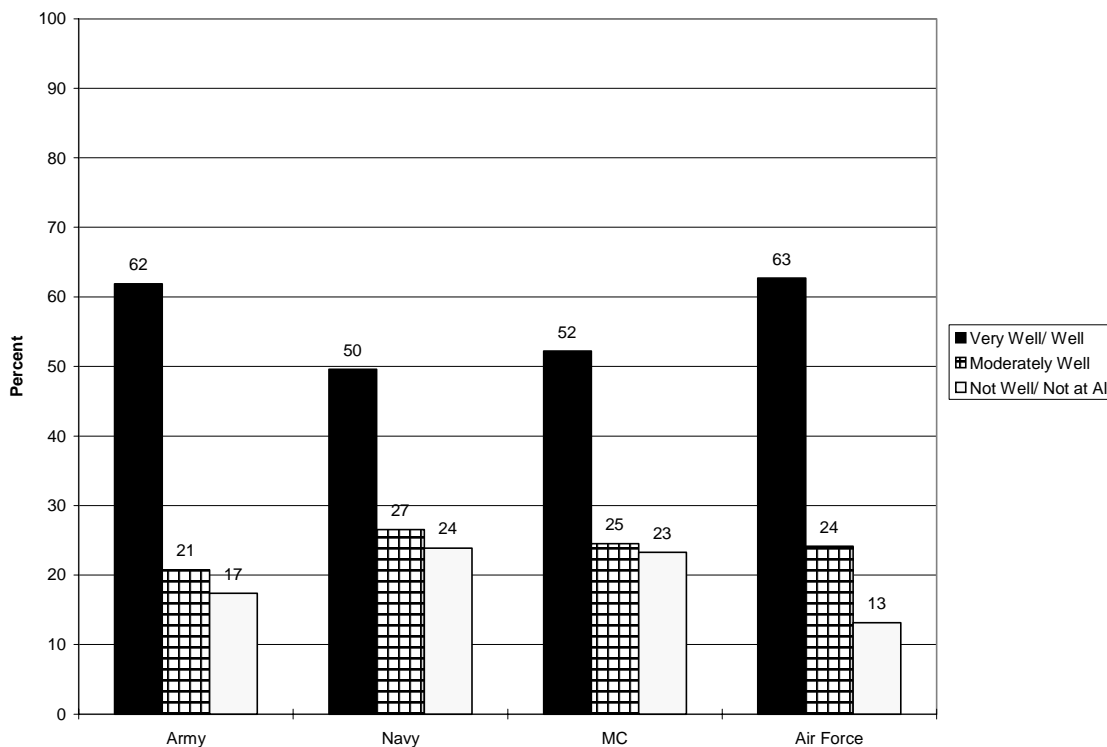
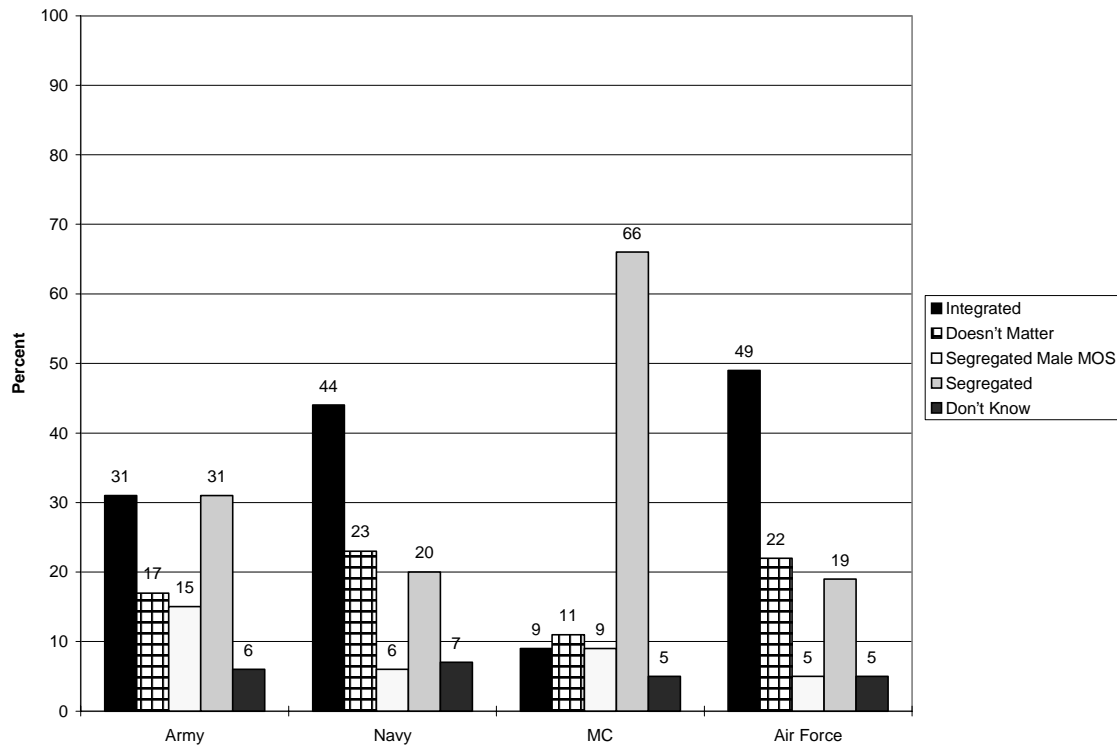


Figure 3 presents results only for those respondents who reported that they had ever served in a gender-integrated unit. It summarizes their responses to the question: How well did your entry training (basic and advanced) prepare you for assignment to a gender-integrated unit? About half of Marine Corps and Navy personnel reported being very well or well-prepared for service in a gender-integrated unit, whereas nearly two-thirds of the Army and Air Force samples responded in this manner.

Figure 4. Best Basic Training Mix, by Service



Respondents were asked what gender mix they felt best suited the purpose of basic training. These results are seen in Figure 4. The thing that immediately stands out from this presentation is that two-thirds of Marine Corps respondents favored segregated training. This is not surprising given that this is the current norm in the Corps. Among the other Services, less than one-third of respondents gave this response. Overall, gender-integrated training got the most positive endorsement from Navy and Air Force personnel, over two-thirds of whom said that integrated training is better or that it doesn't matter.

Figure 5. Impact of Gender-Integration on Basic Training, by Service

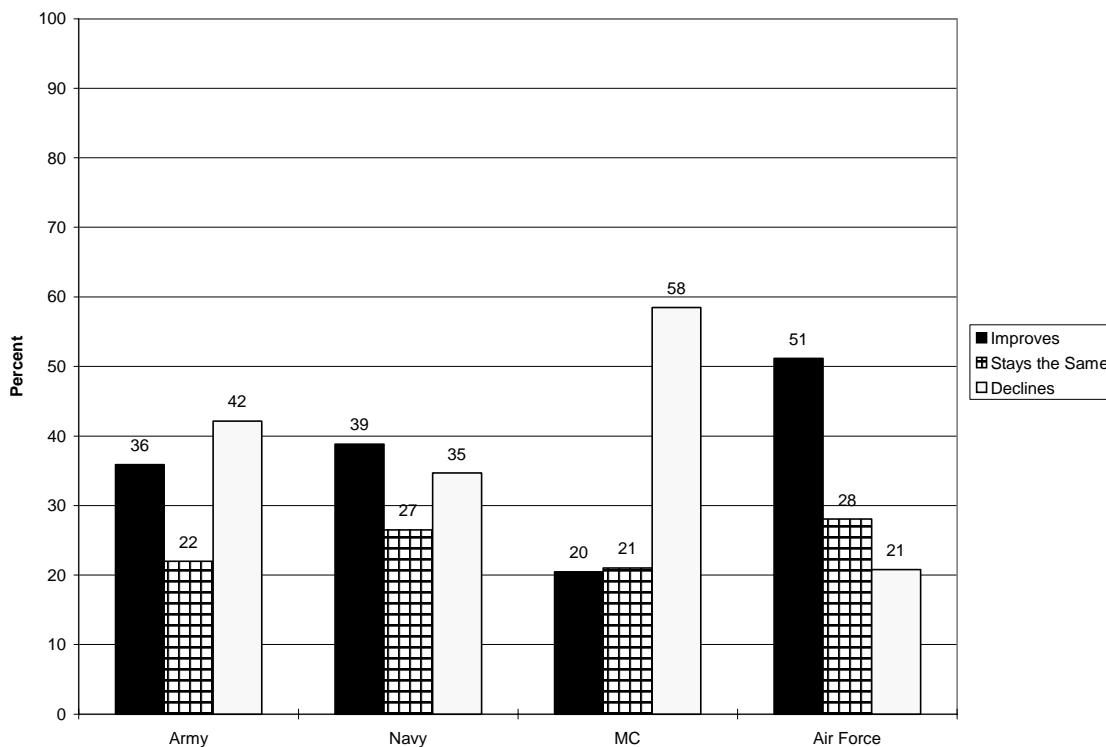
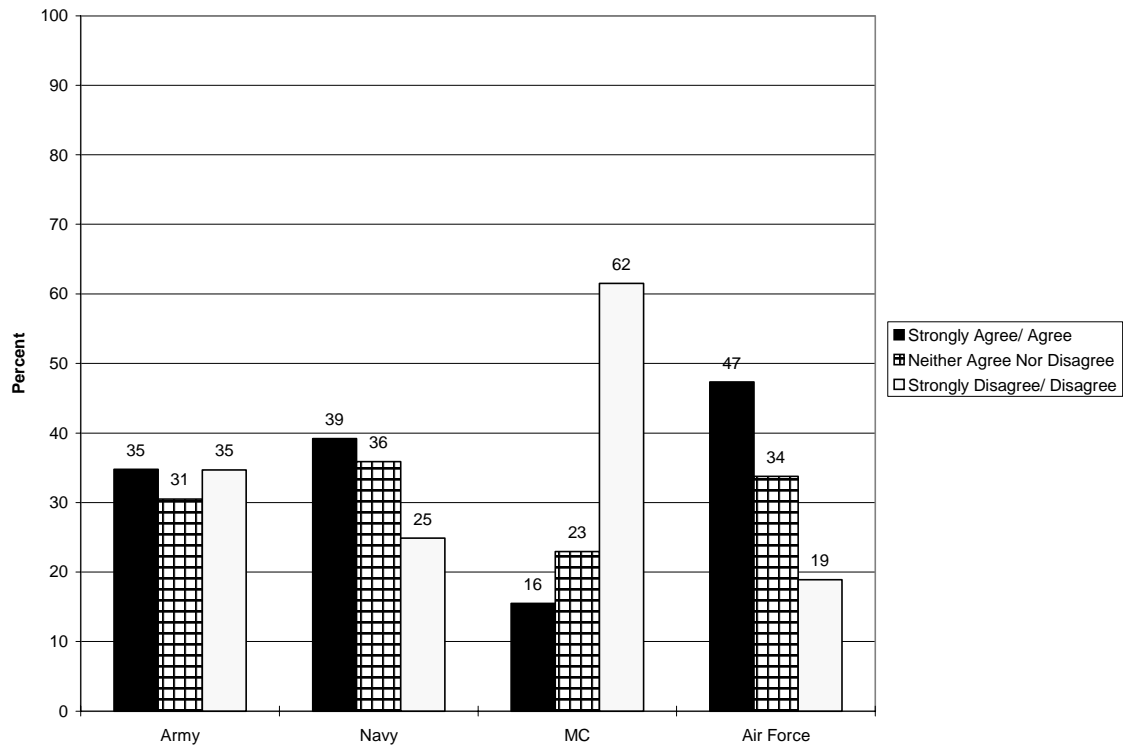


Figure 5 shows respondents’ assessments of the effect gender integration has on basic training. These results largely mirror those seen in reference to the best training mix, with Navy and Air Force respondents more likely to say that having both men and women in basic improves training or has no effect, while Army and particularly Marine Corp personnel were more inclined to feel that it has a negative impact. Note that, even among Army respondents, the majority still said that integration either has no effect or that it improves the quality of training.

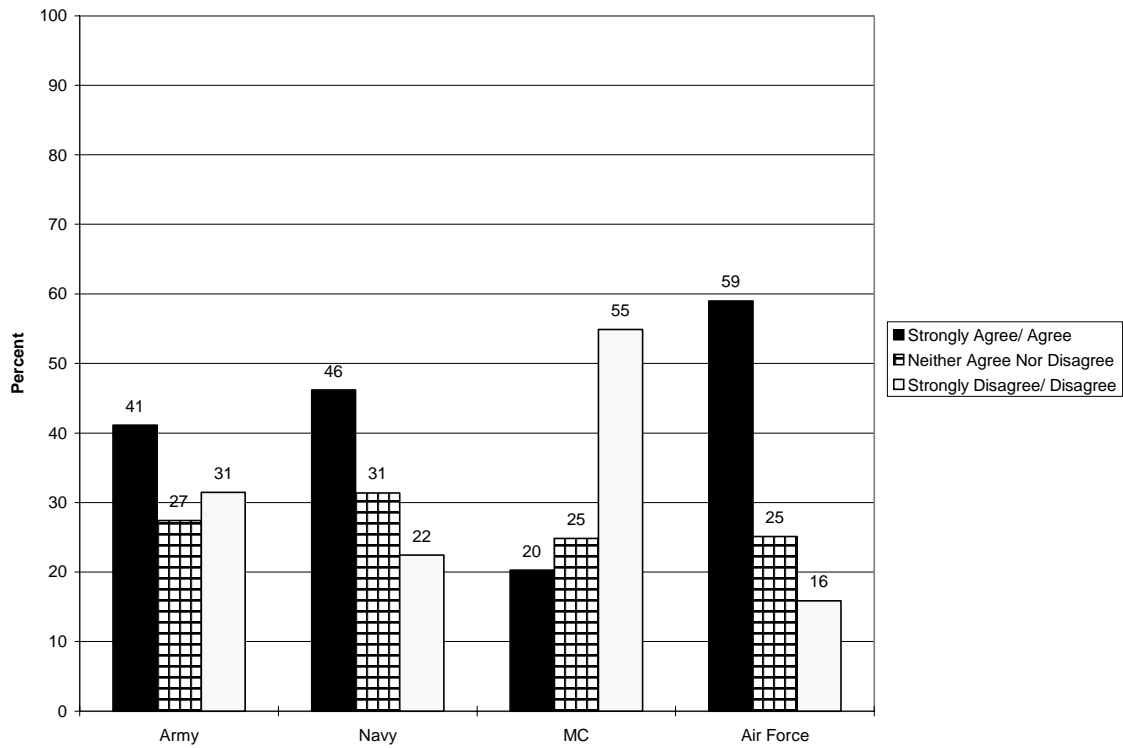
Item 21 asked respondents to indicate their level of agreement with six statements regarding mixing men and women in basic training. These results are summarized below.

Figure 6. GIT has a Positive Effect on Individual Performance, by Service



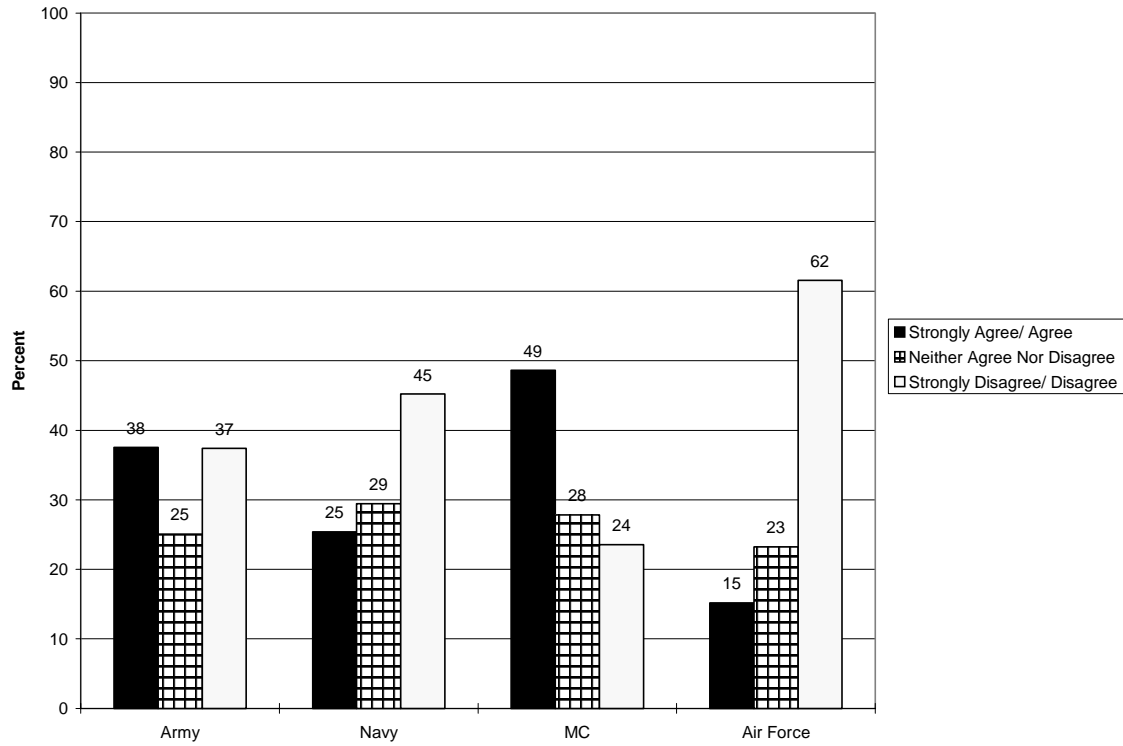
When asked whether they feel gender-integrated training has a positive effect on individual performance, results were generally mixed except in the Marine Corp where nearly two-thirds disagreed. Overall the highest level of support for this statement came from Navy and Air Force respondents.

Figure 7. GIT has a Positive Effect on Group Performance, by Service



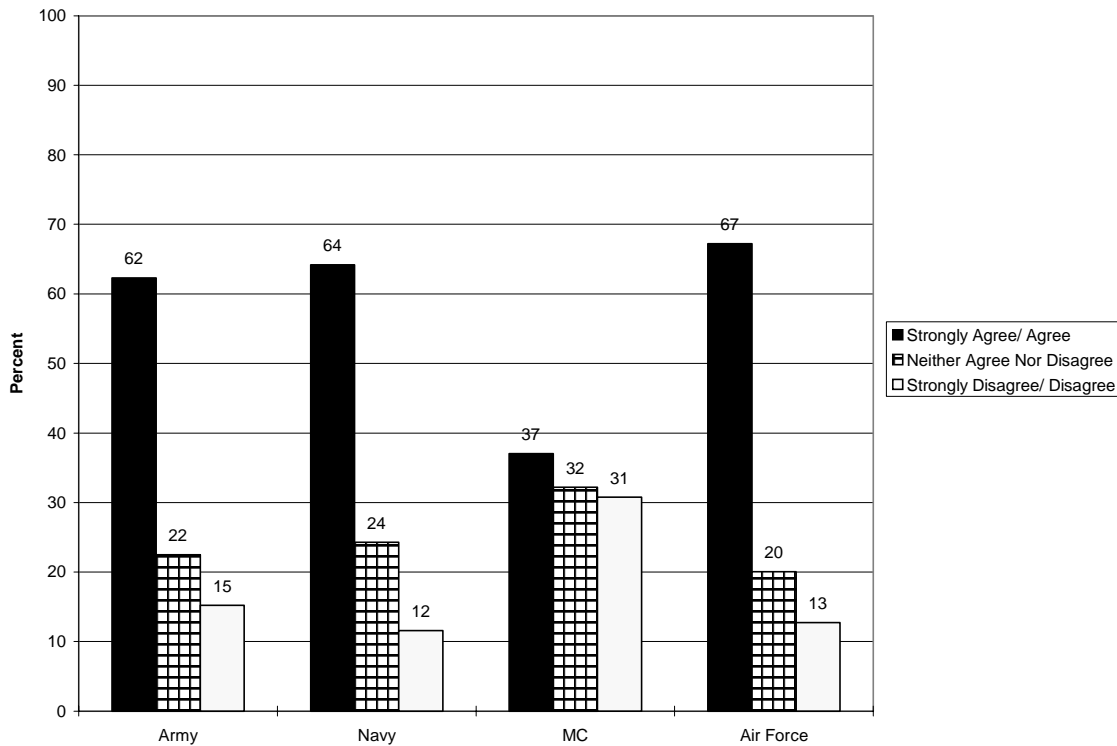
Overall, higher percentages of respondents felt that gender-integrated training has a positive impact on group performance than was the case for individual performance. Once again, those in the Marine Corps were the least likely to agree with this statement.

Figure 8. GIT Results in Lower Standards for All, by Service



The notion that integrated training lowers standards was not endorsed by Navy or Air Force respondents. The split between those who agreed and disagreed with this notion was nearly equal in the Army, while just under half of Marines agreed with this statement.

Figure 9. GIT Makes it Easier to Adapt to a Gender-Integrated Unit, by Service



Two-thirds or more of Army, Navy, and Air Force respondents agreed that having men and women in basic training makes it easier to adapt to operational units that include both genders. In this case, there was a nearly equal split among Marine Corps sample members.

The final two statements regarding GIT presented in the survey suggested that: a) integrated training reduces the likelihood of later problems such as fraternization and harassment, and b) that GIT reflects the experience most recruits have had in civilian life before they entered the military. These results are summarized in Figures 10 and 11.

Somewhat surprisingly, the preponderance of respondents from each Service disagreed that integrated basic training serves to reduce later problems. The distribution across Services was fairly consistent in this case, with the exception of the Marine Corps where a higher percentage registered disagreement.

The statement regarding integration reflecting civilian experiences was endorsed by the preponderance of respondents, except in the Marine Corps where although nearly equal percentages agreed or remained neutral.

Figure 10. GIT Reduces the Likelihood of Later Problems, by Service

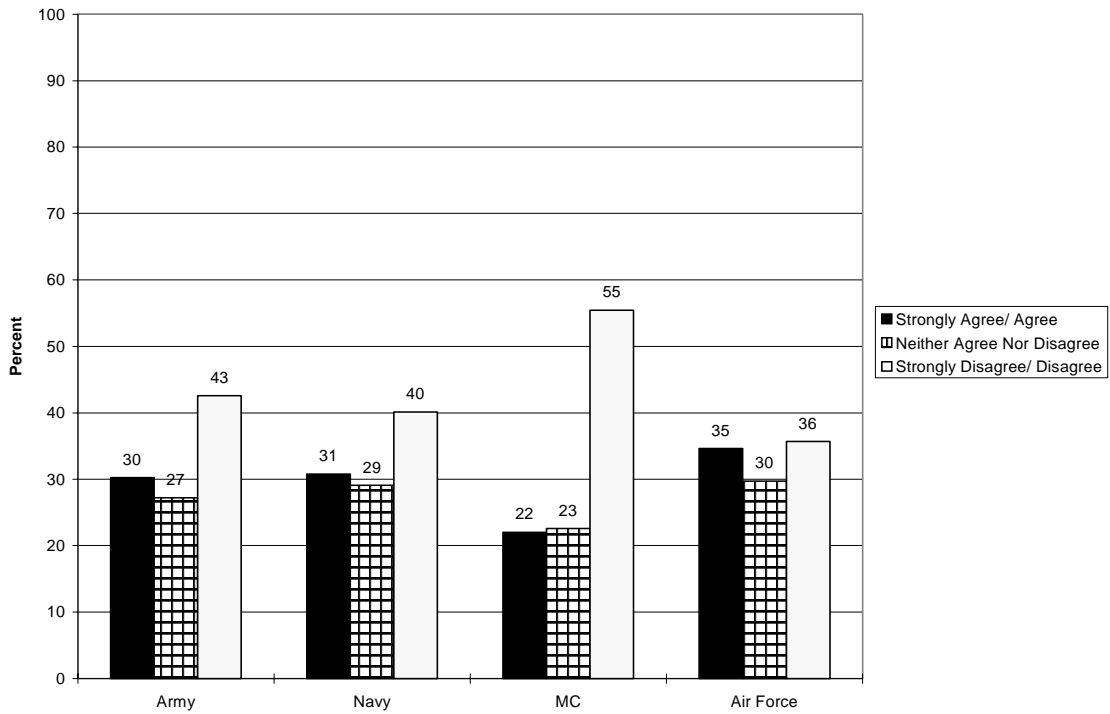
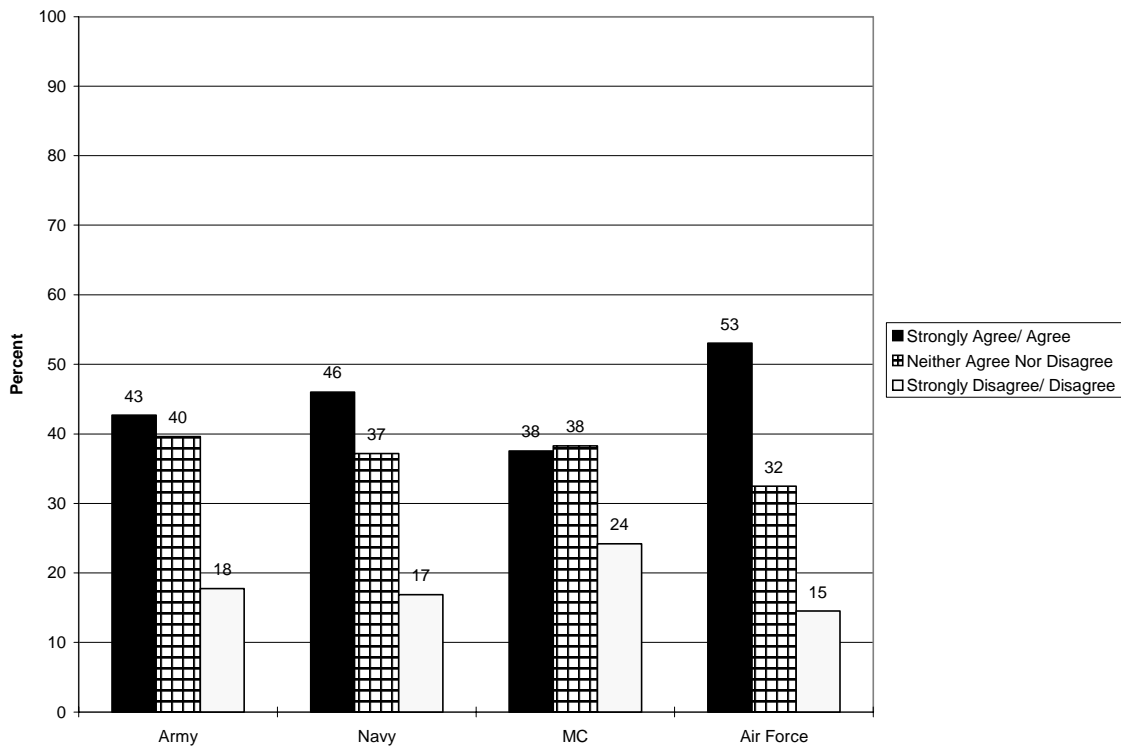


Figure 11. GIT Reflects Experience in Civilian Life, by Service



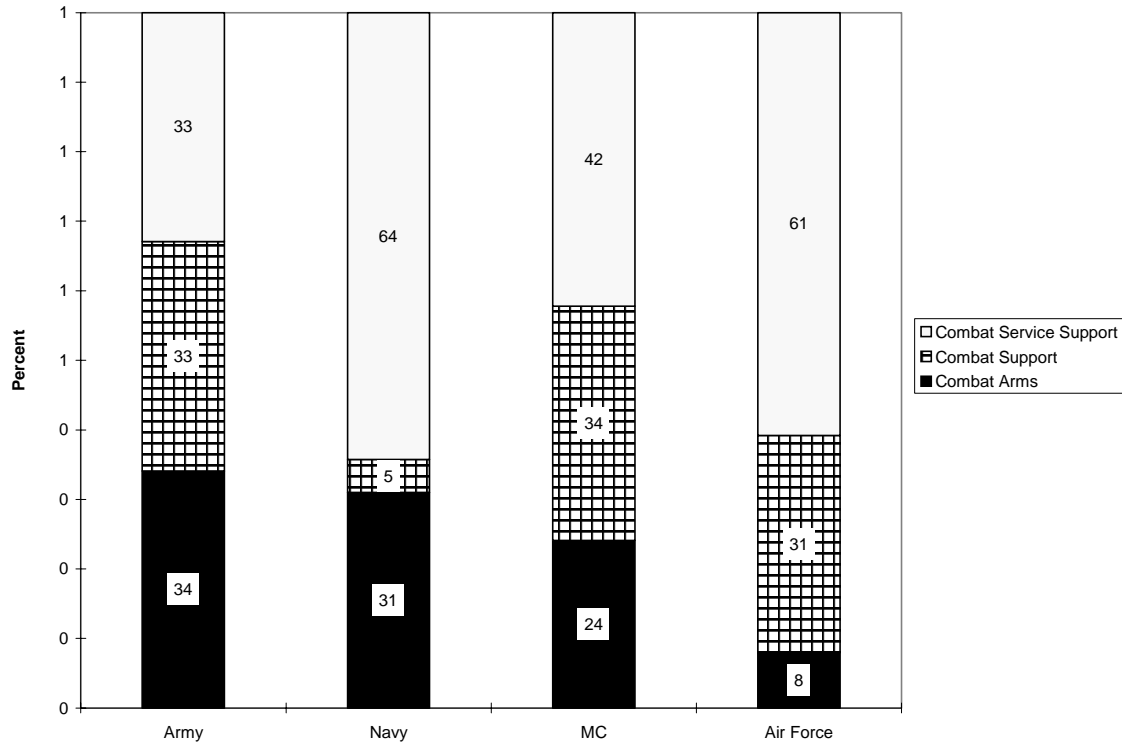
Summary: Basic Training Background and Opinions

- About half of the respondents attended integrated basic training units where their instructors were generally men. The exception to this rule was the Marine Corps which does not have gender-integrated training.
- Overall, respondents felt that their basic training left them well prepared for advanced training, their initial assignments, and service in a gender-integrated unit.
- A third or less of respondents felt that segregated basic was the best training mix, except in the Marine Corps where two-thirds agreed with this statement.
- A majority agreed that integrated basic either has no impact or improves training quality, individual performance, and group performance. Again, the exception to this rule was the Marine Corps, where majorities disagreed with these sentiments.
- Nearly equal percentages of Army respondents agreed and disagreed with the notion that integrated basic lowers standards for all, while the preponderance of Navy and Air Force participants disagreed with this idea and the preponderance of Marines agreed.
- Finally, the Marine Corps was again the exception to the rule that nearly two-thirds of respondents agreed that integrated basic makes the transition to an integrated operational unit easier.

Current Assignment Background

Respondents were asked to provide two factual pieces of information about the units to which they are currently assigned, and then to respond to 27 opinion items regarding aspects of their assigned unit and personal morale/readiness.

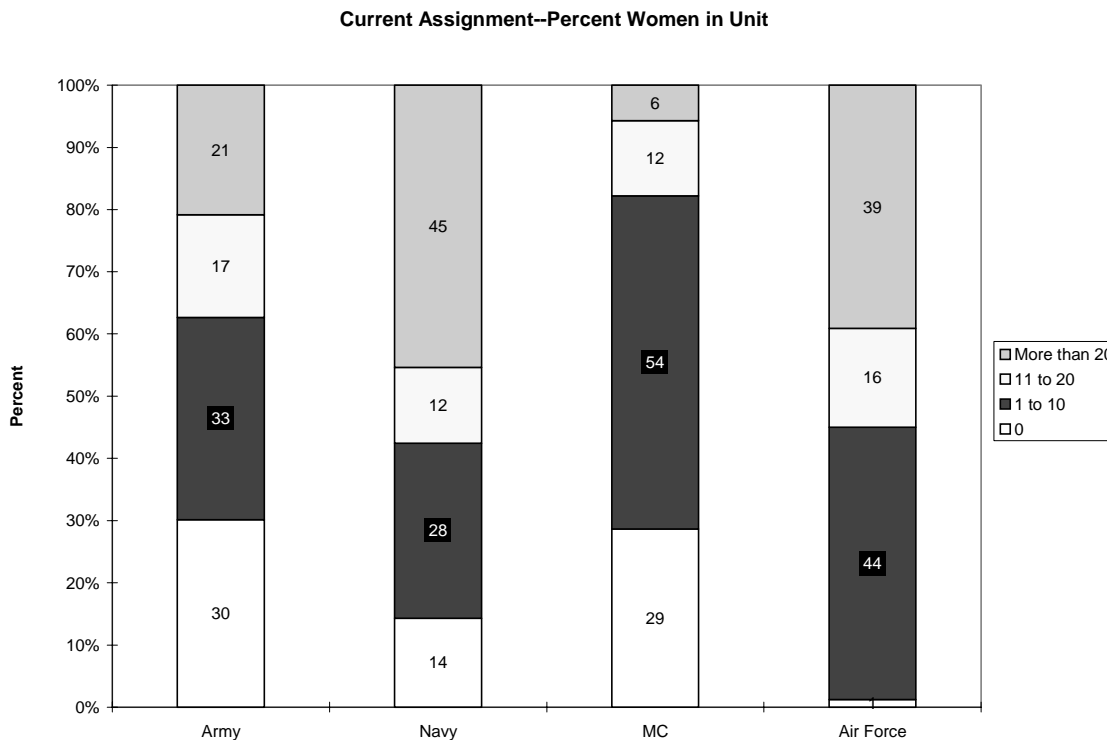
Figure 12. Unit Type, by Service



Respondents were asked to indicate whether the unit to which they are currently assigned falls under the category of Combat Arms, Combat Support, or Combat Service Support. Because this breakdown comes from an Army orientation and therefore could cause confusion for members of other Services, another question asked respondents to write in their occupational specialty. This information was key entered and categorized by unit type through the use of DoD documentation and the advice of the Commission Service Representatives. Air Force specialties were placed in the Armed Services Vocational Aptitude Battery subtest score areas of Mechanical/Electronics, Administrative, and General. Figure 12 displays these results.

Army respondents split in thirds between the three areas, whereas nearly two-thirds of Navy personnel reported themselves in Combat Service Support positions. Surprisingly, a higher proportion of Navy respondents were in Combat Arms positions than were Marines, whereas the highest proportion of the latter Service were in Combat Service Support jobs (42 percent). About two-thirds of the Air Force sample fell in the Mechanical/Electronic occupations.

Figure 13. Percent of Women in Current Unit, by Service



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The gender make up of respondents’ units is summarized in Figure 13. The highest proportions of gender-segregated units were in the Army (30 percent) and Marine Corps (29 percent), whereas higher percentages of Navy (45 percent) and Air Force (39 percent) personnel said their units included more than 20 percent women.

Current Assignment Opinions

Respondents were asked to provide a variety of opinions about their current units, including attitudes concerning morale, readiness, cohesion, teamwork, and commitment. Again, this information was collected so that it could be used in multivariate analyses to determine if gender integration issues are in any way related to these outcomes. The results are summarized below to provide a context for those analyses.

Table 8
Attitudes Towards Unit, by Service
(Percent Strongly Agree-Agree/Disagree-Strongly Disagree)

The members of my unit...	Army	Navy	Marine Corps	Air Force
...care about what happens to one another	43/32	51/24	54/22	51/26
...trust one another	32/37	42/29	41/28	38/30
...like the unit	17/53	32/33	24/43	32/36
...respect one another	37/31	47/24	45/24	48/23
...like one another	40/19	45/18	45/17	49/16
...inspire one another to do a good job	40/27	42/24	44/21	40/25
...work well together	58/15	60/14	66/10	61/14
...encourage each other to succeed in training	55/18	48/20	58/15	50/18
...work hard to get things done	65/14	62/16	75/8	71/12
...pull together and share workload	43/30	49/26	55/21	48/26

Across Services, the highest percentage of respondents agreed that the members of their unit work hard to get things done and that they work well together. In contrast, the lowest positive percentages tended to fall in the areas of liking the unit and trusting one another. Finally, less than half of the respondents endorsed the statements suggesting that members of their unit like one another, respect one another, or inspire one another to do a good job.

Table 9
Individual and Unit Readiness/Morale, by Service
(Percent Very/Well Prepared, Very/High Morale)

	Army	Navy	MC	Air Force
Readiness (% Very well/well prepared)				
Individual	58	54	67	61
Unit	52	53	69	73
Morale (% Very high/high)				
Individual	35	38	46	37
Unit	23	27	32	25

The results in Table 9 do not paint a positive picture of readiness and morale as perceived by sample members. Just over half of Army and Navy respondents rated their unit readiness as high, and less than one-third of all Service respondents rated their unit morale as high. While one-half to two-thirds stated that their personal readiness was high, less than half held the same view of their own morale.

Survey item 29 presented 13 statements related to teamwork, sacrifice, and commitment. These results are summarized in Table 10.

Table 10
Commitment/Teamwork Statements, by Service
 (% Strongly agree-Agree/Disagree-Strongly disagree)

	Army	Navy	Marine Corps	Air Force
a. Prefer team over individual praise	71/7	63/13	72/8	69/9
b. Prefer individual over group failure	60/14	53/18	61/14	54/17
c. Prefer being star over team player	10/64	14/59	15/57	10/68
d. Service calling to higher purpose	38/24	36/29	43/20	39/23
e. Military purpose over individual desires	50/19	48/22	56/15	57/16
f. If unit fails, I fail	49/27	58/22	58/21	51/25
g. Put Service over personal needs	33/36	29/41	36/32	42/28
h. Perform duties regardless of consequences	35/35	34/38	39/29	46/25
i. Strong sense of belonging to military	38/30	32/34	43/27	43/25
j. Committed to military	47/27	43/30	53/22	56/21
k. Personal and Service values match	40/28	35/34	42/27	43/25
l. Willing to make sacrifices so others succeed	63/10	56/14	66/8	62/9
m. Would die for country	60/14	54/18	68/10	64/10

Generally, these data show that the sense of teamwork among respondents was fairly high. Strong majorities agreed with such statements as : “I would rather see my team receive praise than for me to be praised individually,” and “I would rather fail as an individual than to see my group fail.” The sense of commitment expressed by respondents, on the other hand, was somewhat lower. Only about half strongly agreed or agreed that they feel committed to the military or that the military’s purpose is more important than individual desires. Even fewer expressed strong willingness to put Service over personal needs (item g), or that they have a strong sense of belonging to the military (item i).

Fraternization/Adultery/Harassment

Respondents were asked a series of questions regarding fraternization, adultery, and harassment policies and regulations. Specifically, items assessed whether these were being applied differently to men and women or officers and enlisted, and in each case who was favored. They were also asked if the policies were applied consistently across commands within the respondents' Service. Finally, sample members were asked to assess their own familiarity with, and understanding of these policies and regulations. These results are summarized below.

Table 11
Perceptions Regarding the Application of
Fraternization, Adultery, and Harassment Standards

	Standards Applied Differently by Gender (% Yes)	Favor			Standards Applied Differently by Enl/Off (% Yes)	Favor			Commands Enforce Differently (% Yes)
		Male	Female	Don't Know		Officer	Enlisted	Don't Know	
Fraternization	49	22	68	9	39	74	18	8	38
Adultery	34	34	57	9	28	76	16	7	30
Harassment	48	12	83	5	24	75	16	9	31

Table 12
Assessments of Familiarity With/Understanding of
Fraternization, Adultery, and Harassment Standards

	Familiarity			Understanding		
	Very Familiar/Familiar	Somewhat	Slightly/Not	Very/Quite Well	Somewhat	Slightly/Not at all
Fraternization	63	26	11	68	23	9
Adultery	60	26	14	65	23	11
Harassment	74	18	8	76	18	6

Approximately one-half of the respondents agreed that standards regarding fraternization and harassment are applied differently by gender, with the majority who expressed this sentiment suggesting that women are favored. The percentage indicating that adultery standards are applied differently by gender, or that any of the standards are applied differently to officers and enlisted personnel are somewhat smaller. In the latter case, nearly three-quarters of those who felt rank plays a role in the application thought that Officers are favored. Finally, about one-third of respondents indicated that these policies and regulations are applied differently across units.

Approximately two-thirds to three-quarters of respondents indicated that they are very/quite familiar with fraternization, adultery, and harassment standards, and understand them quite well/well.

Summary: Current Assignment Background and Opinions

- There was good dispersion between Combat, Combat Support, and Combat Service Support units in the Army and Marine Corps. A majority of Navy personnel fell in Combat Service Support and Air Force in Mechanical/Electronic jobs.
- About one-third of Army and Marine Corps respondents were in segregated units; 45 percent and 39 percent of those in the Navy and Air Force, respectively, were in units with more than 20 percent women.
- While strong majorities agreed that the members of their units work hard and work well together, less than half said that those same members like their unit or trust/respect/like/inspire one another.
- Readiness was rated substantially higher than morale both on an individual and unit level.
- Individuals responded in a way that suggests a strong group/team orientation, although willingness to put Service/duty above personal concerns was less evident.
- About half of the respondents felt that fraternization and harassment standards are applied differently to men and women; smaller percentages (24-39 percent) felt enlisted and officer personnel are treated differently in this regard.
- Sixty percent or more reported that they were familiar with and understood policies and regulations regarding fraternization, adultery, and harassment.

Although the results examined thus far shed light on the questions concerning gender-integrated basic training, the fact remains that there are likely to be relationships that are not revealed through the one-dimensional examination conducted to this point. Such individual characteristics as gender, years of service, and occupation may be related to attitudes towards gender-integrated training, both alone and in interaction with one another. In an effort to tease out such effects, multivariate analyses were conducted in which the impact of background information was held constant as the effects of gender-related variables (integrated/non-integrated basic, current unit gender mix) on outcomes (training evaluations, commitment, readiness) were assessed. These results are reported next.

Multivariate Analyses**Method**

The analytic technique used to assess the relationships between key variables was hierarchical multiple regression. This technique allows for testing the association of a variety of potential influences and an outcome variable while controlling for the influence of other potentially confounding factors. The current formulation involved first entering and testing the effects of demographic variables, then adding service-related data (e.g., tenure, job), followed by gender-related information (training type, percent of women in current unit), and finally interactions between gender and service-related factors (e.g., gender x tenure). Several points regarding these analyses should be kept in mind.

Because of the large sample sizes in this study, even small effects are significant from a strictly statistical point of view. For this reason, stringent criteria were applied in accepting

a result as significant ($p < .01$). Another caution taken into consideration in examining these data concerned the large number of relationships examined. Under such conditions, the laws of probability dictate that some significant outcomes will be found simply by chance. As a result, the discussion below focuses more on trends rather than individual outcomes that may or may not be interpretable. That is, if a given effect was found for two or more Services then it was considered worth highlighting. Similarly, an outcome that emerged for only one Service was deemed noteworthy if it was found consistently over a series of analyses. These guidelines provide assurances that the results discussed below are not statistical artifacts but rather outcomes that are truly worth attention.

The outcomes and predictors used in the analyses are summarized in Table 13.

Table 13
Predictor and Outcome Variables Included in Multivariate Analyses

Predictors		Outcomes	
Item #	Item Description	Item #	Item Description
4	Gender	3	Career Intentions
5	Race/Ethnicity	15	Basic preparation for AIT
7	Highest level of education	16	Basic preparation for 1 st assignment
8	Tenure	17	Basic preparation for integrated unit
12	Basic unit integrated	18	Best basic training gender mix
13	Frequency of interaction with other gender during basic	19	Impact of gender integration on training quality
14	Instructor mix in basic	25	Personal readiness
22	Unit type (e.g., combat, combat support)	26	Unit readiness
23	Current unit integration	27	Personal Morale
	Interactions	28	Unit Morale
		30-38	Enforcement of fraternization, adultery, harassment policies and regulations
		39-40	Familiarity with and understanding of fraternization, adultery, harassment policies and regs
		Scales	
		20	Changes pre-post basic
		20	Changes basic to now
		21	Positive/Negative GIT attitudes (scale value)
		24	Unit cohesion
		29	Group orientation (weighted sum of a, f, l)
		29	Commitment (weighted sum of d, e, g, h, i, k, m)
		41	Belief in core values (sum of item responses))
		42	Sum of number of positive awards etc. divided by years in service
		positive	
		42	Sum of number of negative citations, etc. divided by years in service
		negative	

These results are presented in three groups. First, we focus on basic-training related variables and outcomes (items 15-19, 20 (changes due to basic), and 21). Then we examine those variables related to current status (career intent, 24-29, 20 (change since basic), 41, and 42). Finally, we examine the attitudes towards fraternization, adultery, and harassment policies and regulations (items 30-40). Detailed regression results are presented in Appendix B.

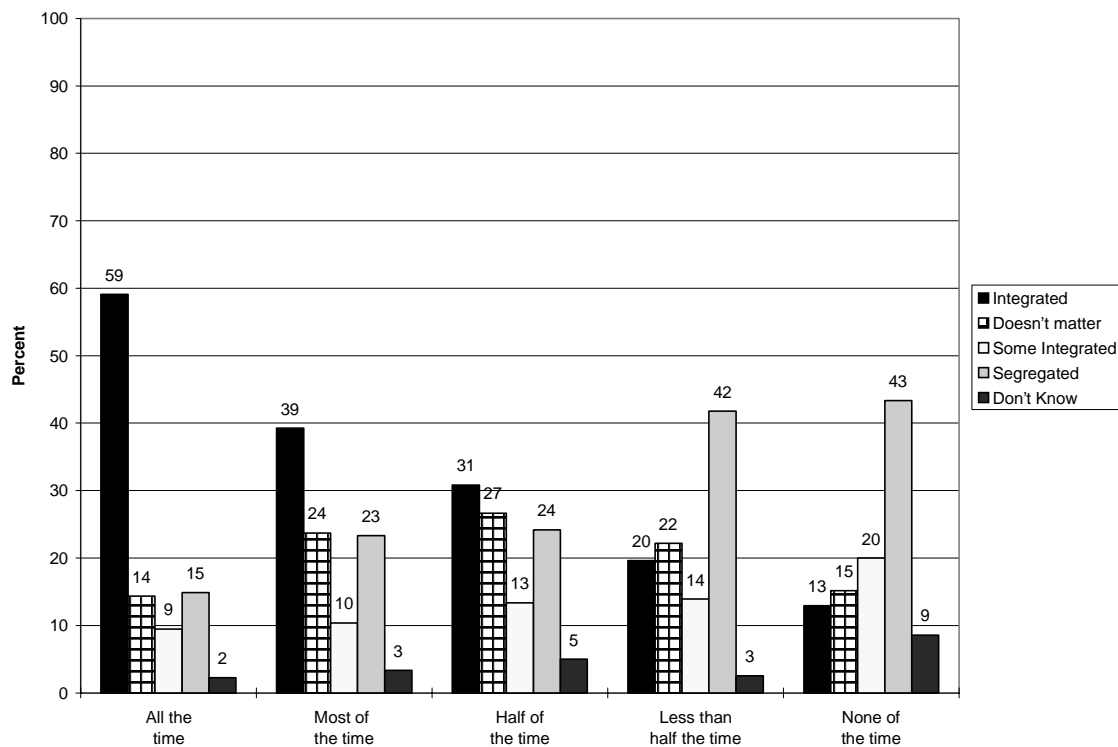
Basic Training Attitudes and Outcomes

The most consistent relationship found between background variables and evaluations of/attitudes towards basic training is that the higher the reported frequency of working with members of the other gender, the more positive the attitudes overall. This held true in the following cases:

- Those who worked with the other gender more frequently during basic training reported being better prepared by basic for AIT and their first assignment (Navy, Air Force).
- Those who worked with the other gender more frequently reported being better prepared for service in a gender-integrated unit (Army, Navy).
- Those who worked with the other gender more frequently during basic were more likely to say that integrated basic is the best training mix (Army, Air Force) and gave more positive evaluations of the impact of GIT (all Services).
- Those who worked more with the other gender during basic were more likely to have an overall positive GIT-attitude, as reflected in the item 21 scale score.³

Figure 14 is included to demonstrate these relationships. It shows the results for the Army when the frequency of working with the other gender during basic is crosstabulated with respondents' evaluations of the best basic training gender mix.

Figure 14. Best Training Mix by Amount of Time Spent Working with Other Gender During Basic, Army



³ This scale was formed by reverse coding item c (Mixing men and women in basic training results in lower standards for all) so as to be consistent with the other items, and then summing each individual's responses. Thus the scale range is from 6 (all strongly agree) to 30 (all strongly disagree).

Looking at the percentages of respondents who said that integrated basic training is the best mix, one can see an almost linear decline in that percent as the amount of time spent working with the other gender in basic declines. The converse is true for the percentage indicating that segregated training is preferable, though to a lesser extent.

Other relationships found between background information and basic training attitudes/experience were:

- Those in Combat Service (Army, Navy, Air Force) and Combat Service Support (Army, Air Force) positions were more likely to indicate that basic training prepared them for service in a gender-integrated unit.
- Blacks in the Army, Navy, and Marine Corps were more likely to feel that mixing men and women in basic has a positive effect on training quality. They also demonstrated more positive overall attitudes towards integrated basic as evidenced in the GIT-attitude scale (item 21).
- Those with longer tenure demonstrated less positive GIT attitudes (item 21).

Table 14 shows the significant relationships found with GIT attitudes (item 21).

Table 14
GIT Attitude Scale Significant Relationships
Means, All Services

Black	Hispanic	White	Other	
12.7	14.9	14.9	14.5	
< 1 year	1-2 years	3-4 years	5-6 years	7-8 years
12.9	14.2	15.0	14.4	14.9
All the time	Most of the time	Half the time	Less than half the time	None of the time
11.6	12.2	12.6	14.0	16.3

Note: Scale range is from 6, highly favorable attitudes towards GIT, to 30, highly unfavorable attitudes towards GIT.

Item 20 asked respondents to assess themselves on a variety of dimensions at three points in time: prior to basic training, immediately following basic training, and currently.

- Two transformations of these data were conducted. Hypothesized relatedness of items was verified by calculating Cronbach’s alpha for groups of items. Five such groups were validated:
 - knowledge of, and belief in military values;
 - commitment and cohesion;
 - technical skills and job performance;
 - self discipline and responsibility;
 - knowledge/appreciation of Service traditions and professionalism.

The scale values were derived by taking an average of the responses to the items making up that scale.

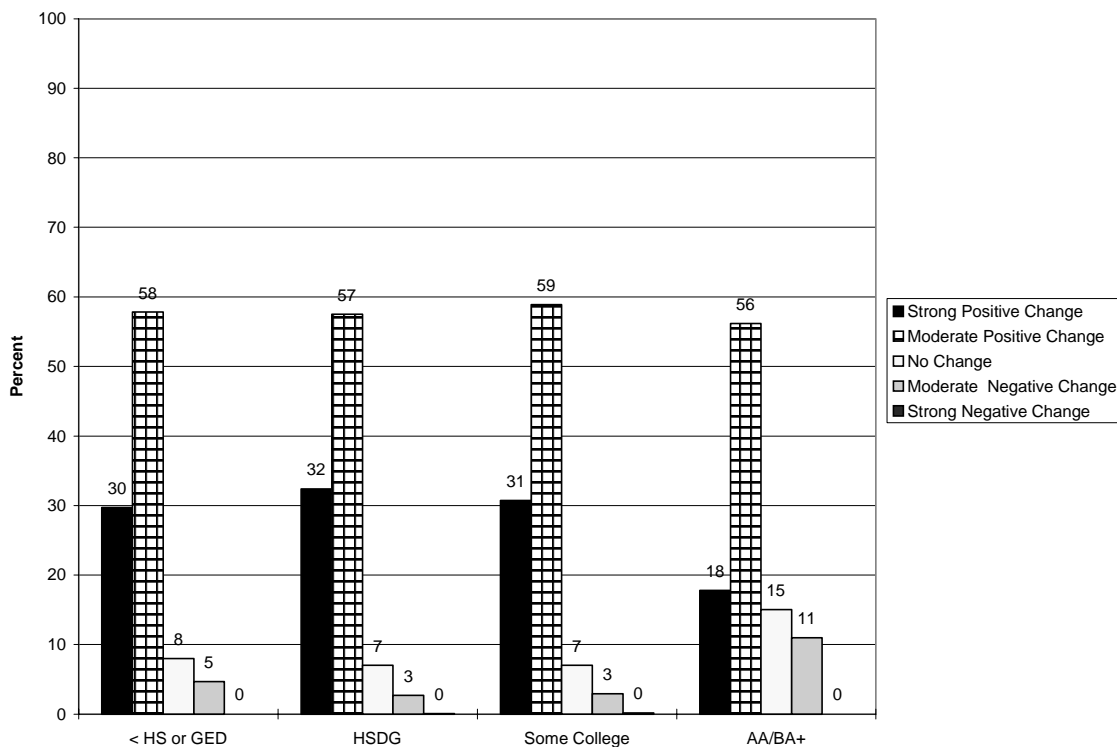
- Change scores were computed by subtracting the average prior-to basic training rating from the average post-basic rating. Thus the range of outcomes is:
 - -4 indicating the most dramatic improvement from “very poor” prior to basic training to “excellent” following (1 – 5);
 - 0 indicating no change at all (e.g., “fair” before, “fair” after or 3 – 3);
 - +4 indicating the most dramatic decline from “excellent” prior to basic to “very poor” following (5 – 1).

When these data were examined in conjunction with demographics and gender-related variables, the following significant outcomes were found:

- Those with *less* education and those in Combat Service Support jobs indicated a more positive change took place in relation to the adoption of military values (Army, Marine Corps).
- Those in Combat Service Support positions in the Army and Marine Corps indicated more positive change occurred in commitment and cohesion as a result of basic training.
- Those with more education (all Services), Hispanics (Army, Marines, Air Force), and those in service longer (Army, Navy, Marines) all felt that less positive change had occurred in job skills and performance pre-post basic training.
- Finally, Blacks in the Navy, Marine Corps, and Air Force indicated less positive change in self-discipline/responsibility as a result of basic training.

Figure 15 provides a pictorial representation of one of these outcomes: the self-assessed change in regard to military values before and immediately after basic training by current education level of Marine Corps personnel. Although the results are not dramatic, it is clear that those with a college degree (2- or 4-year) were less likely to indicate that a strong positive change took place in regard to military values as a result of basic training.

Figure 15. Change in Military Values Pre-Post Basic by Current Education Level, Marine Corps



Summary of Basic Training Attitudes and Outcomes: Clearly the most consistent relationship found through the multivariate analyses was between the frequency of working with the other gender during basic training and subsequent opinions about that training. In all cases where such relationships were found, those who had worked with the other gender to a greater extent had more positive attitudes.

Current Status

The variables that fall under this domain include career intentions, personal and unit readiness, personal and unit morale, dedication to team (item 24 scale), group orientation and commitment (item 29 scales), change in performance dimensions since basic training (item 20), adoption of core values (item 41), and positive and negative performance indicators (item 42). Several points are worth noting about these variables.

- The ten statements that make up item 24 are all concerned with **unit cohesion**. A scale value was derived by simply summing each individual’s responses to these items. Thus, a scale score of 10 indicates strong group orientation, while 50 suggests a very weak one.
- The items that make up item 20 (**change in performance/attitudes**) were handled exactly as described earlier. Individuals were asked to rate themselves on each dimension at three points in time (before basic, immediately after basic, now). Ratings of related dimensions were averaged to form scale scores (e.g., knowledge of and belief in values). Change scores were then derived by subtracting

earlier ratings from later ones (after basic – before basic; now – after basic). The range is – 4 indicating greatest positive change to 4 indicating greatest negative.

- The statements that make up item 29 were divided into two scales based on prior research. The first of these represents **group orientation** (29a, f, and l), while the second was a measure of **commitment** (29d, e, g, h, i, k, m). Weights were applied to the individual components of each scale (again based on prior research) and these were summed to provide a scale score.
- Eleven of the components of item 41 were based on the seven core **military values** (loyalty, duty, respect, selfless service, honor, integrity, personal courage). Ratings of the importance of these items (a, c, d, e, g, h, i, k, l, m, q) were summed to form a scale. Scores ranged from 11, indicating a high level of importance across the board, to 55, which indicates a low level of importance.
- The number of positive **performance indicators** marked in item 42 were summed (highest possible, 15), as were the number of negative citations (highest possible, 4). These results were then divided by the number of years of service to control for tenure effects.

Outcomes of the analyses involving the measures of current status are discussed below in terms of those variables that were found to be most related to the criteria.

Tenure. Of all the predictor values entered into the regression equations, length of service was most frequently found to be related to the outcomes. Those with longer tenure:

- were more inclined to stay until retirement (all Services)
- indicated higher personal readiness (Army, Navy, Marine Corps)
- expressed lower personal morale (Navy, Air Force) except in the Marine Corps where longer tenure was associated with higher personal morale
- expressed lower unit morale (Navy, Air Force)
- indicated more positive change in values since basic training (all Services)
- indicated more positive change in skills since basic training (all Services)
- indicated more positive change in discipline since basic training (Army, Navy)
- indicated more positive change in traditions/professionalism since basic training (all Services)
- more strongly endorsed the core values (Army, Marine Corps)
- expressed a weaker group orientation (Army, Marine Corps)
- expressed both stronger (Air Force) and weaker (Army, Marine Corps) commitment
- had fewer disciplinary actions (Navy, Marine Corps, Air Force).

The overall indication from these results is that Soldiers, Sailors, Airmen, and Marines who have been in service longer have a stronger sense of personal efficacy, may not exhibit the same enthusiasm as their younger counterparts, yet nonetheless have a stronger military career intention.

Race/Ethnicity. A number of significant relationships were found between race/ethnicity and the outcome variables. These include:

- Blacks expressed stronger career intent (Army, Navy, Marine Corps)
- Blacks expressed strong commitment (Army, Navy, Air Force)
- Blacks were less positive about the change in their skills since basic training (Army, Navy)
- Hispanics expressed higher personal morale (Army, Navy, Marine Corps).

Education. The major relationships found between current level of education and the outcome variables were:

- those with more education had weaker career intentions
- those with more education cited more positive, and fewer negative performance indicators (e.g., awards, court martial).

Percent of Women in Current Unit. A *smaller* percentage of women in one's current unit was associated with higher personal readiness in the Army, Navy, and Marine Corps, and higher unit readiness in the Army, Marine Corps, and Air Force. This finding is likely partially a function of typically lower self-efficacy among women compared to men. That is, women tend to rate themselves lower than men rate themselves on performance-related dimensions.⁴ Also, women are by definition over-represented in units with more women. Thus, despite controlling for unit type and gender, the interaction between these variables would tend to deflate readiness assessments in units with relatively high proportions of women.

Interactions. The significant interaction effects were confined to years of service and gender. For instance, males with less than one year of service were found to have:

- higher personal morale (Army, Marine Corps)
- lower group orientation (Army, Navy, Marine Corps)
- lower commitment (Army, Navy Marine Corps)
- stronger core values (Army, Navy, Marine Corps)
- more awards (all Services).

Women with less than one year of service were found to have:

- higher personal morale (Army, Marine Corps, Air Force)
- higher team orientation, item 24 (Marine Corps, Air Force)
- lower group orientation, item 29 (Army, Navy)
- lower commitment (Army, Navy, Marine Corps)

⁴ See Betz, N. E., & Fitzgerald, L. F. (1987). *The career psychology of women*. San Diego, CA: Academic Press.

- more positive performance awards (Army, Navy, Marine Corps).

Men with 3-4 years of service demonstrated:

- lower personal morale (Army, Navy, Marine Corps)
- lower unit morale (Navy, Marine Corps)
- higher commitment (Army, Navy Marine Corps).

Although other relationships were found (e.g., Marine Corps and Air Force Combat Service Support personnel rate themselves lower on personal readiness), no patterns were found that suggested results worth noting.

Summary of Current Status Attitudes and Outcomes. Overall, there is little indication that training-related variables had any impact on the current status outcome measures. Many of the findings regarding the effect of tenure, race/ethnicity, and education are both logical and reflect previous research results. The finding that the percent of women in one's current unit is negatively related to personal and unit readiness is of interest, however it does not represent a training-related effect (see previous discussion).

Fraternization, Adultery, Harassment

As outlined previously, respondents were asked whether policies and regulations regarding fraternization, adultery, and harassment were being applied consistently to (a) men and women, and (b) enlisted and officer personnel. In each case, if the respondent indicated that there was an inconsistency, he/she was asked to select which of the two groups was favored. Finally, they were asked to rate their own familiarity with policies and regulations governing these three topics and how well they understood them.

As with previous analyses, background and other characteristics were entered into regression equations to determine what factors influence perceptions of the topic of fraternization/adultery/harassment, as well as understanding of/familiarity with the rules that govern them.

Tenure. Once again, the variable that was most related to perceptions of how policies and regulations are applied was tenure. Generally, those with more years in service were *less* likely to say that there are differences in how standards are applied. The specific topics and Services where this was true are summarized below:

- Individuals with longer tenure in the Army were less likely to cite differences in the way *any* of the standards are applied to men/women or enlisted/officer, or the way they are enforced by different Commands within the Army.
- Individuals with longer tenure in the Navy and Marine Corps were less likely to cite differences in the way any of the standards are applied to Enlisted and Officer personnel.

- Individuals with longer tenure in the Marine Corps were less likely to indicate that there are differences in the way different Commands within that Service enforce regulations regarding harassment.
- Longer tenure is associated with greater familiarity with all of the policies and regulations, except in the Air Force as pertains to sexual harassment.
- More years of service is associated with greater understanding of these policies and regulations in the Army, and specifically as applies to adultery and harassment in the Navy and Marine Corps.

Race/Ethnicity. Blacks were more likely to cite differences in the way fraternization policies are applied to men and women (Army, Marine Corps, Air Force) and the way they are applied to Enlisted and Officer personnel (Marine Corps, Air Force). Blacks were also more likely to cite differences in the way Commands enforce fraternization and adultery regulations in the Air Force.

Occupation Type. Generally, those in Combat Service (CS) and Combat Service Support (CSS) occupations were less likely to perceive differences in the way fraternization, adultery, and harassment policies are enforced. This is true in the following cases:

- Army CS and CSS personnel were less likely to cite differences in the enforcement of any of the policies as regards men and women.
- Air Force CS and CSS personnel were less likely to perceive differences in the application of fraternization and adultery policies to men and women, and fraternization, adultery, *and* harassment regulations to Enlisted and Officer personnel.
- Air Force CSS personnel reported themselves to be more familiar with each of the policies and to have a better understanding of those pertaining to fraternization and adultery.

Percent of Women in Current Unit. Navy personnel with more women in their current units were less likely to cite differences in the way fraternization, adultery, and harassment regulations are applied to either men/women or Enlisted/Officers personnel. Marines with more women in their units were less likely to perceive enforcement differences between men and women in regard to fraternization and harassment regulations.

Education. Those with more education reported more familiarity with fraternization (Navy, Air Force), adultery (Army), and harassment (Navy) policies and regulations. They also indicated that they better understood fraternization (Army, Navy), adultery (Army), and harassment (Navy) policies.

Others. Individuals in the Air Force who reported a higher frequency of working with the other gender during basic training also indicated a greater understanding of all three policies. Conversely, Marine Corps personnel with a more homogenous instructor mix during training reported a better understanding of fraternization and harassment policies and regulations.

Summary of Fraternization, Adultery, and Harassment. Overall, the perception that there are differences in the way fraternization, adultery, and harassment policies and regulations are enforced is:

- negatively associated with tenure, service in a CS or CSS unit, and the presence of a greater number of women in one's unit;
- positively associated with being Black.

Familiarity with, and understanding of these policies is positively associated with more years of service and higher levels of education.

Chapter 3

Summary and Conclusions

Summary

Generally the results of this study can be summarized as follows:

- The majority of respondents across Services felt that their basic training experience prepared them for advanced training, their initial assignment, and service in a gender-integrated unit.
- Approximately two-thirds of the Marine Corps, one-third of the Army, and less than one-quarter of Navy and Air Force respondents indicated that segregated basic training is better. This split characterizes the remaining opinions on this topic, with Navy and Air Force personnel typically positively oriented towards gender-integrated training, Army respondents split between the positive/neutral/negative positions, and Marine Corps participants against integration.
- Although respondents generally endorsed the concept of teamwork and agreed that the members of their unit work hard and work well together, less than half agreed that their unit members trust, like, respect, or inspire one another.
- Across Services, over half of the respondents felt that personal and unit readiness was high. However, less than half felt the same way about personal and unit morale.
- Significant percentages of respondents felt that standards regarding fraternization, adultery, and harassment are applied differently by gender and rank. Large majorities indicated that they are familiar with, and understand such policies.

Examination of the data in a multivariate framework allowed us to uncover significant relationships between background/experience variables (e.g., tenure, integrated/non-integrated basic) and the outcome measures such as opinions regarding training and personal/unit readiness/morale. A variety of such relationships were found involving characteristics such as

unit type, race/ethnicity, and education. The most significant of these relationships, as indicated by their consistency, included the following.

- Length of service accounted for more variation in response than any other factor included in the regression analyses. Tenure was associated with a wide range of outcomes including career intent (+), readiness (+), morale (-), degree of improvement resulting from basic training (-), degree of improvement since basic training (+), group orientation (-), and endorsement of core values (+).
- More years of service was also found to predict knowledge of fraternization/ adultery/harassment policies and regulations, and perceptions of their enforcement. Those with longer tenure indicated greater familiarity/understanding of such standards and were less likely to feel that they are unevenly applied.
- The extent to which individuals worked with members of the other gender during training was found to be positively related to a number of basic training outcomes and attitudes.

As mentioned, a variety of other relationships were found involving such characteristics as unit type (Combat, Combat Support, Combat Service Support), race/ethnicity, and education level. Although these are not directly relevant to the work of the Commission, they may be of interest to military policy makers and as such may warrant further exploration.

Conclusions

In the end, the most notable finding from this study in terms of the questions facing the Commission may be the *lack* of relationships between training-related variables and the outcomes of interest. For instance, there were no clear connections uncovered between whether one attended gender-integrated/segregated training and attitudes towards or evaluations of that training. No pattern of results emerged that suggested that factors such as instructor mix in training were related to subsequent outcomes. In short, there is little evidence to suggest that such factors have significant and/or lasting impact on the attitudes and performance of military members.

PART 1

*Appendix A:
Survey and Distribution Instructions*

PART 1



**CONGRESSIONAL COMMISSION ON MILITARY TRAINING
AND GENDER-RELATED ISSUES**
1235 JEFFERSON DAVIS HIGHWAY, SUITE 940
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Dear Service Member,

The *Congressional Commission on Military Training and Gender-Related Issues* has been tasked by Congress in Public Law 105-85 to assess among other matters basic recruit training and to review DoD and military services' policies that include fraternization and adultery. This survey is being distributed to assess the attitudes and opinions of those currently serving on active duty regarding these topics. The data will be used in conjunction with other studies and research to inform Commission members. Your answers are completely anonymous and cannot be traced back to you. We appreciate your complete honesty.

The Commission is scheduled to make its final report to Congress in March of 1999, so you can see that time is of the essence. Please take a few minutes now and complete this survey following the instructions provided.

We thank you for your dedicated service to our Country and your valuable assistance to the Commission and the Congress in this important matter.

Very Truly Yours,

Anita K. Blair
Chairman

P.S. At this time, we are primarily interested in obtaining input from individuals serving on Active Duty. If you are NOT serving on active duty, please return this survey to the person who gave it to you.



MARKING INSTRUCTIONS

- Use a No. 2 pencil.
- Fill in the circle completely.
- Erase cleanly any marks you wish to change.
- Do not make any stray marks on this form.

CORRECT MARK



INCORRECT MARKS



PURPOSE

This survey is being conducted to assess the viewpoints and opinions of Soldiers, Sailors, Marines and Airmen regarding a variety of issues related to basic training and military life. The results will be analyzed on a group basis only. No attempt will be made to link respondents and their answers. There are no right or wrong answers, so please respond as honestly as possible. The results will be used for research purposes only. Thank you for your participation.

PRIVACY ACT STATEMENT

PURPOSE: This questionnaire was designed for the Congressional Committee on Military Training and Gender-Related Issues, 1235 Jefferson Davis Highway, Suite 940, Arlington, VA 22202-3238, to obtain information on the attitudes and opinions of military members.

USES: All information collected in this questionnaire is confidential. It will be used to inform program and policy decision-making.

PRIVACY: Under no circumstances will any information that identifies individuals be released to anyone. No one outside the research team will have access to individual data. Your answers will be combined with answers from many others.

PARTICIPATION: Your participation in this survey is voluntary, and you will not be penalized should you decide not to respond. You may skip questions to which you object, but please answer questions honestly. Your answers are very important because they represent many other individuals like yourself.

AUTHORITY: Public Law 93-573, called the Privacy Act of 1974, requires that you be informed of the purposes and uses to be made of the information collected. This information is being collected under authority of Public Law 105-85.

Report Control Number
RCS: DD-P&R (OT) 2065
EXPDT: December 10, 1999

BACKGROUND

1. What is your Service?

- Army
- Navy
- Marine Corps
- Air Force

2. Are you currently serving on Active Duty or in the Reserves?

- Active Duty
- Reserves

3. Which of the following best describes your current career intentions in the military?

- Definitely stay until retirement
- Probably stay until retirement
- Definitely stay beyond my present obligation, but not necessarily until retirement
- Probably stay beyond my present obligation, but not necessarily until retirement
- Probably leave upon completion of my present obligation
- Definitely leave upon completion of my current obligation

4. Are you ...

- Male
- Female

5. What race/ethnicity do you consider yourself to be?

- Hispanic
- Black, not Hispanic
- White, not Hispanic
- Asian or Pacific Islander
- Native American
- Other

6. What is your marital status?

- Married
- Legally Separated or filing for divorce
- Divorced
- Single, never married
- Widowed

7. What is the highest level of education you have completed?

- Some high school, but no diploma, certificate, or GED
- GED/high school equivalency
- High school diploma
- Technical license or certificate
- Some college, but no degree
- Associate's (2-year) degree
- Bachelor's degree (e.g., B.A., B.S.)
- Graduate or professional degree (M.A., Ph.D., J.D., M.D., etc.)

8. How long have you been in the military?

- Less than one year
- 1 to 2 years
- 3 to 4 years
- 5 to 6 years
- 7 to 8 years
- 9 or more years

9. What is your current paygrade?

- E-1
- E-2
- E-3
- E-4
- E-5
- E-6
- E-7
- E-8
- E-9

10. What is your current primary MOS/Specialty/ Rating/AFSC?

BASIC TRAINING

11. In what year did you *complete* basic training for the branch in which you are currently serving?

- 1998
- 1997
- 1996
- 1995
- 1994
- 1993
- 1992
- prior to 1992

12. Were there both women and men in your basic training unit (platoon, flight, division)?

- Yes
- No

13. While in basic training, how frequently did you work with members of the other sex to complete training-related tasks?

- All the time
- Most of the time
- Half of the time
- Less than half of the time
- None of the time

14. What was the mix of men and women instructors (Drill Sergeant/DI/MTI/RDC) in your basic training unit?

- All men
- Mostly men
- Half and half
- Mostly women
- All women

15. How well did basic training prepare you for advanced training (e.g., AIT, A/C School, MCT, MOS School, Tech School)?

- N/A, I did not attend an advanced training program
- Very well
- Well
- Moderately well
- Not well
- Not at all

16. How well did basic training prepare you for your initial operational assignment?

- N/A, I am still in training
- Very well
- Well
- Moderately well
- Not well
- Not at all

17. How well did your entry training (basic and advanced) prepare you for assignment to a gender-integrated unit?

- N/A, I have not served in a gender-integrated unit
- Very well
- Well
- Moderately well
- Not well
- Not at all

18. In your opinion, what gender mix best suits the purpose of basic training?

- Men and women training together
- Separate training for men and women
- Separate training for all-male specialties, mixed for others
- Doesn't matter
- Don't know

19. In your opinion, what is the effect on the quality of basic training of having both males and females in the same unit?

- Improves significantly
- Improves somewhat
- Stays the same
- Declines somewhat
- Declines significantly
- N/A, my Specialty/Service does not have gender-integrated basic training

20. From your current perspective, how would you rate yourself on each of the dimensions below (a) prior to basic training; (b) immediately following basic training, and (c) now?

Dimension	Before Basic Training					Immediately After Basic Training					Now				
	Excellent	Good	Fair	Poor	Very Poor	Excellent	Good	Fair	Poor	Very Poor	Excellent	Good	Fair	Poor	Very Poor
Physical conditioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of Military Values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Belief in Military Value System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment to Military Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cohesion with fellow Soldiers/Sailors/Marines/Airmen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of Job Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of Service Traditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciation of Service Traditions/History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Please indicate the extent to which you agree with the following statements.

Strongly Disagree
Disagree
Neither Agree nor Disagree
Agree
Strongly Agree

Mixing men and women in basic training

- a. ... has a positive effect on individual performance ① ② ③ ④ ⑤
- b. ... has a positive effect on group performance ① ② ③ ④ ⑤
- c. ... results in lower standards for all ① ② ③ ④ ⑤
- d. ... makes it easier to adapt to mixed-gender operational units.. ① ② ③ ④ ⑤
- e. ... reduces the likelihood of problems later on (e.g., fraternization, adultery, sexual harassment) ① ② ③ ④ ⑤
- f. ... reflects the experience most recruits had in civilian life before they entered the military . ① ② ③ ④ ⑤

CURRENT ASSIGNMENT

If you are currently assigned to a training or other temporary unit, please refer to your last *operational* assignment when answering the following questions.

22. To what type of unit are you currently assigned?

- Combat Arms (i.e., infantry battalion, destroyer, squadron, Navy ship -- combatant/amphibious/sub/CV)
- Combat support (i.e., combat engineer, tanker, logistics, Navy Auxiliary/Tender ship)
- Combat service support (e.g., adjutant general, shore support, mission support, medical)

23. What percent of your current unit is made up of women?

- None, women are restricted from assignment to this type of unit
- None, women are not restricted but none are currently assigned
- 5 percent or less
- 6 to 10 percent
- 11 to 15 percent
- 16 to 20 percent
- 21 to 25 percent
- more than 25 percent

24. Please indicate the extent to which you agree with the following statements.

Strongly Disagree
Disagree
Neither Agree nor Disagree
Agree
Strongly Agree

- a. The members of my unit really care about what happens to one another ① ② ③ ④ ⑤
- b. The members of my unit can trust one another ① ② ③ ④ ⑤
- c. The people in this unit like it ① ② ③ ④ ⑤
- d. The members of my unit respect one another ① ② ③ ④ ⑤
- e. The members of my unit like one another ① ② ③ ④ ⑤
- f. The members of my unit inspire one another to do a good job ① ② ③ ④ ⑤
- g. The members of my unit work well together ① ② ③ ④ ⑤
- h. The members of my unit encourage each other to succeed during training ① ② ③ ④ ⑤
- i. The members of my unit work hard to get things done ① ② ③ ④ ⑤
- j. The members of my unit pull together and share the workload .. ① ② ③ ④ ⑤

25. Describe how well prepared *you* are to perform your wartime duties/mission.

- Very well prepared
- Well prepared
- Moderately prepared
- Not well prepared
- Not at all prepared

26. Describe how well prepared *your unit* is to perform its wartime duties/mission.

- Very well prepared
- Well prepared
- Moderately prepared
- Not well prepared
- Not at all prepared

27. How would you rate *your current level* of morale?

- Very high
- High
- Moderate
- Low
- Very low

28. How would you rate the current level of morale *in your unit*?

- Very high
- High
- Moderate
- Low
- Very low

29. Please indicate the extent to which you agree with the following statements.

Don't Know
Strongly Disagree
Disagree
Neither Agree nor Disagree
Agree
Strongly Agree

- a. I would rather see my team receive praise than for me to be praised individually ① ② ③ ④ ⑤ ⑥
- b. I would rather fail as an individual than to see my group fail ① ② ③ ④ ⑤ ⑥
- c. I would rather be known as the star of the team than a good team player ① ② ③ ④ ⑤ ⑥
- d. I see the military service as a calling to serve a higher purpose. ① ② ③ ④ ⑤ ⑥
- e. The military serves a purpose that is more important than individual desires ① ② ③ ④ ⑤ ⑥
- f. I believe that if my unit fails, I have failed ① ② ③ ④ ⑤ ⑥
- g. I believe my personal needs take second place to the needs of my Service ① ② ③ ④ ⑤ ⑥
- h. I will perform my military duties regardless of personal or family consequences ① ② ③ ④ ⑤ ⑥
- i. I feel a strong sense of belonging in the military ① ② ③ ④ ⑤ ⑥
- j. Right now, I feel committed to the military ① ② ③ ④ ⑤ ⑥
- k. My values and the values of my Service are the same ① ② ③ ④ ⑤ ⑥
- l. I am willing to make sacrifices in order that other members of my unit may succeed ① ② ③ ④ ⑤ ⑥
- m. If necessary, I would willingly die for my country ① ② ③ ④ ⑤ ⑥

FRATERNIZATION / ADULTERY

30. In your opinion, are different standards being applied to men and women in the military concerning the enforcement of *fraternization* policy and regulations?

- Yes
- No
- Don't know

30a. If yes, do the standards favor men or women?

- Men
- Women
- Neither/Don't know

31. In your opinion, are different standards being applied to men and women in the military concerning the enforcement of *adultery* policy and regulations?

- Yes
- No
- Don't know

31a. If yes, do the standards favor men or women?

- Men
- Women
- Neither/Don't know

32. In your opinion, are different standards being applied to men and women in the military concerning the enforcement of *sexual harassment* policy and regulations?

- Yes
- No
- Don't know

32a. If yes, do the standards favor men or women?

- Men
- Women
- Neither/Don't know

33. In your opinion, are different standards being applied to enlisted personnel and officers concerning the enforcement of *fraternization* policy and regulations?

- Yes
- No
- Don't know

33a. If yes, do the standards favor enlisted or officers?

- Enlisted
- Officers
- Neither/Don't know

34. In your opinion, are different standards being applied to enlisted personnel and officers concerning the enforcement of *adultery* policy and regulations?

- Yes
- No
- Don't know

34a. If yes, do the standards favor enlisted or officers?

- Enlisted
- Officers
- Neither/Don't know



35. In your opinion, are different standards being applied to enlisted personnel and officers concerning the enforcement of *sexual harassment* policy and regulations?

- Yes
- No
- Don't know

35a. If yes, do the standards favor enlisted or officers?

- Enlisted
- Officers
- Neither/Don't know

36. In your opinion, do different commands within your Service enforce policies and regulations on *fraternization* differently?

- Yes
- No
- Don't know

37. In your opinion, do different commands within your Service enforce policies and regulations on *adultery* differently?

- Yes
- No
- Don't know

38. In your opinion, do different commands within your Service enforce policies and regulations on *sexual harassment* differently?

- Yes
- No
- Don't know

39. How *familiar* are you with your Service's policy and regulations concerning:

Not at all Familiar
Slightly Familiar
Somewhat Familiar
Quite Familiar
Very Familiar

Fraternization ① ② ③ ④ ⑤
 Adultery ① ② ③ ④ ⑤
 Sexual Harassment ① ② ③ ④ ⑤

40. How *well* do you understand your Services' policy and regulations concerning:

Not at all
Slightly
Somewhat
Quite Well
Very Well

Fraternization ① ② ③ ④ ⑤
 Adultery ① ② ③ ④ ⑤
 Sexual Harassment ① ② ③ ④ ⑤

MILITARY PERFORMANCE

41. Please indicate how important each of the following is to be a successful member of the military.

Not Important
Somewhat Important
Important
Very Important
Extremely Important

a. Loyalty to my Military Service ① ② ③ ④ ⑤
 b. Self-respect ① ② ③ ④ ⑤
 c. Helping others regardless of personal gain ① ② ③ ④ ⑤
 d. Honor ① ② ③ ④ ⑤
 e. Honesty ① ② ③ ④ ⑤
 f. Working well with other races/ethnic groups ① ② ③ ④ ⑤
 g. Courage ① ② ③ ④ ⑤
 h. Respect for others ① ② ③ ④ ⑤
 i. Duty ① ② ③ ④ ⑤
 j. Working well with members of the other gender ① ② ③ ④ ⑤
 k. Loyalty to my unit ① ② ③ ④ ⑤
 l. Striving for excellence ① ② ③ ④ ⑤
 m. Integrity ① ② ③ ④ ⑤
 n. Commitment to family ① ② ③ ④ ⑤
 o. Personal appearance ① ② ③ ④ ⑤
 p. Physical fitness ① ② ③ ④ ⑤
 q. Commitment to serve ① ② ③ ④ ⑤
 r. Individual success ① ② ③ ④ ⑤
 s. Financial responsibility ① ② ③ ④ ⑤

Please continue on the next page.

42. Mark all of the statements below that apply to you.

I have received . . .

- an Achievement Award.
- a Commendation Award.
- a Meritorious Service Award.
- a Good Conduct Medal.
- a Meritorious/STEP promotion.
- a below-the-zone promotion.
- a letter of reprimand (punative or non-punative).
- non-judicial punishments (e.g., Article 15, Captain's Mast).

I have been NOMINATED for . . .

- Soldier/Sailor/Airman/Marine of the QUARTER at the UNIT level.
- Soldier/Sailor/Airman/Marine of the YEAR at the UNIT level.
- Soldier/Sailor/Airman/Marine of the QUARTER at the ABOVE UNIT level.
- Soldier/Sailor/Airman/Marine of the YEAR at the ABOVE UNIT level.

I have been SELECTED for . . .

- Soldier/Sailor/Airman/Marine of the QUARTER at the UNIT level.
- Soldier/Sailor/Airman/Marine of the YEAR at the UNIT level.
- Soldier/Sailor/Airman/Marine of the QUARTER at the ABOVE UNIT level.
- Soldier/Sailor/Airman/Marine of the YEAR at the ABOVE UNIT level.

- I have been a distinguished or honor graduate of a military course/school.

- I have been subjected to court martial.

- I have had a Good Conduct Medal revoked/denied.

Thank you for completing this survey.

INSTRUCTIONS FOR SURVEY DISTRIBUTION

Background

The Congressional Commission on Military Training and Gender-Related Issues is authorized by the National Defense Authorization Act for Fiscal Year 1998 (Subtitle F of Public Law 105-85). Among the responsibilities of the Commission is to examine the effectiveness of military basic training formats to include degree of gender integration. Toward this end, research studies must be designed and executed.

Other research being performed for the Commission is examining recruit attitudes towards and perceived impact of gender-integrated training (GIT) in the timeframe immediately surrounding recruit training. The goal of this particular study is to shed light on the longer view. How do those who have been in the military for some time feel about this issue? Are there differences in the attitudes of those who attended training in gender-integrated units and those who were trained in gender-segregated units? The objective is to provide the Commission with data that will shed light on these, and other, issues that address the longer term impact of gender-integrated training. Earlier surveys focused on new recruits. The sample for the current survey is vital in that it seeks information from and the perspectives of “seasoned” Soldiers, Sailors, Marines, and Airmen.

This Survey

As you can see when you look over the survey, it includes the following sections:

- Background Information
- Basic Training
- Current Assignment
- Fraternization/Adultery
- Military Performance

We estimate that it will take about ½ hour to complete.

Distribution

The goal in distributing the survey is to get a cross-section of members in terms of years of service, occupation, and gender. The attached table shows the numbers of people we would like to get feedback from in each of these groups. These represent goals, and we realize that they may not be achievable. The closer we come to meeting these numbers, however, the more confidence we will have in the resulting data. Therefore, as you think about where to administer the survey, focus on units and sites that are likely to include individuals who fall within the parameters specified. When choosing specific individuals as respondents, please select according to the last digit of their social security number. The following numbers should be used in order for selection:

2	6	7	9	0
---	---	---	---	---

Adhere to this random selection system except when including the entire unit (e.g., all female soldiers in combat MOSs from Ft. Sill). The survey instrument is self-contained in that the cover letter is included as part of the form. One thing that you should know and stress to respondents is that this is a truly anonymous survey. There are no tracking numbers on the form and we have no way of tracing responses to respondents.

Given the tight time frames for conducting this survey, we are giving you discretion in terms of how you accomplish this task. You may give it to individuals, administer it in groups that have convened for this or some other purpose, or route it to unit leaders for them to distribute and return to you. Please keep the following points in mind as you carry on.

- The more control you maintain over the process the better the likely outcomes. For instance, if you simply hand the survey to individuals as they leave a meeting, the chances that you will see many completed are diminished. If possible, it is better to have people fill it out on the spot.
- In choosing a method of return to you, take whatever steps you can to ensure anonymity. For instance, providing a box for people to drop it in is better than asking them to hand it to you directly.

The Service Representatives to the Commission (listed in V, below) will provide more specific details and recommendations regarding survey distribution to active duty service-members within core occupations.

Survey Return

Enclosed with the surveys or in an accompanying package, you will find Federal Express envelopes and address slips. The latter are filled out already; all you need to add is your name and address information. When you have received enough completed surveys to comfortably fit in an envelope (approximately 100 forms), return them via FEDEX using whatever procedures you would normally follow. Note that these shipments will be billed to the recipient of the package.

Questions and Problems

If you have questions of a technical nature (that is, regarding the survey and/or the survey administration process) please call:

Dr. Peter Ramsberger
Human Resources Research Organization
1-800-301-1508

If you have questions of a logistical nature or problems that need to be handled through the chain-of-command, please call your Service Representative for the Commission. They can be reached at DSN 332-1515 or commercial (703) 602-1515.

Army	LTC Brenda Harris
Navy	CAPT James Snyder
Air Force	Lt Col Mary Street
Marine Corps	Maj R. Scott LaShier

Deadline

15 January 1999 is the latest date for returning the surveys. Please **do not** hold surveys for return until that date. Earlier completion and return will facilitate data analysis and reporting to the Commission.

Proposed Retrospective Sample Specification

	Males				Females			
	1-2 YOS	3-5 YOS	6-8 YOS	Total	1-2 YOS	3-5 YOS	6-8 YOS	Total
Army*								
Combat Arms (11, 13, 14, 18, 19)	200	200	200	600	200	200	200	600
Combat Support (12, 25, 31, 33, 37, 51, 54, 67, 81, 93, 95, 96, 98)	200	200	200	600	200	200	200	600
Combat Service Support (35, 55, 63, 71, 74, 77, 88, 91, 92)	200	200	200	600	200	200	200	600
Total	600	600	600	1800	600	600	600	1800
Navy								
Combat (FC, GM, DS, EW, ST, OS, TM, RM, AW, ET)	200	200	200	600	200	200	200	600
Services (EN, EM, MM, GSM/ E,DC, HT, AMS, AT, QM, BM, AD, AC, IC, AMH, PR, AE,)	200	200	200	600	200	200	200	600
Support (HM, DT, YN, PN, SK, SH, MS, MA)	200	200	200	600	200	200	200	600
Total	600	600	600	1800	600	600	600	1800
Marine Corps								
Combat Arms (03,08,18)	200	200	200	600	NA	NA	NA	NA
Combat Support (02,13,21,23,25,26,60/61, 63/ 64,65,72,73,75)	200	200	200	600	200	200	200	600
Combat Service Support (01,04,06,11,28,30,31,33,59, 40,35,58,66,68,70)	200	200	200	600	200	200	200	600
Total	600	600	600	1800	400	400	400	1200
Air Force**								
Mechanical, Electronic	200	200	200	600	200	200	200	600
Administrative	200	200	200	600	200	200	200	600
General	200	200	200	600	200	200	200	600
Total	600	600	600	1800	600	600	600	1800

* Army = Career Management Fields

** AFSCs within the M/E; A; G categories as delineated below

100 completed survey cases per cell is acceptable.

Respondents should be sampled across core service MOS/specialties/ratings within the designated categories. They should come from the fields listed. Men and women should be chosen from similar fields, however some degree of deviation is acceptable. That is, avoid

choosing men from one set of fields and women from another. Substantial overlap is necessary. Respondents should be selected from sites randomly within YOS cells.

Army Career Management Field (CMF)

Combat

- 11 – Infantry
- 13 – Field Artillery
- 12 – Combat Engineers
- 14 – Air Defense Artillery
- 19 – Armor

Combat Support

- 25 – Visual Information
- 31 – Signal Operations
- 51 – General Engineering
- 54 – Chemical
- 67 – Aircraft Maintenance
- 81 – Topographic Engineering
- 93 – Aviation Operations
- 95 – Military Police
- 96 – Military Intelligence
- 98 – Signals Intelligence

Combat Service Support

- 35 – Electronic Maint/Calibration
- 55 – Ammunition
- 63 – Mechanical Maintenance
- 71 – Administration
- 77 – Petroleum and Water
- 77 – Petroleum and Water
- 88 – Transportation
- 91 – Medical
- 92 – Supply and Services

Navy Ratings

Combat

- AE = Aviation Electricians Mate
- BM = Boatswains Mate
- DC = Data Controlman
- DS = Data Systems
- EM = Electricians Mate
- EN = Engineman
- EW = Electronic Warfare
- FC = Fire Control
- GM = Gunners Mate
- HT = Hull Technician
- IC = Interior Communications Electrician
- MM = Machinists Mate
- OS = Operations Specialist
- QM = Quartermaster
- RM = Radioman
- ST = Sonar Technician
- TM = Torpedoman

Services

- AC = Air Traffic Controller
- PR = Aircrew Survival Equipmentman

Support

- AD = Aviation Machinists Mate
- AMH = Aviation Structural Mechanic (Hydraulics)
- AMD = Aviation Structural Mechanic
- AT = Aviation Technician
- DT = Dental Technician
- GSM/E = Gas Turbine Systems Mechanic/Electrician
- HM = Hospitalman
- MA = Master at Arms
- PN = Personnelman
- SK = Store Keeper
- SH = Ship Serviceman
- YN = Yeoman

Marine Corps MOS

Combat

03 Infantry
08 Artillery
18 Tank & AAV

Combat Support

02 Intel
13 Engineer, Construction
21 Ordnance
23 Ammunition
25 Operational Communications
26 SIGINT/Ground EW
60/61 Aircraft Maintenance
63/64 Avionics
65 Aviation Ordnance
72 Air Control/Air Support
73 ATC & Enlisted Flight

Combat Service Support

01 Admin
04 Logistics & Equipment
06 Communications Information System
11 Utilities
28 Data Communication Maintenance
30 Supply Admin & Operations
31 Traffic Management
33 Food Services
59 Electronics Maintenance
40 Data Systems Anti-air Warfare
35 Motor T Crews
58 MP & Corrections
66 Aviation Supply
68 Weather Service
70 Airfield Services

Air Force Specialties

Mechanical/Electronic

Airborne Operations
Aircraft Electronics
Aircraft Maintenance
Aerospace Support Systems
Flightline Support
Weapons/Munitions
Survival Systems Support
Missile Operations
Comm/Computer Systems Repair
Vehicle Maintenance
Specialized Systems Technology

Administrative

Flightline Administration
Flightline Support
Comm/Computer Systems Ops
Air Base Administration

General

Airborne Operations
Aircraft Maintenance
Aerospace Support Systems
Flightline Administration
Command & Control Systems
Weapons/Munitions
Survival Systems Support
Combat Support
Intelligence
Comm/Computer Systems Ops
Civil Engineering
Engineering Technology
Security Systems Support

Appendix B: Detailed Regression Results

NOTES

Results are presented for each department variable by Service.

Model includes the following variables:

- Highest level of education
- Race/Ethnicity (Black not Hispanic, Hispanic, Asian, Native American)
- Military tenure
- Unit type--Combat Support
- Unit type--Combat Service Support
- Gender (male)
- Attend gender-segregated basic training
- Frequency of working with other gender during basic training
- Instructor mix in basic training unit
- Percent of current unit that is women
- Interaction--male x gender-integrated training
- Interaction--female x gender-integrated training
- Interaction--female x gender segregated training
- Interaction--male in less than one year
- Interaction--male in 3-4 years
- Interaction--male in 5-6 years
- Interaction--female in less than one year
- Interaction--female in 3-4 years
- Interaction--female in 5-6 years
- Interaction--female in 7-8 years

**Dependent Variable, Q3: Career Intentions
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta		
(Constant)	5.133	.762		6.735	.000
Q07: Highest level of education completed	1.074E-02	.022	.009	.488	.626
Hispanic	-.306	.094	-.060	-3.263	.001
Black, not Hispanic	-.211	.069	-.059	-3.086	.002
Asian or Pacific Islander	-.216	.181	-.021	-1.191	.234
Native American	-.166	.122	-.025	-1.364	.173
Q08: How long in the military	-.413	.036	-.316	-11.375	.000
UNITCS	.308	.083	.096	3.733	.000
UNITCSS	-4.697E-03	.087	-.001	-.054	.957
MALE	-.195	1.037	-.059	-.188	.851
Gender-Segregated BT	.255	.729	.084	.350	.727
Q13: How frequently worked with other sex	5.338E-02	.033	.064	1.619	.106
Q14: Instructor mix in basic trng unit	-1.357E-03	.060	-.001	-.023	.982
Q23new: Percent of Current Unit Women	4.454E-02	.032	.032	1.399	.162
Male - Gender-Integrated Training	.367	.733	.105	.501	.617
Female - Gender-Integrated Training	.237	.735	.068	.323	.747
Female - Gender-Segregated Training	-.438	1.041	-.067	-.421	.674
Male - Less than one year	-.785	.138	-.121	-5.697	.000
Male - 3 to 4 years	.208	.078	.053	2.650	.008
Male - 5 to 6 years	-.156	.103	-.031	-1.513	.130
Female - Less than one year	-.481	.183	-.051	-2.624	.009
Female - 3 to 4 years	.331	.126	.060	2.628	.009
Female - 5 to 6 years	.412	.233	.048	1.765	.078
Female - 7 to 8 years	.646	.261	.068	2.480	.013

**Dependent Variable, Q3: Career Intentions
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.938	.232		21.292	.000
Q07: Highest level of education completed	.120	.027	.104	4.491	.000
Hispanic	-.366	.120	-.070	-3.060	.002
Black, not Hispanic	-.305	.085	-.085	-3.585	.000
Asian or Pacific Islander	-.738	.143	-.119	-5.174	.000
Native American	.233	.140	.038	1.661	.097
Q08: How long in the military	-.193	.038	-.163	-5.043	.000
UNITCS	-.237	.087	-.080	-2.734	.006
UNITCSS	-.195	.170	-.027	-1.149	.251
MALE	-2.655	1.413	-.821	-1.879	.060
Gender-Segregated BT	2.201	1.405	.754	1.566	.118
Q13: How frequently worked with other sex	4.302E-02	.036	.044	1.190	.234
Q14: Instructor mix in basic trng unit	2.177E-02	.046	.013	.469	.639
Q23new: Percent of Current Unit Women	-1.021E-02	.035	-.008	-.295	.768
Male - Gender-Integrated Training	2.357	1.410	.629	1.672	.095
Female - Gender-Segregated Training	-2.548	1.429	-.310	-1.783	.075
Male - Less than one year	-.429	.160	-.073	-2.679	.007
Male - 3 to 4 years	.182	.103	.045	1.763	.078
Male - 5 to 6 years	.104	.104	.026	1.001	.317
Female - Less than one year	-.699	.289	-.061	-2.418	.016
Female - 1 to 2 years	-.267	.158	-.050	-1.688	.092
Female - 5 to 6 years	-.136	.181	-.021	-.754	.451
Female - 7 to 8 years	-.179	.315	-.018	-.569	.569

**Dependent Variable, Q3: Career Intentions
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.571	1.484		1.732	.083
Q07:Highest level of education completed	7.063E-02	.029	.053	2.407	.016
Hispanic	-.172	.082	-.047	-2.088	.037
Black, not Hispanic	-.421	.106	-.090	-3.968	.000
Asian or Pacific Islander	-.102	.192	-.012	-.533	.594
Native American	9.779E-02	.159	.014	.615	.539
Q08:How long in the military	-.564	.052	-.350	-10.805	.000
UNITCS	4.253E-02	.099	.014	.430	.667
UNITCSS	3.011E-02	.098	.010	.308	.758
MALE	-.417	1.997	-.119	-.209	.835
Gender-Segregated BT	3.594	1.398	.458	2.570	.010
Q13:How frequently worked with other sex	5.179E-02	.068	.018	.766	.444
Q14:Instructor mix in basic trng unit	-.207	.080	-.214	-2.591	.010
Q23new: Percent of Current Unit Women	-3.660E-02	.044	-.020	-.832	.406
Male - Gender-Integrated Training	3.610	1.415	.372	2.552	.011
Female - Gender-Integrated Training	3.694	1.430	.273	2.583	.010
Female - Gender-Segregated Training	.360	1.978	.100	.182	.856
Male - Less than one year	-.942	.193	-.119	-4.886	.000
Male - 3 to 4 years	.487	.085	.152	5.700	.000
Male - 5 to 6 years	.162	.151	.030	1.077	.282
Female - Less than one year	-.661	.301	-.051	-2.194	.028
Female - 3 to 4 years	.601	.157	.114	3.824	.000
Female - 5 to 6 years	.336	.280	.030	1.199	.230
Female - 7 to 8 years	.119	.417	.007	.286	.775
Dependent Variable: Q03:Current career intentions					
Q01:Your Service = Marine Corps					

**Dependent Variable, Q3: Career Intentions
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.211	.651		6.466	.000
Q07: Highest level of education completed	.102	.028	.079	3.599	.000
Hispanic	-6.745E-02	.123	-.012	-.547	.584
Black, not Hispanic	-4.318E-02	.096	-.010	-.450	.653
Asian or Pacific Islander	-.351	.173	-.043	-2.028	.043
Native American	5.391E-03	.146	.001	.037	.971
Q08: How long in the military	-.252	.052	-.196	-4.805	.000
UNITCS	5.403E-02	.087	.014	.622	.534
UNITCSS	-.259	.088	-.064	-2.958	.003
MALE	1.618	1.638	.524	.988	.323
Gender-Segregated BT	-1.666	1.516	-.547	-1.099	.272
Q13: How frequently worked with other sex	2.682E-02	.029	.023	.920	.358
Q14: Instructor mix in basic trng unit	1.547E-02	.050	.007	.308	.758
Q23new: Percent of Current Unit Women	-2.703E-03	.036	-.002	-.076	.940
Male - Gender-Integrated Training	-1.579	1.517	-.380	-1.041	.298
Female - Gender-Integrated Training	7.301E-02	.615	.023	.119	.905
Female - Gender-Segregated Training	1.787	1.636	.502	1.092	.275
Male - Less than one year	-.392	.229	-.044	-1.713	.087
Male - 3 to 4 years	.248	.131	.046	1.898	.058
Male - 5 to 6 years	-.163	.128	-.035	-1.273	.203
Female - Less than one year	-.441	.185	-.058	-2.387	.017
Female - 3 to 4 years	.302	.131	.063	2.308	.021
Female - 5 to 6 years	-1.645E-02	.151	-.004	-.109	.913
Female - 7 to 8 years	-3.600E-02	.211	-.006	-.170	.865

**Dependent Variable, Q15: How well prepared by Basic for AIT
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.945	.538		3.616	.000
Q07: Highest level of education completed	-4.710E-02	.016	-.058	-3.020	.003
Hispanic	-.124	.066	-.036	-1.875	.061
Black, not Hispanic	-3.934E-02	.048	-.016	-.812	.417
Asian or Pacific Islander	-2.353E-02	.128	-.003	-.184	.854
Native American	4.703E-02	.086	.010	.547	.584
Q08: How long in the military	1.364E-02	.026	.015	.528	.598
UNITCS	.127	.058	.059	2.179	.029
UNITCSS	5.930E-03	.061	.003	.097	.923
MALE	-.765	.732	-.344	-1.045	.296
Gender-Segregated BT	.762	.514	.370	1.481	.139
Q13: How frequently worked with other sex	2.771E-02	.023	.049	1.188	.235
Q14: Instructor mix in basic trng unit	5.602E-02	.042	.035	1.324	.186
Q23new: Percent of Current Unit Women	3.045E-03	.022	.003	.135	.892
Male - Gender-Integrated Training	.953	.517	.400	1.843	.065
Female - Gender-Integrated Training	.280	.519	.118	.540	.589
Female - Gender-Segregated Training	-.325	.734	-.074	-.442	.659
Male - Less than one year	-.105	.098	-.024	-1.063	.288
Male - 3 to 4 years	1.212E-02	.055	.005	.219	.827
Male - 5 to 6 years	-.120	.073	-.035	-1.637	.102
Female - Less than one year	5.854E-02	.128	.009	.457	.647
Female - 3 to 4 years	-.173	.088	-.047	-1.957	.050
Female - 5 to 6 years	-.287	.164	-.050	-1.745	.081
Female - 7 to 8 years	-.250	.185	-.039	-1.351	.177

**Dependent Variable, Q15: How well prepared by Basic for AIT
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.000	.205		14.652	.000
Q07: Highest level of education completed	-2.837E-02	.023	-.029	-1.208	.227
Hispanic	-3.960E-02	.108	-.009	-.367	.714
Black, not Hispanic	-7.363E-02	.076	-.024	-.968	.333
Asian or Pacific Islander	-.311	.128	-.059	-2.430	.015
Native American	.201	.122	.040	1.647	.100
Q08: How long in the military	-3.537E-02	.034	-.035	-1.050	.294
UNITCS	-.151	.077	-.061	-1.962	.050
UNITCSS	-.214	.152	-.034	-1.404	.160
MALE	-4.191E-02	1.207	-.015	-.035	.972
Gender-Segregated BT	-7.612E-03	1.200	-.003	-.006	.995
Q13: How frequently worked with other sex	9.486E-02	.032	.116	2.935	.003
Q14: Instructor mix in basic trng unit	5.059E-02	.041	.035	1.222	.222
Q23new: Percent of Current Unit Women	-6.420E-02	.031	-.061	-2.085	.037
Male - Gender-Integrated Training	.107	1.204	.034	.088	.929
Female - Gender-Segregated Training	.129	1.223	.018	.105	.916
Male - Less than one year	-.459	.143	-.091	-3.215	.001
Male - 3 to 4 years	1.882E-02	.090	.006	.209	.835
Male - 5 to 6 years	-8.467E-02	.093	-.025	-.913	.362
Female - Less than one year	-.616	.266	-.060	-2.315	.021
Female - 1 to 2 years	-5.222E-02	.139	-.012	-.375	.707
Female - 5 to 6 years	.214	.164	.038	1.309	.191
Female - 7 to 8 years	-.166	.293	-.019	-.565	.572

**Dependent Variable, Q15: How well prepared by Basic for AIT
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.537	1.070		2.371	.018
Q07: Highest level of education completed	5.669E-02	.021	.062	2.682	.007
Hispanic	-.114	.059	-.046	-1.928	.054
Black, not Hispanic	-.126	.077	-.039	-1.630	.103
Asian or Pacific Islander	-9.066E-02	.137	-.015	-.661	.509
Native American	.224	.116	.045	1.935	.053
Q08: How long in the military	-5.776E-02	.038	-.052	-1.537	.124
UNITCS	-.155	.071	-.074	-2.175	.030
UNITCSS	-.172	.071	-.084	-2.437	.015
MALE	-.854	1.438	-.350	-.594	.553
Gender-Segregated BT	.720	1.008	.134	.714	.475
Q13: How frequently worked with other sex	-6.418E-02	.049	-.033	-1.311	.190
Q14: Instructor mix in basic trng unit	-6.366E-02	.057	-.094	-1.121	.262
Q23new: Percent of Current Unit Women	4.495E-04	.032	.000	.014	.989
Male - Gender-Integrated Training	.704	1.019	.106	.691	.490
Female - Gender-Integrated Training	.439	1.031	.047	.425	.671
Female - Gender-Segregated Training	-.495	1.425	-.199	-.348	.728
Male - Less than one year	-1.808E-02	.140	-.003	-.129	.897
Male - 3 to 4 years	-9.584E-03	.061	-.004	-.156	.876
Male - 5 to 6 years	-.180	.108	-.048	-1.658	.097
Female - Less than one year	.166	.217	.019	.765	.444
Female - 3 to 4 years	.150	.115	.041	1.306	.192
Female - 5 to 6 years	.150	.207	.019	.725	.468
Female - 7 to 8 years	.404	.320	.032	1.264	.206

**Dependent Variable, Q15: How well prepared by basic for AIT
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.921	.435		4.420	.000
Q07: Highest level of education completed	-1.174E-02	.020	-.014	-.601	.548
Hispanic	-.194	.083	-.051	-2.322	.020
Black, not Hispanic	-.105	.065	-.036	-1.606	.109
Asian or Pacific Islander	-.145	.117	-.027	-1.241	.215
Native American	.102	.099	.022	1.023	.306
Q08: How long in the military	9.272E-02	.036	.109	2.601	.009
UNITCS	8.579E-03	.058	.003	.147	.883
UNITCSS	-.184	.059	-.069	-3.103	.002
MALE	-.705	1.092	-.347	-.645	.519
Gender-Segregated BT	.727	1.011	.362	.719	.472
Q13: How frequently worked with other sex	6.443E-02	.020	.082	3.258	.001
Q14: Instructor mix in basic trng unit	-3.231E-02	.034	-.021	-.947	.344
Q23new: Percent of Current Unit Women	5.241E-03	.024	.005	.217	.828
Male - Gender-Integrated Training	.887	1.011	.324	.877	.380
Female - Gender-Integrated Training	5.870E-02	.410	.027	.143	.886
Female - Gender-Segregated Training	-.640	1.091	-.273	-.586	.558
Male - Less than one year	-5.772E-02	.152	-.010	-.380	.704
Male - 3 to 4 years	-4.978E-03	.088	-.001	-.057	.955
Male - 5 to 6 years	-.108	.087	-.035	-1.234	.217
Female - Less than one year	-1.082E-02	.124	-.002	-.087	.931
Female - 3 to 4 years	5.261E-02	.088	.017	.599	.549
Female - 5 to 6 years	-5.120E-02	.102	-.018	-.500	.617
Female - 7 to 8 years	-.215	.144	-.053	-1.493	.136

PART 1

**Dependent Variable, Q16: How well basic prepared for initial operational assignment
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.323	.549		4.235	.000
Q07: Highest level of education completed	-5.529E-03	.016	-.007	-.348	.728
Hispanic	-.287	.067	-.081	-4.277	.000
Black, not Hispanic	-8.025E-02	.049	-.032	-1.622	.105
Asian or Pacific Islander	-.113	.130	-.016	-.867	.386
Native American	.137	.088	.029	1.553	.121
Q08: How long in the military	-4.346E-02	.026	-.048	-1.665	.096
UNITCS	3.916E-02	.060	.018	.657	.511
UNITCSS	-9.216E-02	.062	-.040	-1.478	.140
MALE	8.531E-02	.747	.037	.114	.909
Gender-Segregated BT	.245	.525	.116	.467	.641
Q13: How frequently worked with other sex	6.787E-03	.024	.012	.286	.775
Q14: Instructor mix in basic trng unit	-5.510E-02	.043	-.033	-1.276	.202
Q23new: Percent of Current Unit Women	-1.757E-02	.023	-.018	-.768	.442
Male - Gender-Integrated Training	.354	.528	.146	.671	.502
Female - Gender-Integrated Training	.646	.529	.264	1.220	.222
Female - Gender-Segregated Training	.199	.749	.044	.266	.790
Male - Less than one year	-.202	.100	-.045	-2.033	.042
Male - 3 to 4 years	9.597E-02	.056	.035	1.708	.088
Male - 5 to 6 years	-7.725E-02	.074	-.022	-1.041	.298
Female - Less than one year	2.448E-02	.140	.004	.174	.862
Female - 3 to 4 years	-.188	.090	-.050	-2.085	.037
Female - 5 to 6 years	-.187	.167	-.032	-1.120	.263
Female - 7 to 8 years	-2.889E-02	.187	-.004	-.155	.877
Dependent Variable: Q16: Prepared by Basic for assignment					
Q01: Your Service = Army					

**Dependent Variable, Q16: How well prepared by basic for initial operational assignment
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.766	.189		14.657	.000
Q07: Highest level of education completed	2.343E-02	.022	.027	1.075	.282
Hispanic	-.189	.100	-.046	-1.894	.058
Black, not Hispanic	-4.492E-03	.068	-.002	-.066	.948
Asian or Pacific Islander	-.367	.114	-.079	-3.227	.001
Native American	.126	.114	.027	1.105	.269
Q08: How long in the military	-1.078E-02	.032	-.011	-.340	.734
UNITCS	-.213	.069	-.095	-3.085	.002
UNITCSS	-6.192E-02	.132	-.012	-.469	.639
MALE	-.289	1.101	-.119	-.263	.793
Gender-Segregated BT	-8.473E-02	1.095	-.038	-.077	.938
Q13: How frequently worked with other sex	.104	.030	.140	3.501	.000
Q14: Instructor mix in basic trng unit	5.091E-02	.037	.040	1.368	.171
Q23new: Percent of Current Unit Women	-2.870E-02	.028	-.030	-1.021	.307
Male - Gender-Integrated Training	.143	1.099	.049	.130	.896
Female - Gender-Segregated Training	.107	1.114	.018	.096	.923
Male - Less than one year	-.450	.160	-.078	-2.812	.005
Male - 3 to 4 years	.220	.082	.073	2.666	.008
Male - 5 to 6 years	7.634E-02	.082	.026	.932	.351
Female - Less than one year	-.273	.256	-.028	-1.067	.286
Female - 1 to 2 years	-8.291E-02	.126	-.020	-.658	.511
Female - 5 to 6 years	-2.209E-02	.141	-.005	-.157	.876
Female - 7 to 8 years	-.263	.246	-.037	-1.071	.284
Dependent Variable: Q16: Prepared by Basic for assignment					
Q01: Your Service = Navy					

**Dependent Variable, Q16: How well prepared by basic for initial assignment
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.381	1.142		2.085	.037
Q07: Highest level of education completed	2.510E-02	.023	.026	1.113	.266
Hispanic	-.125	.063	-.047	-1.973	.049
Black, not Hispanic	-9.033E-02	.082	-.026	-1.106	.269
Asian or Pacific Islander	.277	.147	.044	1.893	.059
Native American	.215	.122	.041	1.758	.079
Q08: How long in the military	-.137	.040	-.116	-3.420	.001
UNITCS	-2.557E-02	.076	-.012	-.335	.738
UNITCSS	-7.968E-03	.075	-.004	-.106	.916
MALE	-.123	1.537	-.048	-.080	.936
Gender-Segregated BT	.163	1.077	.028	.152	.879
Q13: How frequently worked with other sex	3.761E-02	.052	.018	.723	.470
Q14: Instructor mix in basic trng unit	-3.106E-02	.060	-.044	-.514	.608
Q23new: Percent of Current Unit Women	-7.301E-03	.034	-.005	-.216	.829
Male - Gender-Integrated Training	.136	1.089	.019	.125	.900
Female - Gender-Integrated Training	.362	1.101	.037	.329	.742
Female - Gender-Segregated Training	.133	1.523	.051	.087	.931
Male - Less than one year	-.285	.149	-.049	-1.908	.057
Male - 3 to 4 years	6.666E-02	.066	.028	1.017	.309
Male - 5 to 6 years	1.133E-02	.115	.003	.098	.922
Female - Less than one year	-5.110E-02	.236	-.005	-.216	.829
Female - 3 to 4 years	2.417E-02	.121	.006	.200	.841
Female - 5 to 6 years	-7.122E-02	.215	-.009	-.331	.741
Female - 7 to 8 years	2.684E-02	.321	.002	.084	.933
Dependent Variable: Q16: Prepared by Basic for assignment					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q16: How well prepared by basic for initial assignment
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.020	.468		4.318	.000
Q07: Highest level of education completed	3.227E-03	.020	.004	.158	.875
Hispanic	-9.816E-02	.088	-.024	-1.111	.267
Black, not Hispanic	9.135E-03	.069	.003	.132	.895
Asian or Pacific Islander	-.143	.124	-.025	-1.151	.250
Native American	4.111E-02	.105	.008	.390	.696
Q08: How long in the military	5.604E-02	.038	.061	1.488	.137
UNITCS	-1.482E-02	.062	-.005	-.237	.813
UNITCSS	-.246	.063	-.086	-3.905	.000
MALE	-.152	.097	-.069	-1.566	.118
Gender-Segregated BT	.196	.442	.091	.442	.658
Q13: How frequently worked with other sex	8.034E-02	.021	.095	3.832	.000
Q14: Instructor mix in basic trng unit	1.535E-02	.036	.009	.423	.672
Q23new: Percent of Current Unit Women	-5.454E-03	.026	-.005	-.212	.832
Male - Gender-Integrated Training	.327	.449	.111	.728	.467
Female - Gender-Integrated Training	.216	.442	.094	.490	.624
Male - Less than one year	-5.602E-02	.164	-.009	-.341	.733
Male - 3 to 4 years	1.638E-02	.094	.004	.174	.862
Male - 5 to 6 years	-2.044E-02	.092	-.006	-.222	.824
Female - Less than one year	-.234	.133	-.043	-1.757	.079
Female - 3 to 4 years	-4.056E-03	.094	-.001	-.043	.966
Female - 5 to 6 years	-8.267E-02	.108	-.028	-.765	.444
Female - 7 to 8 years	-.217	.151	-.051	-1.433	.152
Dependent Variable: Q16: Prepared by Basic for assignment					
Q01: Your Service = Air Force					

**Dependent Variable, Q17: How well entry training prepared for gender-integrated unit
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.811	.573		4.906	.000
Q07:Highest level of education completed	1.019E-02	.018	.011	.577	.564
Hispanic	-.241	.074	-.061	-3.260	.001
Black, not Hispanic	-.130	.054	-.047	-2.422	.016
Asian or Pacific Islander	-6.366E-02	.147	-.008	-.432	.666
Native American	-.147	.094	-.029	-1.561	.119
Q08:How long in the military	4.059E-02	.030	.039	1.350	.177
UNITCS	-.282	.065	-.115	-4.338	.000
UNITCSS	-.258	.068	-.101	-3.797	.000
MALE	-.221	.777	-.088	-.285	.776
Gender-Segregated BT	-.197	.546	-.082	-.360	.719
Q13:How frequently worked with other sex	.164	.026	.251	6.329	.000
Q14:Instructor mix in basic trng unit	-.142	.047	-.075	-3.047	.002
Q23new: Percent of Current Unit Women	-8.615E-02	.025	-.077	-3.489	.000
Male - Gender-Integrated Training	-.210	.550	-.078	-.382	.702
Female - Gender-Integrated Training	-.431	.551	-.163	-.783	.434
Female - Gender-Segregated Training	-.302	.780	-.062	-.387	.699
Male - Less than one year	-.309	.116	-.058	-2.676	.007
Male - 3 to 4 years	2.378E-02	.065	.007	.367	.714
Male - 5 to 6 years	-4.047E-02	.084	-.010	-.480	.631
Female - Less than one year	-5.765E-02	.142	-.008	-.407	.684
Female - 3 to 4 years	-.118	.095	-.029	-1.245	.213
Female - 5 to 6 years	-.365	.176	-.058	-2.074	.038
Female - 7 to 8 years	-.205	.199	-.029	-1.030	.303
Dependent Variable: Q17:Prepared for gender-integrated unit					
Q01:Your Service = Army					

**Dependent Variable, Q17: How well basic prepared for service in gender-integrated unit.
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.613	.195		8.258	.000
Q07: Highest level of education completed	2.175E-03	.023	.002	.096	.923
Hispanic	-9.272E-02	.101	-.021	-.921	.357
Black, not Hispanic	-4.139E-02	.071	-.014	-.586	.558
Asian or Pacific Islander	-9.938E-02	.122	-.019	-.812	.417
Native American	.284	.119	.055	2.394	.017
Q08: How long in the military	.137	.033	.136	4.140	.000
UNITCS	-.190	.072	-.077	-2.647	.008
UNITCSS	-4.927E-02	.138	-.008	-.358	.720
MALE	1.889	1.130	.714	1.671	.095
Gender-Segregated BT	-1.669	1.124	-.683	-1.485	.138
Q13: How frequently worked with other sex	.194	.030	.240	6.374	.000
Q14: Instructor mix in basic trng unit	-1.245E-02	.039	-.009	-.317	.751
Q23new: Percent of Current Unit Women	-5.073E-02	.030	-.046	-1.692	.091
Male - Gender-Integrated Training	-1.670	1.128	-.522	-1.481	.139
Female - Gender-Segregated Training	2.026	1.143	.307	1.773	.076
Male - Less than one year	-7.525E-02	.144	-.014	-.521	.602
Male - 3 to 4 years	7.033E-02	.090	.020	.785	.433
Male - 5 to 6 years	-7.026E-03	.087	-.002	-.081	.936
Female - Less than one year	-.248	.242	-.026	-1.024	.306
Female - 1 to 2 years	.160	.128	.037	1.249	.212
Female - 5 to 6 years	-.127	.145	-.024	-.878	.380
Female - 7 to 8 years	-.169	.254	-.021	-.667	.505
Dependent Variable: Q17: Prepared for gender-integrated unit					
Q01: Your Service = Navy					

Dependent Variable, Q17: How well basic prepared for service in gender-integrated unit
Service: Marine Corps

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.255	1.263		3.369	.001
Q07: Highest level of education completed	-1.341E-02	.026	-.013	-.514	.608
Hispanic	-.115	.073	-.039	-1.562	.118
Black, not Hispanic	5.898E-02	.092	.016	.638	.523
Asian or Pacific Islander	-3.548E-02	.168	-.005	-.211	.833
Native American	.512	.146	.085	3.499	.000
Q08: How long in the military	1.914E-02	.046	.015	.416	.678
UNITCS	-.283	.094	-.117	-3.024	.003
UNITCSS	-.245	.093	-.102	-2.634	.009
MALE	-2.251	1.693	-.819	-1.330	.184
Gender-Segregated BT	.423	1.185	.067	.357	.721
Q13: How frequently worked with other sex	.116	.058	.052	1.997	.046
Q14: Instructor mix in basic trng unit	-6.176E-02	.069	-.082	-.890	.373
Q23new: Percent of Current Unit Women	-4.159E-02	.039	-.027	-1.053	.292
Male - Gender-Integrated Training	.488	1.199	.065	.407	.684
Female - Gender-Integrated Training	-1.323	1.218	-.113	-1.086	.278
Female - Gender-Segregated Training	-2.002	1.676	-.718	-1.194	.232
Male - Less than one year	6.437E-02	.182	.009	.353	.724
Male - 3 to 4 years	-9.451E-02	.076	-.036	-1.236	.217
Male - 5 to 6 years	-3.085E-02	.134	-.007	-.231	.818
Female - Less than one year	9.564E-02	.256	.010	.373	.709
Female - 3 to 4 years	-1.801E-02	.135	-.004	-.133	.894
Female - 5 to 6 years	-.439	.236	-.052	-1.859	.063
Female - 7 to 8 years	-.412	.356	-.031	-1.159	.247
Dependent Variable: Q17: Prepared for gender-integrated unit					
Q01: Your Service = Marine Corps					

Dependent Variable, Q17: How well basic prepared for service in gender-integrated unit
Service: Air Force

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.176	.461		2.551	.011
Q07: Highest level of education completed	1.606E-02	.020	.017	.793	.428
Hispanic	-9.904E-02	.088	-.024	-1.129	.259
Black, not Hispanic	5.365E-02	.068	.017	.785	.432
Asian or Pacific Islander	5.734E-02	.123	.010	.466	.641
Native American	.112	.103	.023	1.087	.277
Q08: How long in the military	.121	.037	.130	3.240	.001
UNITCS	.187	.062	.067	3.033	.002
UNITCSS	-5.803E-02	.062	-.020	-.934	.350
MALE	.280	1.160	.126	.241	.809
Gender-Segregated BT	-.198	1.074	-.090	-.184	.854
Q13: How frequently worked with other sex	.197	.021	.231	9.492	.000
Q14: Instructor mix in basic trng unit	-4.168E-02	.036	-.025	-1.159	.247
Q23new: Percent of Current Unit Women	5.966E-03	.025	.005	.235	.815
Male - Gender-Integrated Training	-4.100E-02	1.074	-.014	-.038	.970
Female - Gender-Integrated Training	9.869E-02	.435	.042	.227	.821
Female - Gender-Segregated Training	.322	1.159	.126	.278	.781
Male - Less than one year	-.108	.164	-.016	-.658	.511
Male - 3 to 4 years	-.184	.093	-.047	-1.978	.048
Male - 5 to 6 years	-9.137E-02	.091	-.027	-1.007	.314
Female - Less than one year	5.871E-03	.131	.001	.045	.964
Female - 3 to 4 years	2.234E-02	.093	.006	.241	.810
Female - 5 to 6 years	-.109	.107	-.036	-1.020	.308
Female - 7 to 8 years	-.222	.149	-.052	-1.487	.137
Dependent Variable: Q17: Prepared for gender-integrated unit					
Q01: Your Service = Air Force					

**Dependent Variable, Q18: Best gender mix
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.964	.599		3.280	.001
Q07: Highest level of education completed	5.105E-03	.018	.006	.287	.774
Hispanic	-.239	.076	-.061	-3.158	.002
Black, not Hispanic	-.107	.056	-.039	-1.931	.054
Asian or Pacific Islander	.125	.144	.016	.868	.385
Native American	-2.352E-02	.098	-.005	-.241	.810
Q08: How long in the military	5.686E-03	.030	.006	.193	.847
UNITCS	3.212E-03	.067	.001	.048	.962
UNITCSS	4.481E-02	.070	.018	.639	.523
MALE	1.108	.813	.444	1.362	.173
Gender-Segregated BT	-1.375	.572	-.592	-2.405	.016
Q13: How frequently worked with other sex	.102	.026	.159	3.855	.000
Q14: Instructor mix in basic trng unit	3.908E-02	.048	.021	.806	.420
Q23new: Percent of Current Unit Women	-4.004E-02	.026	-.038	-1.553	.121
Male - Gender-Integrated Training	-1.176	.575	-.436	-2.046	.041
Female - Gender-Integrated Training	-.361	.576	-.136	-.626	.532
Female - Gender-Segregated Training	.757	.816	.152	.927	.354
Male - Less than one year	.114	.114	.022	.999	.318
Male - 3 to 4 years	5.966E-04	.063	.000	.009	.992
Male - 5 to 6 years	2.522E-02	.084	.007	.302	.763
Female - Less than one year	-.287	.150	-.039	-1.918	.055
Female - 3 to 4 years	-7.966E-02	.100	-.019	-.799	.424
Female - 5 to 6 years	.188	.185	.030	1.019	.308
Female - 7 to 8 years	.252	.210	.034	1.200	.230
Dependent Variable: Q18: Best gender mix for Basic Training					
Q01: Your Service = Army					

**Dependent Variable, Q18: Best gender mix
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.477	.218		6.785	.000
Q07: Highest level of education completed	-1.690E-02	.025	-.016	-.677	.498
Hispanic	8.816E-02	.113	.019	.777	.437
Black, not Hispanic	5.611E-02	.080	.017	.704	.482
Asian or Pacific Islander	9.048E-02	.134	.016	.674	.501
Native American	7.107E-02	.131	.013	.543	.587
Q08: How long in the military	-1.906E-02	.036	-.018	-.528	.598
UNITCS	5.739E-02	.082	.022	.702	.483
UNITCSS	.161	.157	.025	1.026	.305
MALE	-1.682	1.300	-.581	-1.294	.196
Gender-Segregated BT	2.022	1.293	.772	1.564	.118
Q13: How frequently worked with other sex	6.092E-02	.034	.070	1.794	.073
Q14: Instructor mix in basic trng unit	5.009E-02	.044	.033	1.141	.254
Q23new: Percent of Current Unit Women	4.318E-03	.033	.004	.133	.894
Male - Gender-Integrated Training	1.951	1.297	.579	1.504	.133
Female - Gender-Segregated Training	-1.683	1.314	-.230	-1.281	.200
Male - Less than one year	-.107	.149	-.020	-.717	.474
Male - 3 to 4 years	1.676E-02	.097	.005	.173	.863
Male - 5 to 6 years	-2.297E-02	.098	-.006	-.235	.814
Female - Less than one year	-.226	.267	-.022	-.848	.397
Female - 1 to 2 years	5.095E-02	.147	.011	.346	.730
Female - 5 to 6 years	2.312E-02	.168	.004	.138	.890
Female - 7 to 8 years	-3.958E-02	.291	-.005	-.136	.892
Dependent Variable: Q18: Best gender mix for Basic Training					
Q01: Your Service = Navy					

**Dependent Variable, Q18: Best gender mix
Service: Marine Corps**

	Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.957	.960		2.039	.042
Q07: Highest level of education completed	-6.662E-03	.019	-.008	-.343	.731
Hispanic	1.122E-02	.054	.005	.206	.837
Black, not Hispanic	.100	.071	.035	1.420	.156
Asian or Pacific Islander	.159	.130	.029	1.225	.221
Native American	-4.404E-02	.104	-.010	-.424	.672
Q08: How long in the military	-5.060E-04	.034	-.001	-.015	.988
UNITCS	-.135	.066	-.073	-2.053	.040
UNITCSS	-2.033E-02	.065	-.011	-.311	.756
MALE	7.463E-02	1.289	.035	.058	.954
Gender-Segregated BT	.185	.903	.039	.205	.837
Q13: How frequently worked with other sex	-7.330E-03	.044	-.004	-.167	.868
Q14: Instructor mix in basic trng unit	2.251E-02	.052	.039	.434	.664
Q23new: Percent of Current Unit Women	9.972E-04	.029	.001	.034	.973
Male - Gender-Integrated Training	.216	.914	.036	.236	.814
Female - Gender-Integrated Training	.502	.924	.061	.544	.587
Female - Gender-Segregated Training	-.182	1.276	-.084	-.143	.886
Male - Less than one year	-.194	.133	-.038	-1.451	.147
Male - 3 to 4 years	1.112E-02	.056	.006	.197	.844
Male - 5 to 6 years	9.919E-03	.099	.003	.100	.921
Female - Less than one year	-.142	.195	-.018	-.731	.465
Female - 3 to 4 years	2.420E-02	.103	.008	.235	.814
Female - 5 to 6 years	.188	.180	.029	1.049	.294
Female - 7 to 8 years	-9.218E-02	.270	-.009	-.341	.733
Dependent Variable: Q18: Best gender mix for Basic Training					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q18: Best gender mix
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.126	.545		2.065	.039
Q07: Highest level of education completed	-3.870E-02	.024	-.036	-1.601	.110
Hispanic	-2.343E-02	.105	-.005	-.224	.823
Black, not Hispanic	-3.835E-03	.081	-.001	-.047	.962
Asian or Pacific Islander	5.024E-02	.145	.008	.345	.730
Native American	7.621E-02	.126	.013	.606	.544
Q08: How long in the military	.120	.044	.112	2.692	.007
UNITCS	3.419E-02	.074	.011	.462	.644
UNITCSS	5.035E-02	.074	.015	.681	.496
MALE	-.729	1.369	-.286	-.533	.594
Gender-Segregated BT	1.182	1.268	.469	.932	.351
Q13: How frequently worked with other sex	6.757E-02	.025	.069	2.752	.006
Q14: Instructor mix in basic trng unit	-1.701E-02	.043	-.009	-.400	.689
Q23new: Percent of Current Unit Women	1.011E-02	.030	.008	.334	.738
Male - Gender-Integrated Training	1.038	1.268	.303	.819	.413
Female - Gender-Integrated Training	.284	.514	.106	.552	.581
Female - Gender-Segregated Training	-.712	1.368	-.244	-.521	.603
Male - Less than one year	.317	.194	.043	1.636	.102
Male - 3 to 4 years	.139	.111	.031	1.249	.212
Male - 5 to 6 years	-.104	.109	-.027	-.955	.340
Female - Less than one year	-.125	.157	-.020	-.796	.426
Female - 3 to 4 years	5.099E-02	.110	.013	.463	.644
Female - 5 to 6 years	-.139	.127	-.040	-1.094	.274
Female - 7 to 8 years	-.245	.179	-.049	-1.369	.171
Dependent Variable: Q18: Best gender mix for Basic Training					
Q01: Your Service = Air Force					

**Dependent Variable, Q19: Impact of gender integrated training
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.187	.725		5.777	.000
Q07: Highest level of education completed	5.606E-02	.021	.053	2.719	.007
Hispanic	-.503	.088	-.111	-5.708	.000
Black, not Hispanic	-.668	.063	-.214	-10.601	.000
Asian or Pacific Islander	-.109	.171	-.012	-.637	.525
Native American	-.254	.113	-.043	-2.251	.024
Q08: How long in the military	3.422E-02	.037	.029	.919	.358
UNITCS	1.506E-02	.076	.005	.197	.844
UNITCSS	-1.628E-02	.079	-.006	-.205	.837
MALE	-.685	.992	-.244	-.691	.490
Gender-Segregated BT	-.596	.698	-.213	-.855	.393
Q13: How frequently worked with other sex	.149	.029	.197	5.147	.000
Q14: Instructor mix in basic trng unit	-9.323E-02	.054	-.042	-1.719	.086
Q23new: Percent of Current Unit Women	9.902E-03	.029	.008	.345	.730
Male - Gender-Integrated Training	-.622	.700	-.208	-.889	.374
Female - Gender-Integrated Training	-1.831	.704	-.621	-2.601	.009
Female - Gender-Segregated Training	-.631	.994	-.114	-.634	.526
Male - Less than one year	-.165	.148	-.025	-1.116	.265
Male - 3 to 4 years	.157	.077	.043	2.025	.043
Male - 5 to 6 years	8.294E-02	.101	.018	.818	.413
Female - Less than one year	-.233	.161	-.030	-1.451	.147
Female - 3 to 4 years	-.114	.108	-.026	-1.054	.292
Female - 5 to 6 years	-.182	.206	-.026	-.885	.376
Female - 7 to 8 years	-.118	.234	-.015	-.505	.613
Dependent Variable: Q19: Quality of training on mixed unit					
Q01: Your Service = Army					

**Dependent Variable, Q19: Impact of gender integrated training
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.069	.207		9.980	.000
Q07: Highest level of education completed	3.658E-02	.024	.035	1.510	.131
Hispanic	-.256	.109	-.054	-2.351	.019
Black, not Hispanic	-.500	.077	-.155	-6.517	.000
Asian or Pacific Islander	-5.632E-02	.128	-.010	-.439	.661
Native American	-.215	.126	-.039	-1.710	.087
Q08: How long in the military	5.559E-02	.035	.052	1.582	.114
UNITCS	-.160	.078	-.061	-2.055	.040
UNITCSS	-.224	.149	-.035	-1.503	.133
MALE	-7.881E-02	1.207	-.028	-.065	.948
Gender-Segregated BT	.569	1.200	.219	.474	.636
Q13: How frequently worked with other sex	.114	.032	.132	3.545	.000
Q14: Instructor mix in basic trng unit	2.269E-02	.042	.015	.535	.592
Q23new: Percent of Current Unit Women	-2.615E-03	.031	-.002	-.083	.934
Male - Gender-Integrated Training	.477	1.204	.144	.396	.692
Female - Gender-Segregated Training	-.295	1.221	-.039	-.241	.809
Male - Less than one year	-.349	.143	-.068	-2.442	.015
Male - 3 to 4 years	5.615E-02	.095	.015	.593	.554
Male - 5 to 6 years	5.669E-02	.096	.015	.592	.554
Female - Less than one year	-.593	.249	-.060	-2.382	.017
Female - 1 to 2 years	-.163	.138	-.035	-1.186	.236
Female - 5 to 6 years	-.198	.157	-.035	-1.262	.207
Female - 7 to 8 years	1.451E-02	.280	.002	.052	.959
Dependent Variable: Q19: Quality of training on mixed unit					
Q01: Your Service = Navy					

**Dependent Variable, Q19: Impact of gender integrated training
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.563	1.349		1.158	.247
Q07: Highest level of education completed	6.286E-02	.034	.055	1.837	.066
Hispanic	-.136	.094	-.045	-1.437	.151
Black, not Hispanic	-.548	.116	-.145	-4.724	.000
Asian or Pacific Islander	-.306	.239	-.039	-1.281	.200
Native American	-.114	.178	-.019	-.639	.523
Q08: How long in the military	.141	.060	.102	2.357	.019
UNITCS	-.131	.126	-.050	-1.047	.295
UNITCSS	-.330	.122	-.128	-2.699	.007
MALE	.399	.322	.133	1.240	.215
Gender-Segregated BT	.154	1.242	.027	.124	.901
Q13: How frequently worked with other sex	.228	.070	.106	3.274	.001
Q14: Instructor mix in basic trng unit	.129	.082	.154	1.570	.117
Q23new: Percent of Current Unit Women	-3.125E-03	.051	-.002	-.061	.951
Male - Gender-Integrated Training	-3.213E-02	1.262	-.004	-.025	.980
Female - Gender-Integrated Training	-.169	1.272	-.017	-.133	.894
Male - Less than one year	.475	.249	.063	1.908	.057
Male - 3 to 4 years	.202	.099	.074	2.036	.042
Male - 5 to 6 years	.174	.171	.038	1.017	.309
Female - Less than one year	-.298	.304	-.031	-.981	.327
Female - 3 to 4 years	-.255	.183	-.055	-1.391	.164
Female - 5 to 6 years	-.685	.322	-.072	-2.125	.034
Female - 7 to 8 years	-7.379E-02	.463	-.005	-.160	.873
Dependent Variable: Q19: Quality of training on mixed unit					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q19: Impact of gender integrated training
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.640	.501		3.275	.001
Q07: Highest level of education completed	-2.072E-02	.023	-.020	-.896	.371
Hispanic	-.103	.098	-.023	-1.052	.293
Black, not Hispanic	-7.414E-02	.077	-.021	-.961	.337
Asian or Pacific Islander	.217	.138	.034	1.574	.116
Native American	-1.450E-02	.120	-.003	-.121	.904
Q08: How long in the military	4.791E-02	.042	.047	1.150	.250
UNITCS	7.222E-02	.072	.023	.999	.318
UNITCSS	-9.750E-02	.070	-.031	-1.399	.162
MALE	-1.307	1.255	-.537	-1.042	.298
Gender-Segregated BT	1.761	1.161	.731	1.517	.130
Q13: How frequently worked with other sex	.188	.023	.201	8.054	.000
Q14: Instructor mix in basic trng unit	-2.828E-02	.041	-.015	-.696	.486
Q23new: Percent of Current Unit Women	5.818E-03	.029	.005	.203	.839
Male - Gender-Integrated Training	1.398	1.162	.437	1.203	.229
Female - Gender-Integrated Training	6.135E-02	.470	.024	.130	.896
Female - Gender-Segregated Training	-1.364	1.253	-.470	-1.088	.277
Male - Less than one year	6.525E-02	.186	.009	.351	.726
Male - 3 to 4 years	.122	.106	.028	1.151	.250
Male - 5 to 6 years	4.208E-02	.102	.011	.414	.679
Female - Less than one year	-.167	.144	-.029	-1.157	.247
Female - 3 to 4 years	-2.974E-02	.106	-.008	-.281	.779
Female - 5 to 6 years	-2.877E-02	.120	-.009	-.240	.810
Female - 7 to 8 years	-.114	.169	-.023	-.671	.503
Dependent Variable: Q19: Quality of training on mixed unit					
Q01: Your Service = Air Force					

**Dependent Variable, Q25: Personal readiness
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.069	.470		4.404	.000
Q07: Highest level of education completed	-2.746E-02	.014	-.037	-2.028	.043
Hispanic	-6.525E-02	.057	-.021	-1.137	.255
Black, not Hispanic	7.788E-02	.042	.035	1.848	.065
Asian or Pacific Islander	-.127	.113	-.020	-1.125	.261
Native American	1.792E-02	.075	.004	.240	.810
Q08: How long in the military	-.117	.022	-.144	-5.219	.000
UNITCS	.104	.051	.052	2.046	.041
UNITCSS	4.273E-02	.053	.021	.805	.421
MALE	.546	.639	.268	.854	.393
Gender-Segregated BT	-.352	.450	-.187	-.783	.434
Q13: How frequently worked with other sex	4.407E-02	.020	.085	2.177	.030
Q14: Instructor mix in basic trng unit	6.489E-02	.037	.044	1.763	.078
Q23new: Percent of Current Unit Women	6.302E-02	.020	.074	3.221	.001
Male - Gender-Integrated Training	-.254	.452	-.117	-.563	.574
Female – Gender-Integrated Training	.661	.453	.304	1.459	.145
Female – Gender-Segregated Training	.798	.642	.197	1.243	.214
Male - Less than one year	-3.830E-02	.085	-.010	-.450	.652
Male - 3 to 4 years	9.505E-03	.048	.004	.197	.843
Male - 5 to 6 years	-.185	.064	-.060	-2.900	.004
Female - Less than one year	.202	.112	.035	1.809	.071
Female - 3 to 4 years	-8.262E-02	.077	-.024	-1.069	.285
Female - 5 to 6 years	1.282E-02	.143	.002	.090	.929
Female - 7 to 8 years	-4.816E-02	.160	-.008	-.301	.764
Dependent Variable: Q25: Your preparedness					
Q01: Your Service = Army					

**Dependent Variable, Q25: Personal readiness
Service: Navy**

	Unstandardize d Coefficients		Standardized Coefficients	t	Sig.
(Constant)	3.368	.161		20.900	.000
Q07: Highest level of education completed	1.452E-02	.019	.017	.783	.434
Hispanic	-7.560E-02	.083	-.020	-.907	.364
Black, not Hispanic	.136	.059	.052	2.293	.022
Asian or Pacific Islander	-5.407E-02	.100	-.012	-.538	.591
Native American	7.832E-02	.098	.017	.803	.422
Q08: How long in the military	-.166	.027	-.192	-6.232	.000
UNITCS	.135	.060	.062	2.230	.026
UNITCSS	-.148	.117	-.028	-1.264	.207
MALE	-.850	.982	-.359	-.865	.387
Gender-Segregated BT	8.873E-02	.977	.042	.091	.928
Q13: How frequently worked with other sex	1.844E-02	.025	.026	.731	.465
Q14: Instructor mix in basic trng unit	-9.938E-02	.032	-.080	-3.081	.002
Q23new: Percent of Current Unit Women	8.750E-02	.024	.096	3.621	.000
Male - Gender-Integrated Training	.222	.980	.081	.226	.821
Female - Gender-Segregated Training	-.138	.993	-.023	-.139	.890
Male - Less than one year	4.133E-02	.112	.010	.368	.713
Male - 3 to 4 years	4.912E-02	.072	.017	.687	.492
Male - 5 to 6 years	-5.576E-02	.072	-.019	-.771	.441
Female - Less than one year	-7.018E-02	.204	-.008	-.345	.730
Female - 1 to 2 years	-9.617E-02	.110	-.025	-.873	.383
Female - 5 to 6 years	-9.915E-02	.126	-.021	-.788	.431
Female - 7 to 8 years	-.115	.219	-.016	-.525	.600
Dependent Variable: Q25: Your preparedness					
Q01: Your Service = Navy					

**Dependent Variable, Q25: Personal readiness
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.518	.913		1.662	.097
Q07: Highest level of education completed	-3.004E-02	.018	-.037	-1.671	.095
Hispanic	-2.046E-02	.050	-.009	-.406	.685
Black, not Hispanic	4.126E-02	.065	.014	.636	.525
Asian or Pacific Islander	.151	.117	.028	1.283	.200
Native American	.382	.098	.085	3.882	.000
Q08: How long in the military	-.114	.032	-.115	-3.571	.000
UNITCS	.135	.061	.073	2.223	.026
UNITCSS	.202	.060	.111	3.368	.001
MALE	2.114	1.229	.979	1.721	.085
Gender-Segregated BT	-.786	.861	-.164	-.913	.361
Q13: How frequently worked with other sex	-.117	.042	-.068	-2.828	.005
Q14: Instructor mix in basic trng unit	1.642E-02	.048	.028	.340	.734
Q23new: Percent of Current Unit Women	.102	.027	.090	3.770	.000
Male - Gender-Integrated Training	-.795	.871	-.133	-.912	.362
Female - Gender-Integrated Training	1.659	.880	.203	1.885	.060
Female - Gender-Segregated Training	2.434	1.218	1.103	1.999	.046
Male - Less than one year	-3.507E-02	.119	-.007	-.296	.768
Male - 3 to 4 years	-1.491E-02	.052	-.008	-.285	.776
Male - 5 to 6 years	-.207	.092	-.062	-2.251	.024
Female - Less than one year	-.153	.186	-.019	-.822	.411
Female - 3 to 4 years	-7.037E-03	.097	-.002	-.073	.942
Female - 5 to 6 years	-3.227E-02	.170	-.005	-.190	.850
Female - 7 to 8 years	-.227	.256	-.021	-.887	.375
Dependent Variable: Q25: Your preparedness					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q25: Personal readiness
Service: Air Force**

	Unstandardize d Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.746	.399		6.883	.000
Q07: Highest level of education completed	-8.029E-03	.017	-.010	-.461	.645
Hispanic	5.176E-02	.076	.014	.685	.493
Black, not Hispanic	9.944E-02	.059	.036	1.688	.092
Asian or Pacific Islander	4.795E-02	.105	.010	.455	.649
Native American	.195	.089	.046	2.181	.029
Q08: How long in the military	-4.410E-02	.032	-.055	-1.375	.169
UNITCS	-8.138E-02	.053	-.034	-1.529	.126
UNITCSS	.141	.054	.057	2.625	.009
MALE	-1.257	1.003	-.659	-1.253	.210
Gender-Segregated BT	.687	.929	.364	.739	.460
Q13: How frequently worked with other sex	2.413E-02	.018	.033	1.349	.178
Q14: Instructor mix in basic trng unit	-2.468E-02	.031	-.017	-.802	.423
Q23new: Percent of Current Unit Women	3.333E-02	.022	.033	1.525	.127
Male - Gender-Integrated Training	.742	.929	.288	.799	.424
Female - Gender-Integrated Training	-7.990E-02	.377	-.040	-.212	.832
Female - Gender-Segregated Training	-.781	1.002	-.354	-.779	.436
Male - Less than one year	.292	.139	.053	2.097	.036
Male - 3 to 4 years	-4.396E-02	.080	-.013	-.549	.583
Male - 5 to 6 years	-.111	.078	-.038	-1.410	.159
Female - Less than one year	-2.418E-02	.113	-.005	-.214	.831
Female - 3 to 4 years	-.291	.080	-.098	-3.635	.000
Female - 5 to 6 years	-.260	.092	-.100	-2.824	.005
Female - 7 to 8 years	-.331	.129	-.089	-2.562	.010
Dependent Variable: Q25: Your preparedness					
Q01: Your Service = Air Force					

**Dependent Variable, Q26: Unit Readiness
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.177	.504		6.298	.000
Q07: Highest level of education completed	-3.507E-03	.015	-.005	-.241	.810
Hispanic	-.120	.061	-.037	-1.958	.050
Black, not Hispanic	-2.876E-02	.045	-.012	-.635	.526
Asian or Pacific Islander	-.162	.121	-.025	-1.340	.180
Native American	8.048E-02	.080	.019	1.007	.314
Q08: How long in the military	2.371E-02	.024	.028	.986	.324
UNITCS	8.133E-02	.054	.039	1.493	.135
UNITCSS	-3.221E-02	.057	-.015	-.565	.572
MALE	-1.192	.687	-.562	-1.736	.083
Gender-Segregated BT	.190	.483	.097	.393	.694
Q13: How frequently worked with other sex	3.700E-02	.022	.068	1.699	.089
Q14: Instructor mix in basic trng unit	-4.989E-02	.040	-.033	-1.261	.207
Q23new: Percent of Current Unit Women	.103	.021	.117	4.915	.000
Male - Gender-Integrated Training	.317	.485	.140	.652	.514
Female - Gender-Integrated Training	-.720	.487	-.318	-1.478	.139
Female - Gender-Segregated Training	-.900	.689	-.214	-1.307	.191
Male - Less than one year	-.420	.091	-.100	-4.598	.000
Male - 3 to 4 years	7.704E-02	.052	.030	1.490	.136
Male - 5 to 6 years	6.412E-02	.068	.020	.939	.348
Female - Less than one year	-.219	.120	-.037	-1.826	.068
Female - 3 to 4 years	3.095E-03	.083	.001	.037	.970
Female - 5 to 6 years	-.186	.154	-.034	-1.208	.227
Female - 7 to 8 years	-.218	.172	-.035	-1.266	.206
Dependent Variable: Q26: Unit preparedness					
Q01: Your Service = Army					

**Dependent Variable, Q26: Unit Readiness
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.818	.161		17.479	.000
Q07: Highest level of education completed	3.692E-02	.019	.045	1.989	.047
Hispanic	-.259	.084	-.070	-3.099	.002
Black, not Hispanic	-.110	.059	-.043	-1.860	.063
Asian or Pacific Islander	-.235	.100	-.053	-2.354	.019
Native American	-6.093E-02	.097	-.014	-.626	.532
Q08: How long in the military	-8.423E-02	.027	-.100	-3.154	.002
UNITCS	.355	.060	.169	5.862	.000
UNITCSS	-.279	.117	-.054	-2.377	.018
MALE	-1.806	.980	-.787	-1.842	.066
Gender-Segregated BT	1.272	.975	.615	1.304	.192
Q13: How frequently worked with other sex	5.147E-02	.025	.075	2.040	.042
Q14: Instructor mix in basic trng unit	-9.544E-02	.032	-.080	-2.963	.003
Q23new: Percent of Current Unit Women	3.303E-02	.024	.037	1.368	.171
Male - Gender-Integrated Training	1.364	.978	.513	1.395	.163
Female – Gender-Segregated Training	-1.343	.991	-.229	-1.354	.176
Male - Less than one year	.326	.113	.078	2.898	.004
Male - 3 to 4 years	.107	.071	.038	1.504	.133
Male - 5 to 6 years	-1.227E-02	.072	-.004	-.170	.865
Female - Less than one year	2.242E-02	.201	.003	.112	.911
Female - 1 to 2 years	-.101	.110	-.026	-.913	.361
Female - 5 to 6 years	-.188	.125	-.041	-1.496	.135
Female - 7 to 8 years	-.163	.219	-.023	-.742	.458
Dependent Variable: Q26: Unit preparedness					
Q01: Your Service = Navy					

**Dependent Variable, Q26: Unit Readiness
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.887	.990		.896	.370
Q07: Highest level of education completed	3.335E-03	.019	.004	.171	.864
Hispanic	-4.309E-02	.055	-.019	-.788	.431
Black, not Hispanic	-6.744E-02	.070	-.023	-.960	.337
Asian or Pacific Islander	-7.206E-02	.126	-.013	-.572	.568
Native American	.163	.106	.036	1.542	.123
Q08: How long in the military	1.301E-02	.035	.013	.376	.707
UNITCS	2.027E-02	.066	.011	.308	.758
UNITCSS	5.681E-02	.065	.030	.873	.383
MALE	.910	1.331	.408	.684	.494
Gender-Segregated BT	.291	.933	.059	.312	.755
Q13: How frequently worked with other sex	-3.423E-02	.045	-.019	-.761	.447
Q14: Instructor mix in basic trng unit	6.838E-03	.052	.011	.131	.896
Q23new: Percent of Current Unit Women	8.106E-02	.029	.069	2.770	.006
Male - Gender-Integrated Training	.409	.943	.067	.433	.665
Female - Gender-Integrated Training	1.565	.953	.186	1.642	.101
Female - Gender-Segregated Training	.969	1.319	.425	.735	.463
Male - Less than one year	-.154	.129	-.031	-1.197	.231
Male - 3 to 4 years	.143	.057	.070	2.521	.012
Male - 5 to 6 years	.112	.100	.033	1.125	.261
Female - Less than one year	-.142	.201	-.017	-.706	.480
Female - 3 to 4 years	-8.671E-03	.105	-.003	-.083	.934
Female - 5 to 6 years	-3.975E-02	.185	-.006	-.215	.829
Female - 7 to 8 years	.397	.278	.036	1.430	.153
Dependent Variable: Q26: Unit preparedness					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q26: Unit Readiness
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.788	.389		4.599	.000
Q07: Highest level of education completed	2.893E-02	.017	.038	1.703	.089
Hispanic	-5.556E-02	.073	-.016	-.757	.449
Black, not Hispanic	-.129	.057	-.049	-2.253	.024
Asian or Pacific Islander	-.132	.103	-.027	-1.284	.199
Native American	.180	.087	.044	2.061	.039
Q08: How long in the military	.110	.031	.145	3.523	.000
UNITCS	-8.186E-02	.052	-.035	-1.576	.115
UNITCSS	-9.304E-02	.052	-.039	-1.780	.075
MALE	-1.070	.978	-.586	-1.095	.274
Gender-Segregated BT	.604	.905	.335	.668	.504
Q13: How frequently worked with other sex	4.216E-02	.017	.060	2.418	.016
Q14: Instructor mix in basic trng unit	-2.509E-02	.030	-.018	-.836	.403
Q23new: Percent of Current Unit Women	7.221E-02	.021	.075	3.386	.001
Male - Gender-Integrated Training	.719	.905	.292	.794	.427
Female - Gender-Integrated Training	-.276	.367	-.144	-.752	.452
Female - Gender-Segregated Training	-.863	.977	-.409	-.883	.377
Male - Less than one year	4.223E-02	.136	.008	.311	.756
Male - 3 to 4 years	4.635E-02	.078	.015	.593	.553
Male - 5 to 6 years	-8.149E-02	.076	-.029	-1.066	.287
Female - Less than one year	-.121	.111	-.027	-1.096	.273
Female - 3 to 4 years	-4.197E-02	.078	-.015	-.538	.591
Female - 5 to 6 years	-.138	.090	-.056	-1.540	.124
Female - 7 to 8 years	-.239	.126	-.067	-1.897	.058
Dependent Variable: Q26: Unit preparedness					
Q01: Your Service = Air Force					

Dependent Variable, Q27: Personal Morale
Service: Army

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.821	.567		6.734	.000
Q07: Highest level of education completed	-5.845E-03	.016	-.007	-.357	.721
Hispanic	-.317	.069	-.086	-4.577	.000
Black, not Hispanic	-.119	.051	-.046	-2.337	.019
Asian or Pacific Islander	-.215	.136	-.029	-1.581	.114
Native American	2.724E-02	.090	.006	.302	.762
Q08: How long in the military	-6.967E-02	.027	-.073	-2.574	.010
UNITCS	.154	.061	.066	2.518	.012
UNITCSS	-6.953E-02	.064	-.029	-1.084	.279
MALE	-.308	.772	-.129	-.399	.690
Gender-Segregated BT	-.528	.543	-.239	-.971	.331
Q13: How frequently worked with other sex	3.093E-02	.024	.051	1.265	.206
Q14: Instructor mix in basic trng unit	-1.935E-02	.044	-.011	-.435	.664
Q23new: Percent of Current Unit Women	3.110E-02	.024	.031	1.316	.188
Male - Gender-Integrated Training	-.459	.546	-.180	-.841	.401
Female - Gender-Integrated Training	-.663	.547	-.260	-1.211	.226
Female - Gender-Segregated Training	-.102	.775	-.021	-.131	.896
Male - Less than one year	-.589	.103	-.124	-5.721	.000
Male - 3 to 4 years	.177	.058	.062	3.038	.002
Male - 5 to 6 years	-4.620E-02	.077	-.013	-.602	.547
Female - Less than one year	-.591	.135	-.088	-4.374	.000
Female - 3 to 4 years	.186	.093	.047	1.994	.046
Female - 5 to 6 years	.251	.173	.041	1.450	.147
Female - 7 to 8 years	.219	.193	.032	1.135	.257
Dependent Variable: Q27: Your current morale					
Q01: Your Service = Army					

**Dependent Variable, Q27: Personal Morale
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.785	.178		15.610	.000
Q07: Highest level of education completed	3.620E-02	.021	.041	1.765	.078
Hispanic	-.364	.093	-.090	-3.933	.000
Black, not Hispanic	-.133	.065	-.048	-2.030	.042
Asian or Pacific Islander	-.382	.110	-.079	-3.482	.001
Native American	.262	.108	.055	2.426	.015
Q08: How long in the military	9.767E-02	.030	.106	3.301	.001
UNITCS	.264	.067	.115	3.950	.000
UNITCSS	-.110	.130	-.019	-.842	.400
MALE	-1.277	1.087	-.509	-1.174	.240
Gender-Segregated BT	.877	1.081	.387	.811	.417
Q13: How frequently worked with other sex	1.349E-02	.028	.018	.484	.629
Q14: Instructor mix in basic trng unit	-4.563E-02	.036	-.035	-1.279	.201
Q23new: Percent of Current Unit Women	-5.445E-02	.027	-.056	-2.034	.042
Male - Gender-Integrated Training	.938	1.085	.322	.865	.387
Female - Gender-Segregated Training	-.774	1.100	-.121	-.704	.482
Male - Less than one year	-.158	.124	-.035	-1.273	.203
Male - 3 to 4 years	.407	.079	.130	5.150	.000
Male - 5 to 6 years	.110	.080	.035	1.377	.169
Female - Less than one year	-.310	.222	-.035	-1.396	.163
Female - 1 to 2 years	-.288	.122	-.069	-2.366	.018
Female - 5 to 6 years	-.144	.139	-.028	-1.034	.301
Female - 7 to 8 years	-.307	.242	-.040	-1.266	.205
Dependent Variable: Q27: Your current morale					
Q01: Your Service = Navy					

**Dependent Variable, Q27: Personal Morale
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.097	1.095		2.830	.005
Q07: Highest level of education completed	2.586E-02	.022	.028	1.201	.230
Hispanic	-.161	.060	-.063	-2.669	.008
Black, not Hispanic	-8.576E-02	.078	-.026	-1.103	.270
Asian or Pacific Islander	6.220E-03	.140	.001	.045	.964
Native American	.312	.118	.060	2.648	.008
Q08: How long in the military	-.112	.038	-.098	-2.919	.004
UNITCS	.148	.073	.069	2.035	.042
UNITCSS	7.985E-02	.072	.038	1.109	.267
MALE	-1.994	1.473	-.801	-1.354	.176
Gender-Segregated BT	1.577	1.032	.285	1.528	.127
Q13: How frequently worked with other sex	2.570E-02	.050	.013	.516	.606
Q14: Instructor mix in basic trng unit	7.376E-03	.058	.011	.127	.899
Q23new: Percent of Current Unit Women	-3.397E-02	.032	-.026	-1.050	.294
Male - Gender-Integrated Training	1.418	1.044	.205	1.358	.175
Female - Gender-Integrated Training	-.317	1.055	-.034	-.301	.764
Female - Gender-Segregated Training	-1.978	1.459	-.778	-1.355	.176
Male - Less than one year	-.731	.142	-.130	-5.141	.000
Male - 3 to 4 years	.168	.063	.074	2.674	.008
Male - 5 to 6 years	-1.298E-02	.110	-.003	-.118	.906
Female - Less than one year	-.722	.222	-.078	-3.248	.001
Female - 3 to 4 years	.126	.116	.034	1.087	.277
Female - 5 to 6 years	.366	.204	.047	1.792	.073
Female - 7 to 8 years	.381	.307	.031	1.239	.215
Dependent Variable: Q27: Your current morale					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q27: Personal Morale
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.459	.442		5.558	.000
Q07: Highest level of education completed	6.427E-02	.019	.072	3.328	.001
Hispanic	-.191	.084	-.048	-2.278	.023
Black, not Hispanic	-1.577E-02	.065	-.005	-.242	.809
Asian or Pacific Islander	-8.014E-02	.117	-.014	-.687	.492
Native American	.109	.100	.023	1.088	.277
Q08: How long in the military	.111	.036	.126	3.124	.002
UNITCS	7.717E-03	.059	.003	.131	.896
UNITCSS	-.216	.059	-.078	-3.628	.000
MALE	-.242	1.113	-.114	-.217	.828
Gender-Segregated BT	-.200	1.030	-.096	-.194	.846
Q13: How frequently worked with other sex	7.125E-02	.020	.088	3.594	.000
Q14: Instructor mix in basic trng unit	1.076E-04	.034	.000	.003	.997
Q23new: Percent of Current Unit Women	-3.321E-02	.024	-.030	-1.371	.171
Male - Gender-Integrated Training	-.131	1.030	-.046	-.127	.899
Female - Gender-Integrated Training	-.277	.418	-.125	-.663	.508
Female - Gender-Segregated Training	-7.451E-02	1.112	-.030	-.067	.947
Male - Less than one year	-.339	.154	-.055	-2.198	.028
Male - 3 to 4 years	-1.369E-02	.089	-.004	-.155	.877
Male - 5 to 6 years	-1.197E-02	.087	-.004	-.137	.891
Female - Less than one year	-.385	.125	-.074	-3.075	.002
Female - 3 to 4 years	5.378E-03	.089	.002	.060	.952
Female - 5 to 6 years	1.213E-02	.102	.004	.119	.905
Female - 7 to 8 years	-.203	.143	-.049	-1.418	.156
Dependent Variable: Q27: Your current morale					
Q01: Your Service = Air Force					

**Dependent Variable, Q28: Unit Morale
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.348	.515		8.440	.000
Q07: Highest level of education completed	2.066E-02	.015	.026	1.391	.164
Hispanic	-.235	.063	-.069	-3.730	.000
Black, not Hispanic	-2.827E-02	.046	-.012	-.611	.541
Asian or Pacific Islander	-.234	.123	-.035	-1.899	.058
Native American	5.901E-02	.082	.013	.723	.469
Q08: How long in the military	-2.923E-02	.025	-.034	-1.189	.235
UNITCS	.111	.056	.052	2.002	.045
UNITCSS	-2.468E-02	.058	-.011	-.423	.672
MALE	-1.493	.701	-.683	-2.129	.033
Gender-Segregated BT	.369	.493	.183	.748	.454
Q13: How frequently worked with other sex	2.070E-02	.022	.037	.932	.351
Q14: Instructor mix in basic trng unit	-.116	.040	-.074	-2.883	.004
Q23new: Percent of Current Unit Women	4.447E-02	.021	.049	2.070	.039
Male - Gender-Integrated Training	.414	.496	.177	.836	.403
Female - Gender-Integrated Training	-.973	.497	-.417	-1.957	.050
Female - Gender-Segregated Training	-1.413	.704	-.325	-2.008	.045
Male - Less than one year	-.749	.093	-.173	-8.027	.000
Male - 3 to 4 years	.135	.053	.052	2.560	.011
Male - 5 to 6 years	-7.987E-02	.070	-.024	-1.146	.252
Female - Less than one year	-.511	.123	-.083	-4.167	.000
Female - 3 to 4 years	.162	.085	.045	1.914	.056
Female - 5 to 6 years	7.899E-02	.157	.014	.503	.615
Female - 7 to 8 years	.255	.176	.040	1.452	.146
Dependent Variable: Q28: Unit level of morale					
Q01: Your Service = Army					

**Dependent Variable, Q28: Unit Morale
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.892	.162		17.885	.000
Q07: Highest level of education completed	3.451E-02	.019	.042	1.857	.063
Hispanic	-.239	.084	-.064	-2.846	.004
Black, not Hispanic	-.165	.059	-.065	-2.774	.006
Asian or Pacific Islander	-.249	.099	-.057	-2.510	.012
Native American	5.498E-02	.098	.013	.562	.574
Q08: How long in the military	7.763E-02	.027	.092	2.895	.004
UNITCS	.425	.061	.202	6.999	.000
UNITCSS	-5.977E-02	.118	-.012	-.508	.612
MALE	-1.253	.985	-.547	-1.272	.203
Gender-Segregated BT	.964	.979	.466	.984	.325
Q13: How frequently worked with other sex	-2.538E-03	.025	-.004	-.100	.920
Q14: Instructor mix in basic trng unit	-1.519E-02	.032	-.013	-.470	.638
Q23new: Percent of Current Unit Women	-4.604E-02	.024	-.052	-1.901	.057
Male - Gender-Integrated Training	.960	.982	.360	.977	.329
Female - Gender-Segregated Training	-.872	.996	-.150	-.876	.381
Male - Less than one year	-6.751E-02	.113	-.016	-.597	.550
Male - 3 to 4 years	.366	.072	.128	5.112	.000
Male - 5 to 6 years	.197	.072	.069	2.717	.007
Female - Less than one year	-.364	.201	-.045	-1.810	.071
Female - 1 to 2 years	-3.538E-03	.110	-.001	-.032	.974
Female - 5 to 6 years	-9.996E-02	.126	-.022	-.794	.427
Female - 7 to 8 years	-5.063E-02	.219	-.007	-.231	.817
Dependent Variable: Q28: Unit level of morale					
Q01: Your Service = Navy					

**Dependent Variable, Q28: Unit Morale
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.623	1.007		.618	.536
Q07: Highest level of education completed	2.201E-02	.020	.025	1.111	.267
Hispanic	-8.427E-02	.056	-.036	-1.516	.130
Black, not Hispanic	-3.817E-03	.072	-.001	-.053	.957
Asian or Pacific Islander	-.199	.128	-.036	-1.552	.121
Native American	.240	.108	.051	2.209	.027
Q08: How long in the military	-6.579E-02	.035	-.063	-1.859	.063
UNITCS	9.985E-02	.067	.051	1.490	.136
UNITCSS	2.992E-02	.066	.015	.452	.652
MALE	.940	1.355	.411	.694	.488
Gender-Segregated BT	.900	.949	.177	.948	.343
Q13: How frequently worked with other sex	8.237E-02	.046	.045	1.799	.072
Q14: Instructor mix in basic trng unit	-1.282E-02	.053	-.020	-.240	.810
Q23new: Percent of Current Unit Women	1.637E-02	.030	.014	.550	.583
Male - Gender-Integrated Training	.936	.961	.148	.975	.330
Female - Gender-Integrated Training	1.624	.970	.188	1.674	.094
Female - Gender-Segregated Training	1.052	1.343	.451	.784	.433
Male - Less than one year	-.540	.131	-.105	-4.124	.000
Male - 3 to 4 years	.191	.058	.092	3.309	.001
Male - 5 to 6 years	.257	.102	.073	2.528	.012
Female - Less than one year	-.380	.205	-.045	-1.856	.064
Female - 3 to 4 years	.208	.106	.061	1.952	.051
Female - 5 to 6 years	.328	.188	.046	1.743	.081
Female - 7 to 8 years	.348	.283	.031	1.229	.219
Dependent Variable: Q28: Unit level of morale					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q28: Unit Morale
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	3.029	.411		7.360	.000
Q07: Highest level of education completed	3.404E-02	.018	.041	1.896	.058
Hispanic	-.146	.078	-.039	-1.876	.061
Black, not Hispanic	-.146	.061	-.051	-2.411	.016
Asian or Pacific Islander	-.187	.109	-.036	-1.726	.085
Native American	-2.536E-02	.092	-.006	-.275	.783
Q08: How long in the military	.109	.033	.131	3.283	.001
UNITCS	4.668E-02	.055	.019	.851	.395
UNITCSS	-.283	.055	-.109	-5.129	.000
MALE	-.619	1.035	-.312	-.598	.550
Gender-Segregated BT	-7.046E-02	.958	-.036	-.074	.941
Q13: How frequently worked with other sex	6.384E-02	.018	.084	3.472	.001
Q14: Instructor mix in basic trng unit	-2.730E-03	.032	-.002	-.086	.931
Q23new: Percent of Current Unit Women	-1.346E-02	.023	-.013	-.597	.550
Male - Gender-Integrated Training	3.831E-02	.959	.014	.040	.968
Female - Gender-Integrated Training	-.416	.389	-.200	-1.070	.285
Female - Gender-Segregated Training	-.387	1.034	-.169	-.374	.708
Male - Less than one year	-.293	.144	-.051	-2.039	.042
Male - 3 to 4 years	.135	.082	.039	1.635	.102
Male - 5 to 6 years	7.498E-03	.081	.002	.093	.926
Female - Less than one year	-.459	.117	-.094	-3.937	.000
Female - 3 to 4 years	4.598E-02	.083	.015	.557	.578
Female - 5 to 6 years	-1.651E-03	.095	-.001	-.017	.986
Female - 7 to 8 years	-.151	.133	-.039	-1.136	.256
Dependent Variable: Q28: Unit level of morale					
Q01: Your Service = Air Force					

**Dependent Variable, Q30: Fraternalization standards applied differently by gender
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.625	.358		1.747	.081
Q07: Highest level of education completed	-1.426E-03	.010	-.003	-.137	.891
Hispanic	4.861E-02	.044	.021	1.113	.266
Black, not Hispanic	-9.315E-02	.032	-.057	-2.872	.004
Asian or Pacific Islander	-.115	.086	-.025	-1.344	.179
Native American	8.989E-02	.057	.029	1.572	.116
Q08: How long in the military	6.014E-02	.017	.100	3.510	.000
UNITCS	.140	.039	.096	3.610	.000
UNITCSS	.192	.041	.125	4.730	.000
MALE	-8.181E-03	.487	-.005	-.017	.987
Gender-Segregated BT	-.145	.342	-.104	-.422	.673
Q13: How frequently worked with other sex	1.040E-03	.016	.003	.067	.947
Q14: Instructor mix in basic trng unit	3.625E-02	.028	.033	1.286	.199
Q23new: Percent of Current Unit Women	-2.619E-03	.015	-.004	-.174	.862
Male - Gender-Integrated Training	-5.962E-02	.344	-.037	-.173	.862
Female - Gender-Integrated Training	5.554E-02	.345	.035	.161	.872
Female - Gender-Segregated Training	.183	.489	.061	.375	.708
Male - Less than one year	-3.936E-02	.065	-.013	-.605	.545
Male - 3 to 4 years	6.346E-02	.037	.035	1.717	.086
Male - 5 to 6 years	4.012E-02	.049	.018	.824	.410
Female - Less than one year	.117	.086	.027	1.365	.172
Female - 3 to 4 years	-3.567E-02	.059	-.014	-.605	.545
Female - 5 to 6 years	-4.859E-02	.110	-.012	-.444	.657
Female - 7 to 8 years	-2.281E-02	.122	-.005	-.187	.852
Dependent Variable: Q30: Fraternalization standards-men & women					
Q01: Your Service = Army					

**Dependent Variable, Q30: Fraternalization standards applied differently by gender
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.868	.110		7.868	.000
Q07: Highest level of education completed	2.236E-02	.013	.042	1.761	.078
Hispanic	-7.562E-02	.057	-.031	-1.331	.183
Black, not Hispanic	-6.119E-02	.041	-.037	-1.510	.131
Asian or Pacific Islander	5.786E-03	.068	.002	.085	.932
Native American	-.134	.067	-.047	-1.997	.046
Q08: How long in the military	-7.812E-03	.018	-.014	-.428	.669
UNITCS	-3.509E-02	.041	-.026	-.849	.396
UNITCSS	9.256E-02	.080	.027	1.153	.249
MALE	-1.055	.672	-.704	-1.570	.117
Gender-Segregated BT	1.024	.668	.758	1.534	.125
Q13: How frequently worked with other sex	-1.006E-04	.017	.000	-.006	.995
Q14: Instructor mix in basic trng unit	-9.443E-03	.022	-.012	-.427	.669
Q23new: Percent of Current Unit Women	4.856E-02	.017	.084	2.942	.003
Male - Gender-Integrated Training	1.010	.670	.581	1.507	.132
Female - Gender-Segregated Training	-1.141	.679	-.297	-1.680	.093
Male - Less than one year	3.272E-02	.076	.012	.429	.668
Male - 3 to 4 years	2.548E-02	.049	.014	.519	.604
Male - 5 to 6 years	3.780E-02	.049	.020	.764	.445
Female - Less than one year	5.585E-02	.137	.010	.407	.684
Female - 1 to 2 years	7.387E-03	.075	.003	.098	.922
Female - 5 to 6 years	-2.388E-02	.086	-.008	-.277	.782
Female - 7 to 8 years	.288	.150	.064	1.914	.056
Dependent Variable: Q30: Fraternalization standards-men & women					
Q01: Your Service = Navy					

**Dependent Variable, Q30: Fraternalization standards applied differently by gender
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.607	.737		2.179	.029
Q07: Highest level of education completed	5.493E-03	.015	.009	.377	.706
Hispanic	-1.461E-02	.041	-.008	-.357	.721
Black, not Hispanic	-.184	.053	-.082	-3.494	.000
Asian or Pacific Islander	-.155	.095	-.037	-1.633	.103
Native American	-.236	.080	-.067	-2.953	.003
Q08: How long in the military	4.326E-02	.026	.056	1.662	.097
UNITCS	7.505E-02	.049	.052	1.524	.128
UNITCSS	8.507E-02	.049	.060	1.745	.081
MALE	-.965	.992	-.572	-.973	.331
Gender-Segregated BT	5.573E-02	.695	.015	.080	.936
Q13: How frequently worked with other sex	-3.167E-02	.034	-.024	-.942	.346
Q14: Instructor mix in basic trng unit	4.622E-02	.039	.100	1.180	.238
Q23new: Percent of Current Unit Women	8.098E-02	.022	.091	3.705	.000
Male - Gender-Integrated Training	.144	.703	.031	.205	.837
Female - Gender-Integrated Training	-.768	.711	-.119	-1.081	.280
Female - Gender-Segregated Training	-.945	.983	-.548	-.962	.336
Male - Less than one year	-8.067E-03	.096	-.002	-.084	.933
Male - 3 to 4 years	9.161E-02	.042	.060	2.159	.031
Male - 5 to 6 years	.149	.075	.058	1.994	.046
Female - Less than one year	.152	.150	.024	1.011	.312
Female - 3 to 4 years	-5.474E-02	.079	-.022	-.697	.486
Female - 5 to 6 years	1.786E-02	.139	.003	.128	.898
Female - 7 to 8 years	.257	.207	.031	1.238	.216
Dependent Variable: Q30: Fraternalization standards-men & women					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q30: Fraternalization standards applied differently by gender
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.220	.324		3.762	.000
Q07: Highest level of education completed	1.734E-02	.014	.027	1.225	.221
Hispanic	3.900E-02	.061	.014	.637	.524
Black, not Hispanic	-.165	.048	-.076	-3.442	.001
Asian or Pacific Islander	-.152	.086	-.038	-1.779	.075
Native American	-.207	.073	-.061	-2.837	.005
Q08: How long in the military	4.295E-02	.026	.068	1.647	.100
UNITCS	2.377E-02	.043	.012	.549	.583
UNITCSS	.130	.044	.066	2.994	.003
MALE	-.199	.067	-.131	-2.963	.003
Gender-Segregated BT	-.308	.306	-.206	-1.005	.315
Q13: How frequently worked with other sex	-2.196E-02	.015	-.038	-1.513	.131
Q14: Instructor mix in basic trng unit	4.600E-03	.025	.004	.184	.854
Q23new: Percent of Current Unit Women	1.355E-02	.018	.017	.762	.446
Male - Gender-Integrated Training	-.309	.311	-.150	-.993	.321
Female - Gender-Integrated Training	-.348	.306	-.219	-1.138	.255
Male - Less than one year	.138	.113	.031	1.214	.225
Male - 3 to 4 years	.101	.065	.038	1.553	.120
Male - 5 to 6 years	3.614E-02	.064	.016	.567	.571
Female - Less than one year	-1.027E-02	.093	-.003	-.111	.912
Female - 3 to 4 years	1.847E-02	.065	.008	.284	.777
Female - 5 to 6 years	-7.856E-02	.075	-.038	-1.049	.294
Female - 7 to 8 years	-.116	.105	-.039	-1.109	.268
Dependent Variable: Q30: Fraternalization standards-men & women					
Q01: Your Service = Air Force					

Dependent Variable, Q31: Adultery standards applied differently by gender
Service: Army

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.402	.406		.992	.321
Q07: Highest level of education completed	-7.450E-03	.012	-.012	-.636	.525
Hispanic	2.771E-02	.049	.011	.561	.575
Black, not Hispanic	-7.813E-02	.037	-.042	-2.134	.033
Asian or Pacific Islander	-.141	.096	-.027	-1.456	.145
Native American	-5.797E-03	.064	-.002	-.090	.928
Q08: How long in the military	5.530E-02	.019	.082	2.860	.004
UNITCS	.125	.044	.076	2.847	.004
UNITCSS	.146	.046	.085	3.190	.001
MALE	4.255E-02	.552	.025	.077	.939
Gender-Segregated BT	3.380E-02	.388	.022	.087	.931
Q13: How frequently worked with other sex	-4.159E-03	.017	-.010	-.238	.812
Q14: Instructor mix in basic trng unit	4.842E-02	.032	.040	1.521	.128
Q23new: Percent of Current Unit Women	-1.367E-02	.017	-.019	-.807	.419
Male - Gender-Integrated Training	.109	.390	.060	.279	.780
Female - Gender-Integrated Training	.228	.391	.126	.582	.561
Female - Gender-Segregated Training	4.252E-02	.554	.013	.077	.939
Male - Less than one year	-4.138E-02	.073	-.012	-.564	.573
Male - 3 to 4 years	1.882E-02	.042	.009	.451	.652
Male - 5 to 6 years	1.880E-02	.055	.007	.341	.733
Female - Less than one year	8.507E-02	.097	.018	.877	.381
Female - 3 to 4 years	6.679E-02	.067	.024	1.004	.316
Female - 5 to 6 years	8.067E-02	.124	.019	.652	.514
Female - 7 to 8 years	9.911E-02	.138	.020	.716	.474
Dependent Variable: Q31: Adultery standards for men & women					
Q01: Your Service = Army					

**Dependent Variable, Q31: Adultery standards applied differently by gender
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.828	.128		6.448	.000
Q07: Highest level of education completed	4.955E-03	.015	.008	.336	.737
Hispanic	-2.973E-04	.066	.000	-.004	.996
Black, not Hispanic	-4.174E-02	.047	-.021	-.886	.376
Asian or Pacific Islander	8.211E-02	.079	.024	1.040	.298
Native American	-.135	.078	-.040	-1.724	.085
Q08: How long in the military	1.424E-02	.021	.022	.670	.503
UNITCS	-4.358E-02	.048	-.027	-.906	.365
UNITCSS	2.517E-02	.094	.006	.268	.789
MALE	-2.151E-02	.782	-.012	-.027	.978
Gender-Segregated BT	-.132	.778	-.084	-.170	.865
Q13: How frequently worked with other sex	-4.635E-03	.020	-.009	-.232	.817
Q14: Instructor mix in basic trng unit	-3.886E-02	.026	-.042	-1.513	.130
Q23new: Percent of Current Unit Women	5.480E-02	.019	.081	2.854	.004
Male - Gender-Integrated Training	-8.882E-02	.780	-.044	-.114	.909
Female - Gender-Segregated Training	.238	.791	.053	.301	.763
Male - Less than one year	-.163	.089	-.051	-1.827	.068
Male - 3 to 4 years	.130	.057	.059	2.283	.023
Male - 5 to 6 years	5.699E-02	.058	.026	.990	.322
Female - Less than one year	-3.586E-02	.160	-.006	-.224	.823
Female - 1 to 2 years	3.465E-02	.087	.012	.396	.692
Female - 5 to 6 years	-3.203E-02	.100	-.009	-.320	.749
Female - 7 to 8 years	.123	.174	.023	.708	.479
Dependent Variable: Q31: Adultery standards for men & women					
Q01: Your Service = Navy					

**Dependent Variable, Q31: Adultery standards applied differently by gender
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.255	.836		.305	.761
Q07: Highest level of education completed	1.098E-02	.016	.015	.666	.506
Hispanic	6.645E-03	.046	.003	.144	.886
Black, not Hispanic	-.144	.059	-.057	-2.429	.015
Asian or Pacific Islander	-5.521E-02	.106	-.012	-.518	.604
Native American	-.306	.090	-.078	-3.400	.001
Q08: How long in the military	7.019E-02	.029	.080	2.390	.017
UNITCS	8.122E-02	.056	.050	1.458	.145
UNITCSS	9.317E-02	.055	.058	1.694	.091
MALE	-.723	1.124	-.379	-.643	.520
Gender-Segregated BT	.917	.788	.217	1.164	.244
Q13: How frequently worked with other sex	-2.060E-02	.038	-.014	-.541	.589
Q14: Instructor mix in basic trng unit	7.276E-02	.044	.138	1.643	.100
Q23new: Percent of Current Unit Women	5.359E-02	.025	.053	2.164	.031
Male - Gender-Integrated Training	.981	.797	.186	1.232	.218
Female - Gender-Integrated Training	.221	.805	.031	.275	.784
Female - Gender-Segregated Training	-.801	1.114	-.411	-.720	.472
Male - Less than one year	7.893E-02	.109	.018	.722	.470
Male - 3 to 4 years	4.752E-02	.048	.027	.991	.322
Male - 5 to 6 years	.160	.084	.055	1.901	.057
Female - Less than one year	.345	.173	.048	1.998	.046
Female - 3 to 4 years	6.415E-02	.089	.022	.724	.469
Female - 5 to 6 years	1.869E-02	.158	.003	.119	.906
Female - 7 to 8 years	.152	.235	.016	.646	.519
Dependent Variable: Q31: Adultery standards for men & women					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q31: Adultery standards applied differently by gender
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.241	.341		3.635	.000
Q07: Highest level of education completed	-1.157E-02	.015	-.017	-.775	.438
Hispanic	7.573E-02	.064	.026	1.175	.240
Black, not Hispanic	-.104	.051	-.045	-2.059	.040
Asian or Pacific Islander	-9.789E-02	.090	-.023	-1.087	.277
Native American	-.124	.077	-.035	-1.622	.105
Q08: How long in the military	4.401E-02	.027	.066	1.603	.109
UNITCS	2.788E-02	.046	.014	.611	.541
UNITCSS	.158	.046	.076	3.436	.001
MALE	-1.505	.859	-.947	-1.753	.080
Gender-Segregated BT	1.003	.795	.639	1.262	.207
Q13: How frequently worked with other sex	-1.442E-02	.015	-.024	-.942	.346
Q14: Instructor mix in basic trng unit	1.499E-02	.026	.012	.568	.570
Q23new: Percent of Current Unit Women	8.021E-03	.019	.010	.428	.669
Male - Gender-Integrated Training	.995	.795	.463	1.252	.211
Female - Gender-Integrated Training	-.383	.322	-.230	-1.189	.234
Female - Gender-Segregated Training	-1.372	.858	-.748	-1.600	.110
Male - Less than one year	.169	.119	.037	1.419	.156
Male - 3 to 4 years	-1.652E-02	.069	-.006	-.241	.809
Male - 5 to 6 years	-1.147E-02	.067	-.005	-.171	.864
Female - Less than one year	6.799E-02	.098	.017	.697	.486
Female - 3 to 4 years	6.925E-03	.069	.003	.101	.920
Female - 5 to 6 years	-3.686E-02	.079	-.017	-.468	.640
Female - 7 to 8 years	-8.470E-02	.111	-.027	-.766	.444
Dependent Variable: Q31: Adultery standards for men & women					
Q01: Your Service = Air Force					

**Dependent Variable, Q32: Harassment standards applied differently by gender
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-5.564E-02	.365		-.152	.879
Q07: Highest level of education completed	-8.521E-04	.011	-.002	-.081	.936
Hispanic	6.029E-02	.044	.026	1.357	.175
Black, not Hispanic	-3.639E-02	.033	-.022	-1.104	.270
Asian or Pacific Islander	-.135	.087	-.029	-1.553	.121
Native American	1.813E-02	.058	.006	.313	.754
Q08: How long in the military	5.011E-02	.017	.082	2.882	.004
UNITCS	.111	.039	.075	2.813	.005
UNITCSS	.125	.041	.080	3.028	.002
MALE	.880	.497	.575	1.771	.077
Gender-Segregated BT	-.314	.349	-.222	-.900	.368
Q13: How frequently worked with other sex	1.402E-02	.016	.036	.890	.374
Q14: Instructor mix in basic trng unit	5.705E-02	.029	.052	1.993	.046
Q23new: Percent of Current Unit Women	4.206E-03	.015	.007	.276	.783
Male - Gender-Integrated Training	-.244	.351	-.149	-.695	.487
Female - Gender-Integrated Training	.765	.352	.469	2.173	.030
Female - Gender-Segregated Training	.854	.498	.278	1.714	.087
Male - Less than one year	-2.355E-02	.066	-.008	-.357	.721
Male - 3 to 4 years	2.449E-02	.038	.013	.653	.514
Male - 5 to 6 years	-6.490E-02	.050	-.028	-1.311	.190
Female - Less than one year	-1.462E-02	.087	-.003	-.168	.867
Female - 3 to 4 years	.114	.060	.045	1.897	.058
Female - 5 to 6 years	-6.342E-02	.112	-.016	-.567	.571
Female - 7 to 8 years	.156	.126	.035	1.235	.217
Dependent Variable: Q32: Sexual harassment-men & women					
Q01: Your Service = Army					

**Dependent Variable, Q32: Harassment standards applied differently by gender
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.843	.116		7.290	.000
Q07: Highest level of education completed	6.177E-03	.013	.011	.465	.642
Hispanic	-9.502E-02	.060	-.037	-1.595	.111
Black, not Hispanic	-7.664E-02	.042	-.044	-1.805	.071
Asian or Pacific Islander	.123	.071	.041	1.727	.084
Native American	-.123	.071	-.040	-1.725	.085
Q08: How long in the military	4.654E-02	.019	.081	2.432	.015
UNITCS	-9.132E-02	.043	-.063	-2.106	.035
UNITCSS	-6.012E-02	.085	-.017	-.710	.478
MALE	-1.243	.704	-.789	-1.765	.078
Gender-Segregated BT	1.107	.701	.778	1.580	.114
Q13: How frequently worked with other sex	-6.306E-04	.018	-.001	-.035	.972
Q14: Instructor mix in basic trng unit	-2.000E-02	.023	-.024	-.863	.388
Q23new: Percent of Current Unit Women	5.516E-02	.017	.091	3.187	.001
Male - Gender-Integrated Training	1.151	.703	.629	1.637	.102
Female - Gender-Segregated Training	-1.191	.712	-.297	-1.672	.095
Male - Less than one year	9.302E-02	.080	.032	1.157	.248
Male - 3 to 4 years	3.830E-02	.051	.019	.746	.456
Male - 5 to 6 years	5.668E-02	.052	.029	1.092	.275
Female - Less than one year	1.257E-02	.144	.002	.087	.930
Female - 1 to 2 years	-8.453E-03	.079	-.003	-.107	.915
Female - 5 to 6 years	-6.829E-02	.090	-.021	-.758	.448
Female - 7 to 8 years	5.129E-02	.157	.011	.327	.744
Dependent Variable: Q32: Sexual harassment-men & women					
Q01: Your Service = Navy					

**Dependent Variable, Q32: Harassment standards applied differently by gender
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.453	.737		.615	.539
Q07: Highest level of education completed	-8.263E-03	.015	-.013	-.569	.570
Hispanic	3.949E-02	.041	.023	.970	.332
Black, not Hispanic	-6.180E-02	.053	-.028	-1.177	.239
Asian or Pacific Islander	-8.257E-02	.094	-.020	-.879	.380
Native American	-.141	.079	-.041	-1.777	.076
Q08: How long in the military	7.074E-02	.026	.092	2.742	.006
UNITCS	9.499E-02	.049	.066	1.934	.053
UNITCSS	5.965E-02	.049	.042	1.228	.219
MALE	1.095	.992	.651	1.104	.270
Gender-Segregated BT	-.924	.695	-.249	-1.330	.184
Q13: How frequently worked with other sex	-1.641E-02	.034	-.012	-.489	.625
Q14: Instructor mix in basic trng unit	5.184E-02	.039	.112	1.327	.185
Q23new: Percent of Current Unit Women	8.533E-02	.022	.096	3.908	.000
Male - Gender-Integrated Training	-.840	.703	-.182	-1.194	.233
Female - Gender-Integrated Training	.204	.710	.032	.287	.774
Female - Gender-Segregated Training	1.102	.983	.641	1.121	.262
Male - Less than one year	7.461E-02	.096	.020	.779	.436
Male - 3 to 4 years	2.466E-02	.042	.016	.584	.559
Male - 5 to 6 years	7.670E-02	.074	.030	1.032	.302
Female - Less than one year	5.636E-02	.150	.009	.376	.707
Female - 3 to 4 years	-3.565E-02	.078	-.014	-.456	.649
Female - 5 to 6 years	8.205E-02	.138	.016	.597	.551
Female - 7 to 8 years	-3.109E-02	.207	-.004	-.150	.881
Dependent Variable: Q32: Sexual harassment-men & women					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q32: Harassment standards applied differently by gender
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.339	.325		4.114	.000
Q07: Highest level of education completed	7.502E-04	.014	.001	.053	.958
Hispanic	-1.587E-02	.061	-.006	-.258	.796
Black, not Hispanic	-.121	.048	-.055	-2.518	.012
Asian or Pacific Islander	.101	.086	.025	1.177	.239
Native American	-8.695E-02	.073	-.026	-1.187	.235
Q08: How long in the military	2.943E-02	.026	.046	1.125	.261
UNITCS	1.852E-02	.043	.010	.426	.670
UNITCSS	9.778E-02	.044	.049	2.230	.026
MALE	.401	.818	.264	.490	.624
Gender-Segregated BT	-.794	.757	-.529	-1.049	.294
Q13: How frequently worked with other sex	-3.345E-02	.015	-.057	-2.297	.022
Q14: Instructor mix in basic trng unit	7.875E-03	.025	.007	.313	.754
Q23new: Percent of Current Unit Women	1.979E-02	.018	.025	1.109	.268
Male - Gender-Integrated Training	-.790	.758	-.385	-1.043	.297
Female - Gender-Integrated Training	-.221	.307	-.139	-.719	.472
Female - Gender-Segregated Training	.517	.817	.295	.632	.527
Male - Less than one year	4.717E-02	.114	.011	.415	.678
Male - 3 to 4 years	-2.303E-03	.065	-.001	-.035	.972
Male - 5 to 6 years	-3.726E-02	.064	-.016	-.582	.560
Female - Less than one year	-1.243E-02	.093	-.003	-.134	.894
Female - 3 to 4 years	-9.935E-02	.065	-.042	-1.519	.129
Female - 5 to 6 years	-2.348E-02	.075	-.011	-.312	.755
Female - 7 to 8 years	-.112	.105	-.038	-1.067	.286
Dependent Variable: Q32: Sexual harassment-men & women					
Q01: Your Service = Air Force					

**Dependent Variable, Q33: Fraternalization standards applied differently by enlisted/
officer
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.851	.401		2.119	.034
Q07: Highest level of education completed	1.368E-02	.012	.023	1.181	.238
Hispanic	2.123E-02	.049	.008	.433	.665
Black, not Hispanic	-7.812E-02	.036	-.043	-2.161	.031
Asian or Pacific Islander	-.155	.096	-.030	-1.609	.108
Native American	-4.714E-03	.064	-.001	-.074	.941
Q08: How long in the military	7.348E-02	.019	.111	3.837	.000
UNITCS	2.681E-02	.043	.017	.617	.537
UNITCSS	7.882E-02	.045	.046	1.734	.083
MALE	.252	.546	.151	.462	.644
Gender-Segregated BT	-.704	.384	-.457	-1.832	.067
Q13: How frequently worked with other sex	6.276E-03	.017	.015	.363	.717
Q14: Instructor mix in basic trng unit	3.315E-02	.032	.028	1.052	.293
Q23new: Percent of Current Unit Women	-6.085E-04	.017	-.001	-.036	.971
Male - Gender-Integrated Training	-.615	.386	-.346	-1.593	.111
Female - Gender-Integrated Training	-.326	.387	-.184	-.841	.400
Female - Gender-Segregated Training	.369	.548	.110	.672	.502
Male - Less than one year	-.103	.073	-.031	-1.420	.156
Male - 3 to 4 years	2.789E-04	.041	.000	.007	.995
Male - 5 to 6 years	-5.640E-02	.055	-.022	-1.034	.301
Female - Less than one year	-4.218E-02	.096	-.009	-.439	.660
Female - 3 to 4 years	2.969E-02	.066	.011	.451	.652
Female - 5 to 6 years	-8.196E-02	.122	-.019	-.670	.503
Female - 7 to 8 years	-.178	.137	-.036	-1.294	.196
Dependent Variable: Q33: Fraternalization standards enl & ofcr					
Q01: Your Service = Army					

**Dependent Variable, Q33: Fraternalization standards applied differently by enlisted/
officer
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.711	.117		6.092	.000
Q07: Highest level of education completed	-4.555E-03	.013	-.008	-.340	.734
Hispanic	6.867E-02	.060	.026	1.143	.253
Black, not Hispanic	-6.915E-02	.043	-.039	-1.616	.106
Asian or Pacific Islander	8.929E-02	.072	.029	1.245	.213
Native American	-5.162E-02	.072	-.017	-.720	.472
Q08: How long in the military	7.060E-02	.019	.120	3.658	.000
UNITCS	-5.118E-02	.044	-.035	-1.170	.242
UNITCSS	-.114	.085	-.031	-1.339	.181
MALE	-1.230	.710	-.763	-1.731	.084
Gender-Segregated BT	1.054	.706	.725	1.492	.136
Q13: How frequently worked with other sex	-8.186E-03	.018	-.017	-.450	.653
Q14: Instructor mix in basic trng unit	-2.322E-02	.023	-.028	-.995	.320
Q23new: Percent of Current Unit Women	8.272E-02	.017	.133	4.737	.000
Male - Gender-Integrated Training	1.091	.709	.583	1.539	.124
Female - Gender-Segregated Training	-1.043	.718	-.253	-1.452	.147
Male - Less than one year	-9.472E-02	.081	-.032	-1.168	.243
Male - 3 to 4 years	8.981E-02	.052	.044	1.735	.083
Male - 5 to 6 years	7.438E-02	.052	.037	1.423	.155
Female - Less than one year	-9.995E-02	.145	-.017	-.688	.492
Female - 1 to 2 years	1.495E-02	.080	.006	.188	.851
Female - 5 to 6 years	-.170	.091	-.052	-1.871	.061
Female - 7 to 8 years	-.220	.159	-.045	-1.389	.165
Dependent Variable: Q33: Fraternalization standards enl & ofcr					
Q01: Your Service = Navy					

**Dependent Variable, Q33: Fraternization standards applied differently by enlisted/
officer
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.179	.869		.206	.837
Q07: Highest level of education completed	8.056E-03	.017	.011	.470	.638
Hispanic	7.924E-02	.048	.039	1.650	.099
Black, not Hispanic	-.167	.062	-.064	-2.700	.007
Asian or Pacific Islander	7.575E-02	.112	.016	.678	.498
Native American	-.237	.094	-.058	-2.532	.011
Q08: How long in the military	.109	.030	.121	3.592	.000
UNITCS	2.629E-02	.058	.015	.454	.650
UNITCSS	2.174E-02	.057	.013	.380	.704
MALE	-.849	1.170	-.430	-.726	.468
Gender-Segregated BT	1.013	.819	.233	1.236	.217
Q13: How frequently worked with other sex	1.070E-03	.040	.001	.027	.978
Q14: Instructor mix in basic trng unit	6.220E-02	.046	.114	1.350	.177
Q23new: Percent of Current Unit Women	5.348E-02	.026	.051	2.074	.038
Male - Gender-Integrated Training	.942	.829	.174	1.136	.256
Female - Gender-Integrated Training	.405	.837	.055	.484	.629
Female - Gender-Segregated Training	-.947	1.159	-.469	-.818	.414
Male - Less than one year	7.220E-02	.114	.016	.635	.525
Male - 3 to 4 years	4.258E-02	.050	.024	.855	.393
Male - 5 to 6 years	.141	.088	.047	1.609	.108
Female - Less than one year	6.687E-02	.177	.009	.379	.705
Female - 3 to 4 years	-8.395E-03	.092	-.003	-.091	.928
Female - 5 to 6 years	-.346	.162	-.056	-2.133	.033
Female - 7 to 8 years	-.131	.244	-.013	-.536	.592
Dependent Variable: Q33: Fraternization standards enl & ofcr					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q33: Fraternalization standards applied differently by enlisted/
officer
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.759	.319		2.378	.017
Q07: Highest level of education completed	9.054E-03	.014	.014	.649	.516
Hispanic	-3.670E-02	.060	-.013	-.610	.542
Black, not Hispanic	-.146	.047	-.068	-3.096	.002
Asian or Pacific Islander	.139	.085	.036	1.646	.100
Native American	-5.879E-02	.072	-.018	-.819	.413
Q08: How long in the military	4.708E-02	.026	.076	1.827	.068
UNITCS	-4.023E-02	.043	-.021	-.944	.345
UNITCSS	.151	.043	.078	3.519	.000
MALE	-.231	.802	-.156	-.289	.773
Gender-Segregated BT	7.406E-02	.743	.050	.100	.921
Q13: How frequently worked with other sex	-9.252E-03	.014	-.016	-.647	.518
Q14: Instructor mix in basic trng unit	4.045E-02	.025	.036	1.639	.101
Q23new: Percent of Current Unit Women	1.321E-02	.018	.017	.755	.451
Male - Gender-Integrated Training	2.841E-02	.743	.014	.038	.969
Female - Gender-Integrated Training	-9.342E-02	.301	-.060	-.310	.756
Female - Gender-Segregated Training	-.196	.801	-.114	-.244	.807
Male - Less than one year	-2.525E-02	.111	-.006	-.227	.821
Male - 3 to 4 years	4.574E-03	.064	.002	.071	.943
Male - 5 to 6 years	-2.495E-02	.063	-.011	-.397	.692
Female - Less than one year	.120	.091	.032	1.320	.187
Female - 3 to 4 years	-8.039E-02	.064	-.035	-1.253	.210
Female - 5 to 6 years	-4.227E-02	.074	-.021	-.573	.567
Female - 7 to 8 years	-.164	.104	-.056	-1.583	.114
Dependent Variable: Q33: Fraternalization standards enl & ofcr					
Q01: Your Service = Air Force					

**Dependent Variable, Q34: Adultery standards applied differently by enlisted/officer
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.366E-03	.418		-.003	.997
Q07: Highest level of education completed	1.057E-02	.012	.017	.877	.381
Hispanic	6.641E-02	.051	.025	1.304	.192
Black, not Hispanic	-3.638E-02	.038	-.019	-.967	.333
Asian or Pacific Islander	-.137	.099	-.026	-1.383	.167
Native American	7.241E-03	.066	.002	.109	.913
Q08: How long in the military	8.221E-02	.020	.119	4.127	.000
UNITCS	3.135E-02	.045	.019	.694	.488
UNITCSS	.103	.047	.059	2.185	.029
MALE	.776	.569	.448	1.364	.173
Gender-Segregated BT	-.481	.400	-.300	-1.203	.229
Q13: How frequently worked with other sex	-5.834E-03	.018	-.013	-.324	.746
Q14: Instructor mix in basic trng unit	8.164E-02	.033	.065	2.490	.013
Q23new: Percent of Current Unit Women	-1.992E-02	.017	-.027	-1.143	.253
Male - Gender-Integrated Training	-.458	.402	-.247	-1.139	.255
Female - Gender-Integrated Training	.337	.403	.183	.837	.403
Female - Gender-Segregated Training	.773	.571	.224	1.354	.176
Male - Less than one year	-1.653E-02	.076	-.005	-.219	.827
Male - 3 to 4 years	-4.260E-03	.043	-.002	-.099	.921
Male - 5 to 6 years	-.109	.057	-.041	-1.923	.055
Female - Less than one year	-3.736E-02	.100	-.008	-.374	.708
Female - 3 to 4 years	6.291E-02	.069	.022	.918	.359
Female - 5 to 6 years	3.553E-02	.127	.008	.279	.780
Female - 7 to 8 years	-.113	.142	-.023	-.797	.426
Dependent Variable: Q34: Adultery standards enl & offc					
Q01: Your Service = Army					

**Dependent Variable, Q34: Adultery standards applied differently by enlisted/officer
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.392	.125		3.139	.002
Q07: Highest level of education completed	2.024E-03	.014	.003	.141	.888
Hispanic	9.244E-02	.064	.034	1.438	.151
Black, not Hispanic	-6.355E-03	.046	-.003	-.139	.890
Asian or Pacific Islander	.156	.077	.047	2.034	.042
Native American	-7.043E-02	.077	-.021	-.918	.359
Q08: How long in the military	8.595E-02	.021	.137	4.164	.000
UNITCS	2.274E-02	.047	.014	.486	.627
UNITCSS	-9.377E-02	.091	-.024	-1.027	.305
MALE	-.910	.760	-.532	-1.198	.231
Gender-Segregated BT	.834	.756	.541	1.104	.270
Q13: How frequently worked with other sex	-1.263E-02	.019	-.025	-.649	.516
Q14: Instructor mix in basic trng unit	-2.302E-03	.025	-.003	-.092	.927
Q23new: Percent of Current Unit Women	4.878E-02	.019	.074	2.615	.009
Male - Gender-Integrated Training	.875	.758	.440	1.154	.249
Female - Gender-Segregated Training	-.695	.769	-.158	-.904	.366
Male - Less than one year	2.387E-02	.087	.008	.275	.783
Male - 3 to 4 years	6.889E-02	.055	.032	1.244	.214
Male - 5 to 6 years	7.424E-02	.056	.035	1.326	.185
Female - Less than one year	.146	.155	.024	.937	.349
Female - 1 to 2 years	-1.976E-02	.085	-.007	-.233	.816
Female - 5 to 6 years	-.115	.097	-.033	-1.183	.237
Female - 7 to 8 years	-.209	.170	-.040	-1.230	.219
Dependent Variable: Q34: Adultery standards enl & offc					
Q01: Your Service = Navy					

**Dependent Variable, Q34: Adultery standards applied differently by enlisted/officer
Service: Marine Corp**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-3.102E-03	.899		-.003	.997
Q07: Highest level of education completed	7.920E-03	.018	.010	.447	.655
Hispanic	3.720E-02	.050	.018	.749	.454
Black, not Hispanic	-.168	.064	-.062	-2.636	.008
Asian or Pacific Islander	4.198E-03	.116	.001	.036	.971
Native American	-.246	.097	-.058	-2.544	.011
Q08: How long in the military	.105	.031	.113	3.339	.001
UNITCS	2.069E-02	.060	.012	.345	.730
UNITCSS	5.492E-02	.059	.032	.928	.354
MALE	-.825	1.210	-.406	-.682	.495
Gender-Segregated BT	.867	.848	.193	1.023	.307
Q13: How frequently worked with other sex	3.159E-02	.041	.020	.772	.440
Q14: Instructor mix in basic trng unit	9.923E-02	.048	.177	2.084	.037
Q23new: Percent of Current Unit Women	3.343E-02	.027	.031	1.251	.211
Male - Gender-Integrated Training	1.057	.857	.190	1.233	.218
Female - Gender-Integrated Training	.201	.866	.026	.232	.817
Female - Gender-Segregated Training	-1.024	1.199	-.493	-.854	.393
Male - Less than one year	.144	.117	.031	1.231	.218
Male - 3 to 4 years	7.307E-02	.052	.039	1.418	.156
Male - 5 to 6 years	.101	.091	.032	1.112	.266
Female - Less than one year	.142	.183	.019	.775	.438
Female - 3 to 4 years	-3.396E-02	.095	-.011	-.356	.722
Female - 5 to 6 years	-3.214E-02	.168	-.005	-.192	.848
Female - 7 to 8 years	-.270	.253	-.027	-1.068	.285
Dependent Variable: Q34: Adultery standards enl & offc					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q34: Adultery standards applied differently by enlisted/officer
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.562	.339		1.659	.097
Q07: Highest level of education completed	-4.103E-03	.015	-.006	-.277	.782
Hispanic	1.120E-02	.064	.004	.175	.861
Black, not Hispanic	-9.442E-02	.050	-.042	-1.887	.059
Asian or Pacific Islander	.220	.089	.053	2.459	.014
Native American	-3.494E-02	.076	-.010	-.460	.645
Q08: How long in the military	4.462E-02	.027	.068	1.635	.102
UNITCS	1.290E-02	.045	.006	.285	.776
UNITCSS	.155	.046	.075	3.402	.001
MALE	-1.116	.852	-.707	-1.310	.190
Gender-Segregated BT	1.048	.789	.672	1.329	.184
Q13: How frequently worked with other sex	-3.912E-03	.015	-.006	-.258	.796
Q14: Instructor mix in basic trng unit	3.003E-02	.026	.025	1.146	.252
Q23new: Percent of Current Unit Women	2.819E-02	.019	.034	1.518	.129
Male - Gender-Integrated Training	1.047	.789	.491	1.327	.185
Female - Gender-Integrated Training	-5.544E-02	.320	-.034	-.173	.862
Female - Gender-Segregated Training	-1.079	.851	-.592	-1.267	.205
Male - Less than one year	-1.600E-02	.118	-.003	-.135	.892
Male - 3 to 4 years	-1.885E-02	.068	-.007	-.277	.782
Male - 5 to 6 years	-3.979E-02	.067	-.017	-.596	.551
Female - Less than one year	9.756E-02	.097	.025	1.008	.314
Female - 3 to 4 years	7.552E-02	.068	.031	1.109	.267
Female - 5 to 6 years	2.299E-02	.078	.011	.294	.769
Female - 7 to 8 years	-2.680E-02	.110	-.009	-.244	.807
Dependent Variable: Q34: Adultery standards enl & offc					
Q01: Your Service = Air Force					

**Dependent Variable, Q35: Harassment standards applied differently by enlisted/officer
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.317E-03	.439		.010	.992
Q07: Highest level of education completed	3.155E-03	.013	.005	.249	.803
Hispanic	4.638E-02	.054	.016	.867	.386
Black, not Hispanic	-6.648E-02	.039	-.034	-1.685	.092
Asian or Pacific Islander	-.101	.105	-.018	-.958	.338
Native American	1.409E-02	.070	.004	.201	.841
Q08: How long in the military	.106	.021	.146	5.058	.000
UNITCS	1.061E-02	.047	.006	.224	.823
UNITCSS	6.291E-02	.050	.034	1.266	.206
MALE	1.159	.597	.636	1.941	.052
Gender-Segregated BT	-.955	.420	-.568	-2.274	.023
Q13: How frequently worked with other sex	1.677E-02	.019	.036	.886	.375
Q14: Instructor mix in basic trng unit	8.258E-02	.034	.063	2.399	.017
Q23new: Percent of Current Unit Women	-7.972E-03	.018	-.010	-.435	.663
Male - Gender-Integrated Training	-.842	.422	-.433	-1.994	.046
Female - Gender-Integrated Training	.398	.423	.205	.940	.347
Female - Gender-Segregated Training	1.244	.600	.342	2.074	.038
Male - Less than one year	3.961E-02	.079	.011	.499	.618
Male - 3 to 4 years	-1.237E-02	.045	-.006	-.274	.784
Male - 5 to 6 years	-.113	.059	-.041	-1.895	.058
Female - Less than one year	-3.732E-02	.104	-.007	-.357	.721
Female - 3 to 4 years	-2.879E-02	.072	-.010	-.400	.689
Female - 5 to 6 years	-.110	.134	-.023	-.825	.409
Female - 7 to 8 years	-.241	.150	-.045	-1.607	.108
Dependent Variable: Q35: Sexual harassment-enlisted & ofcr					
Q01: Your Service = Army					

**Dependent Variable, Q35: Harassment standards applied differently by enlisted/officer
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.561	.130		4.297	.000
Q07: Highest level of education completed	-1.236E-02	.015	-.019	-.824	.410
Hispanic	-6.431E-03	.067	-.002	-.096	.924
Black, not Hispanic	-1.155E-02	.048	-.006	-.241	.809
Asian or Pacific Islander	.293	.080	.085	3.648	.000
Native American	-.140	.080	-.041	-1.757	.079
Q08: How long in the military	.103	.022	.157	4.784	.000
UNITCS	-1.337E-03	.049	-.001	-.027	.978
UNITCSS	6.527E-03	.095	.002	.069	.945
MALE	-1.102	.794	-.613	-1.388	.165
Gender-Segregated BT	.927	.790	.572	1.174	.241
Q13: How frequently worked with other sex	-1.077E-02	.020	-.020	-.530	.596
Q14: Instructor mix in basic trng unit	-2.197E-02	.026	-.023	-.842	.400
Q23new: Percent of Current Unit Women	5.012E-02	.020	.072	2.565	.010
Male - Gender-Integrated Training	1.003	.793	.480	1.266	.206
Female - Gender-Segregated Training	-1.001	.803	-.219	-1.246	.213
Male - Less than one year	.103	.091	.031	1.131	.258
Male - 3 to 4 years	8.685E-02	.058	.039	1.499	.134
Male - 5 to 6 years	.118	.059	.053	2.015	.044
Female - Less than one year	6.595E-02	.162	.010	.406	.685
Female - 1 to 2 years	6.403E-02	.089	.022	.721	.471
Female - 5 to 6 years	-8.915E-02	.102	-.025	-.878	.380
Female - 7 to 8 years	-.137	.177	-.025	-.776	.438
Dependent Variable: Q35: Sexual harassment-enlisted & ofcr					
Q01: Your Service = Navy					

**Dependent Variable, Q35: Harassment standards applied differently by enlisted/officer
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.878	.929		-.945	.345
Q07: Highest level of education completed	1.411E-03	.018	.002	.077	.939
Hispanic	1.944E-02	.051	.009	.378	.705
Black, not Hispanic	-.123	.066	-.044	-1.868	.062
Asian or Pacific Islander	3.465E-03	.118	.001	.029	.977
Native American	-.308	.100	-.071	-3.094	.002
Q08: How long in the military	.117	.033	.121	3.593	.000
UNITCS	2.573E-02	.062	.014	.416	.677
UNITCSS	5.633E-02	.061	.032	.921	.357
MALE	.144	1.250	.068	.115	.908
Gender-Segregated BT	.915	.876	.197	1.045	.296
Q13: How frequently worked with other sex	9.161E-03	.042	.005	.217	.829
Q14: Instructor mix in basic trng unit	.100	.050	.173	2.017	.044
Q23new: Percent of Current Unit Women	5.008E-02	.028	.045	1.820	.069
Male - Gender-Integrated Training	1.103	.886	.191	1.245	.213
Female - Gender-Integrated Training	1.349	.895	.170	1.508	.132
Female - Gender-Segregated Training	2.169E-03	1.239	.001	.002	.999
Male - Less than one year	.280	.121	.059	2.323	.020
Male - 3 to 4 years	5.773E-02	.053	.030	1.085	.278
Male - 5 to 6 years	8.104E-02	.094	.025	.865	.387
Female - Less than one year	.110	.189	.014	.585	.559
Female - 3 to 4 years	-9.243E-02	.098	-.029	-.939	.348
Female - 5 to 6 years	-3.810E-02	.173	-.006	-.220	.826
Female - 7 to 8 years	-7.393E-02	.261	-.007	-.283	.777
Dependent Variable: Q35: Sexual harassment-enlisted & ofcr					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q35: Harassment standards applied differently by enlisted/officer
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.756	.372		2.029	.043
Q07: Highest level of education completed	-1.770E-02	.016	-.024	-1.088	.277
Hispanic	3.459E-02	.071	.011	.491	.624
Black, not Hispanic	-2.022E-02	.055	-.008	-.367	.714
Asian or Pacific Islander	.155	.098	.034	1.577	.115
Native American	-5.085E-02	.083	-.013	-.610	.542
Q08: How long in the military	5.306E-02	.030	.073	1.764	.078
UNITCS	3.104E-02	.050	.014	.625	.532
UNITCSS	.210	.050	.093	4.189	.000
MALE	.503	.936	.290	.538	.591
Gender-Segregated BT	-.678	.867	-.395	-.782	.434
Q13: How frequently worked with other sex	-2.058E-02	.017	-.031	-1.232	.218
Q14: Instructor mix in basic trng unit	5.365E-02	.029	.041	1.862	.063
Q23new: Percent of Current Unit Women	3.649E-02	.020	.040	1.786	.074
Male - Gender-Integrated Training	-.736	.867	-.314	-.849	.396
Female - Gender-Integrated Training	-.158	.352	-.087	-.450	.653
Female - Gender-Segregated Training	.508	.935	.253	.543	.587
Male - Less than one year	.167	.130	.033	1.284	.199
Male - 3 to 4 years	9.788E-03	.075	.003	.131	.896
Male - 5 to 6 years	-3.510E-02	.073	-.013	-.478	.633
Female - Less than one year	.180	.106	.042	1.695	.090
Female - 3 to 4 years	-2.500E-02	.075	-.009	-.334	.739
Female - 5 to 6 years	-3.424E-02	.086	-.015	-.397	.691
Female - 7 to 8 years	-6.380E-02	.121	-.019	-.528	.598
Dependent Variable: Q35: Sexual harassment-enlisted & ofcr					
Q01: Your Service = Air Force					

**Dependent Variable, Q36: Fraternalization standards applied differently by commands
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.554	.556		.997	.319
Q07: Highest level of education completed	2.887E-03	.016	.003	.180	.857
Hispanic	7.263E-02	.068	.020	1.073	.283
Black, not Hispanic	-7.081E-02	.050	-.028	-1.420	.156
Asian or Pacific Islander	-.222	.132	-.031	-1.679	.093
Native American	-.116	.088	-.025	-1.317	.188
Q08: How long in the military	7.493E-02	.026	.082	2.834	.005
UNITCS	7.110E-02	.060	.032	1.185	.236
UNITCSS	5.817E-02	.063	.025	.926	.355
MALE	.320	.757	.139	.422	.673
Gender-Segregated BT	-.474	.532	-.222	-.890	.373
Q13: How frequently worked with other sex	1.102E-02	.024	.019	.460	.646
Q14: Instructor mix in basic trng unit	2.358E-02	.044	.014	.541	.588
Q23new: Percent of Current Unit Women	-1.634E-02	.023	-.017	-.706	.480
Male - Gender-Integrated Training	-.340	.535	-.138	-.636	.525
Female - Gender-Integrated Training	.144	.537	.058	.268	.789
Female - Gender-Segregated Training	.422	.760	.092	.555	.579
Male - Less than one year	-.180	.100	-.039	-1.787	.074
Male - 3 to 4 years	-.133	.057	-.048	-2.333	.020
Male - 5 to 6 years	-6.647E-03	.075	-.002	-.088	.930
Female - Less than one year	.151	.132	.023	1.145	.252
Female - 3 to 4 years	-4.238E-02	.091	-.011	-.465	.642
Female - 5 to 6 years	-.229	.169	-.039	-1.352	.177
Female - 7 to 8 years	-.214	.189	-.032	-1.130	.258
Dependent Variable: Q36: Fraternalization enforced differently					
Q01: Your Service = Army					

**Dependent Variable, Q36: Fraternalization standards applied differently by commands
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.639	.184		3.479	.001
Q07: Highest level of education completed	-1.653E-02	.021	-.018	-.784	.433
Hispanic	2.057E-03	.095	.001	.022	.983
Black, not Hispanic	-.126	.067	-.045	-1.871	.062
Asian or Pacific Islander	-1.696E-02	.113	-.004	-.150	.880
Native American	-.394	.111	-.083	-3.550	.000
Q08: How long in the military	5.650E-02	.030	.061	1.860	.063
UNITCS	-5.879E-02	.069	-.025	-.855	.392
UNITCSS	3.222E-02	.134	.006	.240	.810
MALE	-2.901E-03	1.122	-.001	-.003	.998
Gender-Segregated BT	2.939E-03	1.116	.001	.003	.998
Q13: How frequently worked with other sex	-1.890E-02	.029	-.025	-.659	.510
Q14: Instructor mix in basic trng unit	-9.657E-03	.037	-.007	-.263	.793
Q23new: Percent of Current Unit Women	8.396E-02	.027	.087	3.061	.002
Male - Gender-Integrated Training	-5.285E-02	1.119	-.018	-.047	.962
Female - Gender-Segregated Training	-.419	1.134	-.065	-.370	.712
Male - Less than one year	-8.230E-02	.127	-.018	-.647	.518
Male - 3 to 4 years	3.549E-02	.081	.011	.436	.663
Male - 5 to 6 years	8.957E-02	.082	.029	1.086	.278
Female - Less than one year	-5.896E-02	.229	-.007	-.257	.797
Female - 1 to 2 years	3.315E-02	.125	.008	.264	.792
Female - 5 to 6 years	.211	.143	.041	1.473	.141
Female - 7 to 8 years	.214	.250	.028	.856	.392
Dependent Variable: Q36: Fraternalization enforced differently					
Q01: Your Service = Navy					

**Dependent Variable, Q36: Fraternalization standards applied differently by commands
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	-.242	1.049		-.231	.818
Q07: Highest level of education completed	-1.325E-02	.021	-.015	-.642	.521
Hispanic	3.242E-02	.058	.013	.561	.575
Black, not Hispanic	-2.586E-02	.075	-.008	-.347	.729
Asian or Pacific Islander	5.315E-02	.134	.009	.398	.691
Native American	-9.729E-02	.112	-.020	-.866	.387
Q08: How long in the military	8.604E-02	.037	.080	2.345	.019
UNITCS	7.963E-02	.070	.039	1.142	.254
UNITCSS	5.068E-02	.069	.025	.735	.462
MALE	1.755	1.411	.746	1.244	.214
Gender-Segregated BT	-1.057	.989	-.203	-1.069	.285
Q13: How frequently worked with other sex	9.199E-03	.048	.005	.193	.847
Q14: Instructor mix in basic trng unit	-1.849E-02	.055	-.029	-.333	.739
Q23new: Percent of Current Unit Women	4.854E-02	.031	.039	1.566	.118
Male - Gender-Integrated Training	-1.003	1.000	-.155	-1.003	.316
Female - Gender-Integrated Training	.941	1.011	.106	.931	.352
Female - Gender-Segregated Training	1.929	1.398	.803	1.380	.168
Male - Less than one year	9.054E-02	.136	.017	.665	.506
Male - 3 to 4 years	6.067E-02	.060	.028	1.011	.312
Male - 5 to 6 years	2.554E-02	.106	.007	.242	.809
Female - Less than one year	9.770E-02	.213	.011	.458	.647
Female - 3 to 4 years	-9.302E-02	.111	-.026	-.839	.402
Female - 5 to 6 years	-3.451E-02	.196	-.005	-.176	.860
Female - 7 to 8 years	-2.589E-02	.295	-.002	-.088	.930
Dependent Variable: Q36: Fraternalization enforced differently					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q36: Fraternization standards applied differently by commands
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.572	.510		1.121	.262
Q07: Highest level of education completed	-8.986E-03	.022	-.009	-.404	.686
Hispanic	2.883E-02	.096	.006	.300	.765
Black, not Hispanic	-.287	.075	-.084	-3.824	.000
Asian or Pacific Islander	.168	.135	.027	1.248	.212
Native American	-.119	.114	-.022	-1.040	.298
Q08: How long in the military	6.467E-02	.041	.065	1.580	.114
UNITCS	-1.565E-03	.068	-.001	-.023	.982
UNITCSS	.151	.068	.048	2.202	.028
MALE	7.984E-02	1.282	.034	.062	.950
Gender-Segregated BT	-.592	1.187	-.252	-.499	.618
Q13: How frequently worked with other sex	-7.806E-03	.023	-.009	-.343	.732
Q14: Instructor mix in basic trng unit	.126	.039	.070	3.201	.001
Q23new: Percent of Current Unit Women	3.647E-02	.028	.029	1.307	.191
Male - Gender-Integrated Training	-.629	1.187	-.195	-.530	.597
Female - Gender-Integrated Training	-.285	.481	-.114	-.592	.554
Female - Gender-Segregated Training	.213	1.281	.077	.166	.868
Male - Less than one year	.529	.178	.076	2.974	.003
Male - 3 to 4 years	.256	.102	.062	2.514	.012
Male - 5 to 6 years	.120	.100	.033	1.203	.229
Female - Less than one year	7.669E-02	.144	.013	.531	.595
Female - 3 to 4 years	-7.051E-03	.102	-.002	-.069	.945
Female - 5 to 6 years	2.002E-03	.118	.001	.017	.986
Female - 7 to 8 years	-.141	.165	-.030	-.856	.392
Dependent Variable: Q36: Fraternization enforced differently					
Q01: Your Service = Air Force					

**Dependent Variable, Q37: Adultery standards applied differently by commands
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.374	.412		.909	.363
Q07: Highest level of education completed	3.977E-03	.012	.006	.333	.739
Hispanic	8.113E-02	.050	.031	1.612	.107
Black, not Hispanic	-3.781E-02	.037	-.020	-1.017	.309
Asian or Pacific Islander	-9.299E-02	.098	-.018	-.950	.342
Native American	8.222E-03	.066	.002	.124	.901
Q08: How long in the military	8.058E-02	.020	.118	4.093	.000
UNITCS	6.807E-02	.045	.041	1.520	.129
UNITCSS	.116	.047	.066	2.469	.014
MALE	.364	.560	.212	.650	.516
Gender-Segregated BT	-.432	.394	-.273	-1.096	.273
Q13: How frequently worked with other sex	1.383E-02	.018	.032	.778	.437
Q14: Instructor mix in basic trng unit	4.905E-02	.032	.040	1.510	.131
Q23new: Percent of Current Unit Women	-2.385E-02	.017	-.033	-1.378	.168
Male - Gender-Integrated Training	-.315	.396	-.171	-.795	.427
Female - Gender-Integrated Training	.160	.397	.088	.403	.687
Female - Gender-Segregated Training	.595	.562	.175	1.059	.290
Male - Less than one year	-.167	.075	-.049	-2.213	.027
Male - 3 to 4 years	5.793E-03	.042	.003	.136	.892
Male - 5 to 6 years	-1.108E-02	.056	-.004	-.198	.843
Female - Less than one year	9.574E-02	.100	.019	.957	.339
Female - 3 to 4 years	-3.721E-02	.068	-.013	-.550	.582
Female - 5 to 6 years	-.258	.127	-.058	-2.040	.041
Female - 7 to 8 years	-.190	.141	-.038	-1.348	.178
Dependent Variable: Q37: Adultery enforced differently					
Q01: Your Service = Army					

**Dependent Variable, Q37: Adultery standards applied differently by commands
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.590	.124		4.765	.000
Q07: Highest level of education completed	1.449E-02	.014	.024	1.020	.308
Hispanic	6.521E-02	.064	.024	1.017	.309
Black, not Hispanic	-1.129E-02	.045	-.006	-.249	.803
Asian or Pacific Islander	4.734E-02	.076	.015	.622	.534
Native American	-9.106E-02	.076	-.028	-1.206	.228
Q08: How long in the military	4.051E-02	.020	.066	1.982	.048
UNITCS	6.470E-02	.046	.042	1.395	.163
UNITCSS	5.841E-03	.090	.002	.065	.948
MALE	.115	.751	.068	.153	.879
Gender-Segregated BT	-.259	.747	-.171	-.347	.728
Q13: How frequently worked with other sex	3.061E-04	.019	.001	.016	.987
Q14: Instructor mix in basic trng unit	-1.141E-02	.025	-.013	-.462	.644
Q23new: Percent of Current Unit Women	1.497E-02	.019	.023	.809	.419
Male - Gender-Integrated Training	-.197	.749	-.100	-.262	.793
Female - Gender-Segregated Training	.126	.760	.029	.166	.868
Male - Less than one year	-3.880E-02	.086	-.013	-.452	.651
Male - 3 to 4 years	2.740E-02	.055	.013	.500	.617
Male - 5 to 6 years	8.922E-02	.055	.043	1.613	.107
Female - Less than one year	-.357	.154	-.060	-2.321	.020
Female - 1 to 2 years	-.194	.084	-.069	-2.299	.022
Female - 5 to 6 years	4.749E-02	.097	.014	.489	.625
Female - 7 to 8 years	2.409E-02	.169	.005	.143	.887
Dependent Variable: Q37: Adultery enforced differently					
Q01: Your Service = Navy					

**Dependent Variable, Q37: Adultery standards applied differently by commands
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.942	.870		2.232	.026
Q07: Highest level of education completed	-1.593E-03	.017	-.002	-.093	.926
Hispanic	-2.840E-02	.048	-.014	-.588	.557
Black, not Hispanic	-4.756E-04	.062	.000	-.008	.994
Asian or Pacific Islander	5.798E-02	.111	.012	.523	.601
Native American	-.131	.094	-.033	-1.401	.161
Q08: How long in the military	5.618E-02	.031	.063	1.827	.068
UNITCS	.103	.059	.062	1.764	.078
UNITCSS	7.451E-02	.058	.045	1.287	.198
MALE	-3.478E-02	1.170	-.018	-.030	.976
Gender-Segregated BT	-1.170	.820	-.273	-1.427	.154
Q13: How frequently worked with other sex	-4.663E-02	.040	-.030	-1.174	.241
Q14: Instructor mix in basic trng unit	-1.615E-02	.046	-.030	-.351	.726
Q23new: Percent of Current Unit Women	2.565E-02	.026	.025	.988	.323
Male - Gender-Integrated Training	-1.114	.829	-.209	-1.343	.179
Female - Gender-Integrated Training	-1.061	.838	-.145	-1.266	.205
Female - Gender-Segregated Training	5.723E-02	1.160	.029	.049	.961
Male - Less than one year	.151	.116	.034	1.302	.193
Male - 3 to 4 years	8.061E-02	.050	.045	1.606	.109
Male - 5 to 6 years	.108	.089	.036	1.219	.223
Female - Less than one year	8.287E-02	.177	.012	.469	.639
Female - 3 to 4 years	5.084E-02	.092	.017	.551	.582
Female - 5 to 6 years	-9.514E-03	.163	-.002	-.059	.953
Female - 7 to 8 years	7.613E-02	.252	.008	.302	.763
Dependent Variable: Q37: Adultery enforced differently					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q37: Adultery standards applied differently by commands
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.672	.356		1.887	.059
Q07: Highest level of education completed	-1.337E-02	.016	-.019	-.852	.394
Hispanic	-3.762E-02	.068	-.012	-.556	.578
Black, not Hispanic	-.141	.053	-.059	-2.659	.008
Asian or Pacific Islander	8.993E-02	.094	.021	.953	.341
Native American	4.040E-02	.080	.011	.505	.614
Q08: How long in the military	5.736E-02	.029	.083	1.990	.047
UNITCS	5.340E-03	.048	.003	.112	.911
UNITCSS	8.316E-02	.048	.039	1.725	.085
MALE	.821	.894	.497	.918	.359
Gender-Segregated BT	-1.027	.828	-.629	-1.240	.215
Q13: How frequently worked with other sex	-2.249E-02	.016	-.035	-1.399	.162
Q14: Instructor mix in basic trng unit	4.271E-02	.028	.034	1.538	.124
Q23new: Percent of Current Unit Women	1.383E-02	.020	.016	.703	.482
Male - Gender-Integrated Training	-1.043	.828	-.468	-1.259	.208
Female - Gender-Integrated Training	-7.796E-02	.336	-.045	-.232	.816
Female - Gender-Segregated Training	.894	.893	.470	1.001	.317
Male - Less than one year	.215	.127	.044	1.696	.090
Male - 3 to 4 years	.148	.072	.051	2.056	.040
Male - 5 to 6 years	5.690E-02	.070	.023	.808	.419
Female - Less than one year	7.092E-02	.103	.017	.688	.491
Female - 3 to 4 years	1.768E-02	.072	.007	.246	.806
Female - 5 to 6 years	-1.016E-02	.083	-.005	-.123	.902
Female - 7 to 8 years	-.146	.116	-.045	-1.259	.208
Dependent Variable: Q37: Adultery enforced differently					
Q01: Your Service = Air Force					

Dependent Variable, Q38: Harassment standards applied differently by commands
Service: Army

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.331	.414		.799	.424
Q07: Highest level of education completed	7.050E-03	.012	.011	.590	.555
Hispanic	7.727E-02	.051	.029	1.528	.127
Black, not Hispanic	-6.344E-02	.037	-.034	-1.700	.089
Asian or Pacific Islander	-.106	.099	-.020	-1.076	.282
Native American	-1.218E-02	.066	-.003	-.185	.854
Q08: How long in the military	9.989E-02	.020	.145	5.060	.000
UNITCS	8.471E-02	.045	.050	1.889	.059
UNITCSS	9.768E-02	.047	.056	2.081	.038
MALE	.341	.564	.197	.604	.546
Gender-Segregated BT	-.379	.396	-.238	-.957	.339
Q13: How frequently worked with other sex	1.854E-02	.018	.042	1.038	.299
Q14: Instructor mix in basic trng unit	3.970E-02	.033	.032	1.220	.222
Q23new: Percent of Current Unit Women	-2.099E-02	.017	-.029	-1.213	.225
Male - Gender-Integrated Training	-.205	.398	-.111	-.516	.606
Female - Gender-Integrated Training	.229	.400	.124	.574	.566
Female - Gender-Segregated Training	.625	.566	.182	1.104	.270
Male - Less than one year	-4.601E-02	.075	-.013	-.613	.540
Male - 3 to 4 years	-3.996E-02	.043	-.019	-.939	.348
Male - 5 to 6 years	-2.464E-02	.056	-.009	-.440	.660
Female - Less than one year	.152	.100	.031	1.520	.129
Female - 3 to 4 years	-5.051E-02	.068	-.018	-.742	.458
Female - 5 to 6 years	-.225	.126	-.051	-1.784	.075
Female - 7 to 8 years	-.167	.141	-.034	-1.186	.236
Dependent Variable: Q38: Sexual Harassment enforced different					
Q01: Your Service = Army					

Dependent Variable, Q38: Harassment standards applied differently by commands
Service: Navy

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.739	.127		5.832	.000
Q07: Highest level of education completed	8.046E-03	.015	.013	.554	.580
Hispanic	5.257E-02	.065	.019	.807	.420
Black, not Hispanic	-3.437E-02	.046	-.018	-.741	.459
Asian or Pacific Islander	7.123E-02	.078	.022	.916	.360
Native American	-5.704E-02	.077	-.017	-.740	.460
Q08: How long in the military	4.090E-02	.021	.065	1.952	.051
UNITCS	9.074E-03	.047	.006	.191	.848
UNITCSS	-1.634E-02	.092	-.004	-.178	.859
MALE	-1.241E-02	.770	-.007	-.016	.987
Gender-Segregated BT	-7.689E-02	.766	-.049	-.100	.920
Q13: How frequently worked with other sex	-2.856E-03	.020	-.006	-.145	.885
Q14: Instructor mix in basic trng unit	-2.462E-02	.025	-.027	-.966	.334
Q23new: Percent of Current Unit Women	2.520E-02	.019	.038	1.329	.184
Male - Gender-Integrated Training	-2.963E-02	.768	-.015	-.039	.969
Female - Gender-Segregated Training	1.878E-02	.779	.004	.024	.981
Male - Less than one year	-.131	.088	-.042	-1.490	.136
Male - 3 to 4 years	-1.243E-02	.056	-.006	-.221	.825
Male - 5 to 6 years	7.276E-02	.057	.034	1.282	.200
Female - Less than one year	-.121	.157	-.020	-.766	.444
Female - 1 to 2 years	-.205	.086	-.072	-2.375	.018
Female - 5 to 6 years	6.632E-02	.098	.019	.674	.501
Female - 7 to 8 years	3.285E-02	.172	.006	.191	.849
Dependent Variable: Q38: Sexual Harassment enforced different					
Q01: Your Service = Navy					

**Dependent Variable, Q38: Harassment standards applied differently by commands
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.836	.867		2.116	.034
Q07: Highest level of education completed	7.023E-03	.017	.010	.409	.683
Hispanic	8.100E-03	.048	.004	.169	.866
Black, not Hispanic	4.717E-02	.062	.018	.762	.446
Asian or Pacific Islander	-1.398E-02	.111	-.003	-.127	.899
Native American	-.110	.093	-.027	-1.182	.237
Q08: How long in the military	9.195E-02	.030	.103	3.016	.003
UNITCS	7.484E-02	.058	.045	1.294	.196
UNITCSS	3.379E-02	.057	.021	.590	.555
MALE	-8.686E-02	1.166	-.045	-.074	.941
Gender-Segregated BT	-1.089	.817	-.252	-1.333	.183
Q13: How frequently worked with other sex	-2.902E-02	.041	-.018	-.712	.477
Q14: Instructor mix in basic trng unit	-4.007E-02	.046	-.075	-.873	.383
Q23new: Percent of Current Unit Women	3.003E-02	.026	.029	1.168	.243
Male - Gender-Integrated Training	-.947	.827	-.176	-1.145	.252
Female - Gender-Integrated Training	-.949	.835	-.129	-1.136	.256
Female - Gender-Segregated Training	8.541E-02	1.156	.043	.074	.941
Male - Less than one year	.191	.113	.043	1.683	.093
Male - 3 to 4 years	3.737E-02	.050	.021	.751	.453
Male - 5 to 6 years	-7.951E-03	.088	-.003	-.091	.928
Female - Less than one year	.166	.176	.023	.945	.345
Female - 3 to 4 years	2.765E-02	.092	.009	.300	.764
Female - 5 to 6 years	2.252E-02	.162	.004	.139	.889
Female - 7 to 8 years	-3.465E-02	.244	-.004	-.142	.887
Dependent Variable: Q38: Sexual Harassment enforced different					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q38: Harassment standards applied differently by commands
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.097	.374		2.937	.003
Q07: Highest level of education completed	-8.092E-03	.016	-.011	-.495	.620
Hispanic	3.835E-02	.071	.012	.542	.588
Black, not Hispanic	-.120	.055	-.048	-2.171	.030
Asian or Pacific Islander	.121	.099	.027	1.227	.220
Native American	8.276E-02	.084	.021	.989	.323
Q08: How long in the military	5.861E-02	.030	.081	1.947	.052
UNITCS	-2.923E-02	.050	-.013	-.586	.558
UNITCSS	2.912E-02	.050	.013	.579	.563
MALE	.204	.939	.118	.218	.828
Gender-Segregated BT	-.854	.870	-.497	-.982	.326
Q13: How frequently worked with other sex	-1.384E-02	.017	-.021	-.826	.409
Q14: Instructor mix in basic trng unit	6.248E-02	.029	.048	2.160	.031
Q23new: Percent of Current Unit Women	1.169E-02	.021	.013	.570	.569
Male - Gender-Integrated Training	-.862	.870	-.367	-.991	.322
Female - Gender-Integrated Training	-.441	.353	-.242	-1.251	.211
Female - Gender-Segregated Training	.302	.938	.150	.321	.748
Male - Less than one year	.333	.131	.066	2.552	.011
Male - 3 to 4 years	.146	.075	.048	1.945	.052
Male - 5 to 6 years	5.541E-02	.074	.021	.753	.452
Female - Less than one year	.156	.107	.036	1.458	.145
Female - 3 to 4 years	1.398E-02	.075	.005	.186	.853
Female - 5 to 6 years	-6.859E-02	.086	-.029	-.793	.428
Female - 7 to 8 years	-.145	.121	-.043	-1.201	.230
Dependent Variable: Q38: Sexual Harassment enforced different					
Q01: Your Service = Air Force					

**Dependent Variable, Q39: Familiarity with Service policies/regulations on
fraternization
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.457	.568		4.326	.000
Q07 Q07: Highest level of education completed	-3.675E-02	.016	-.042	-2.240	.025
RACEHSP Hispanic	-7.349E-02	.069	-.020	-1.059	.289
RACEBLK Black, not Hispanic	8.509E-02	.051	.033	1.661	.097
RACEASN Asian or Pacific Islander	7.225E-02	.136	.010	.531	.595
RACENTV Native American	-.197	.091	-.040	-2.172	.030
Q08 Q08: How long in the military	-.182	.027	-.192	-6.737	.000
UNITCS	-4.054E-02	.061	-.017	-.659	.510
UNITCSS	-5.860E-02	.064	-.024	-.910	.363
MALE	.346	.773	.145	.448	.654
GST Gender-Segregated BT	.435	.544	.197	.801	.423
Q13 Q13: How frequently worked with other sex	2.923E-02	.025	.048	1.190	.234
Q14 Q14: Instructor mix in basic trng unit	-1.220E-02	.045	-.007	-.273	.785
Q23NEW Q23new: Percent of Current Unit Women	-1.801E-02	.024	-.018	-.758	.448
MGIT Male – Gender-Integrated Training	.254	.546	.100	.466	.641
FGIT Female – Gender-Integrated Training	.559	.548	.219	1.020	.308
FGST Female - Gender-Segregated Training	3.197E-02	.776	.007	.041	.967
MYOS1 Male - Less than one year	-7.127E-03	.103	-.002	-.069	.945
MYOS3 Male - 3 to 4 years	-5.691E-02	.058	-.020	-.974	.330
MYOS4 Male - 5 to 6 years	-.151	.077	-.042	-1.965	.050
FYOS1 Female - Less than one year	-5.405E-02	.136	-.008	-.398	.691
FYOS3 Female - 3 to 4 years	6.960E-02	.094	.018	.744	.457
FYOS4 Female - 5 to 6 years	.166	.173	.027	.959	.338
FYOS5 Female - 7 to 8 years	.350	.194	.051	1.808	.071
Dependent Variable: Q39A Q39A: Familiar Fraternization policies					
Q01 Q01: Your Service = 1.00 Army					

**Dependent Variable, Q39: Familiarity with Service policies/regulations on fraternization
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.476	.154		16.062	.000
Q07 Q07: Highest level of education completed	-7.303E-02	.018	-.097	-4.121	.000
RACEHSP Hispanic	4.215E-02	.080	.012	.530	.596
RACEBLK Black, not Hispanic	1.038E-02	.057	.004	.183	.855
RACEASN Asian or Pacific Islander	5.773E-02	.095	.014	.610	.542
RACENTV Native American	5.053E-02	.095	.012	.534	.594
Q08 Q08: How long in the military	-7.924E-02	.025	-.102	-3.108	.002
UNITCS	8.219E-02	.058	.042	1.424	.155
UNITCSS	2.985E-02	.112	.006	.266	.790
MALE	.301	.938	.142	.321	.749
GST Gender-Segregated BT	-.223	.933	-.117	-.239	.811
Q13 Q13: How frequently worked with other sex	2.087E-02	.024	.033	.868	.385
Q14 Q14: Instructor mix in basic trng unit	-2.591E-02	.031	-.023	-.839	.402
Q23NEW Q23new: Percent of Current Unit Women	-5.568E-02	.023	-.068	-2.416	.016
MGIT Male – Gender-Integrated Training	-.101	.936	-.041	-.108	.914
FGST Female - Gender-Segregated Training	.246	.949	.046	.259	.796
MYOS1 Male - Less than one year	-.225	.107	-.058	-2.098	.036
MYOS3 Male - 3 to 4 years	-2.459E-02	.069	-.009	-.359	.720
MYOS4 Male - 5 to 6 years	-7.189E-02	.069	-.027	-1.040	.298
FYOS1 Female - Less than one year	-.234	.192	-.031	-1.218	.223
FYOS2 Female - 1 to 2 years	-.109	.105	-.031	-1.036	.300
FYOS4 Female - 5 to 6 years	-.120	.120	-.028	-.993	.321
FYOS5 Female - 7 to 8 years	-7.965E-02	.209	-.012	-.381	.703
Dependent Variable: Q39A Q39A: Familiar Fraternization policies					
Q01 Q01: Your Service = 2.00 Navy					

**Dependent Variable, Q39: Familiarity with Service policies/regulations on
fraternization
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.425	1.083		1.315	.189
Q07 Q07: Highest level of education completed	-3.376E-02	.021	-.037	-1.583	.113
RACEHSP Hispanic	4.135E-02	.060	.016	.691	.489
RACEBLK Black, not Hispanic	.239	.077	.073	3.095	.002
RACEASN Asian or Pacific Islander	.214	.139	.035	1.539	.124
RACENTV Native American	-3.056E-02	.116	-.006	-.263	.792
Q08 Q08: How long in the military	-9.754E-02	.038	-.087	-2.574	.010
UNITCS	5.678E-02	.072	.027	.788	.431
UNITCSS	6.301E-03	.071	.003	.088	.930
MALE	1.259	1.458	.514	.864	.388
GST Gender-Segregated BT	.108	1.021	.020	.106	.916
Q13 Q13: How frequently worked with other sex	-6.920E-02	.049	-.036	-1.403	.161
Q14 Q14: Instructor mix in basic trng unit	.114	.057	.169	1.989	.047
Q23NEW Q23new: Percent of Current Unit Women	-6.122E-02	.032	-.048	-1.910	.056
MGIT Male - Gender-Integrated Training	-.102	1.033	-.015	-.099	.921
FGIT Female - Gender-Integrated Training	.806	1.044	.087	.772	.440
FGST Female - Gender-Segregated Training	.777	1.444	.311	.538	.591
MYOS1 Male - Less than one year	-.164	.141	-.030	-1.165	.244
MYOS3 Male - 3 to 4 years	1.737E-02	.062	.008	.280	.780
MYOS4 Male - 5 to 6 years	-.234	.109	-.062	-2.141	.032
FYOS1 Female - Less than one year	-.109	.220	-.012	-.496	.620
FYOS3 Female - 3 to 4 years	-6.756E-02	.115	-.018	-.589	.556
FYOS4 Female - 5 to 6 years	.179	.202	.023	.886	.376
FYOS5 Female - 7 to 8 years	-.340	.304	-.028	-1.118	.264
Dependent Variable: Q39A Q39A: Familiar Fraternization policies					
Q01 Q01: Your Service = 3.00 Marine Corps					

Dependent Variable, Q39: Familiarity with Service policies/regulations on fraternization
Service: Air Force

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.403	.424		5.667	.000
Q07 Q07: Highest level of education completed	-5.521E-02	.019	-.065	-2.979	.003
RACEHSP Hispanic	.110	.080	.029	1.369	.171
RACEBLK Black, not Hispanic	.153	.063	.053	2.444	.015
RACEASN Asian or Pacific Islander	-1.477E-02	.113	-.003	-.131	.896
RACENTV Native American	.114	.095	.025	1.199	.231
Q08 Q08: How long in the military	-.111	.034	-.133	-3.266	.001
UNITCS	-2.358E-02	.057	-.009	-.417	.677
UNITCSS	-.249	.057	-.095	-4.355	.000
MALE	-.599	1.066	-.298	-.562	.574
GST Gender-Segregated BT	.974	.987	.490	.987	.324
Q13 Q13: How frequently worked with other sex	4.529E-02	.019	.059	2.382	.017
Q14 Q14: Instructor mix in basic trng unit	-3.235E-02	.033	-.021	-.984	.325
Q23NEW Q23new: Percent of Current Unit Women	-4.652E-03	.023	-.004	-.200	.842
MGIT Male - Gender-Integrated Training	.994	.987	.366	1.007	.314
FGIT Female - Gender-Integrated Training	.415	.400	.197	1.036	.300
FGST Female - Gender-Segregated Training	-.695	1.065	-.299	-.652	.514
MYOS1 Male - Less than one year	-.288	.148	-.049	-1.942	.052
MYOS3 Male - 3 to 4 years	.160	.085	.046	1.885	.060
MYOS4 Male - 5 to 6 years	-.101	.084	-.033	-1.213	.225
FYOS1 Female - Less than one year	-.167	.122	-.033	-1.372	.170
FYOS3 Female - 3 to 4 years	3.149E-02	.085	.010	.369	.712
FYOS4 Female - 5 to 6 years	-8.964E-02	.098	-.033	-.914	.361
FYOS5 Female - 7 to 8 years	-7.259E-02	.137	-.019	-.529	.597
Dependent Variable: Q39A Q39A: Familiar Fraternization policies					
Q01 Q01: Your Service = 4.00 Air Force					

**Dependent Variable, Q39: Familiarity with Service policies/regulations on adultery
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.253	.596		3.780	.000
Q07 Q07: Highest level of education completed	-4.514E-02	.017	-.050	-2.616	.009
RACEHSP Hispanic	-3.465E-02	.073	-.009	-.475	.635
RACEBLK Black, not Hispanic	.101	.054	.037	1.875	.061
RACEASN Asian or Pacific Islander	.171	.143	.022	1.200	.230
RACENTV Native American	-.188	.095	-.037	-1.976	.048
Q08 Q08: How long in the military	-.160	.028	-.161	-5.619	.000
UNITCS	1.937E-02	.065	.008	.300	.764
UNITCSS	-4.147E-02	.068	-.016	-.613	.540
MALE	-1.290E-02	.811	-.005	-.016	.987
GST Gender-Segregated BT	.613	.570	.266	1.075	.283
Q13 Q13: How frequently worked with other sex	6.597E-02	.026	.103	2.558	.011
Q14 Q14: Instructor mix in basic trng unit	8.048E-03	.047	.004	.171	.864
Q23NEW Q23new: Percent of Current Unit Women	-8.315E-03	.025	-.008	-.334	.739
MGIT Male – Gender-Integrated Training	.656	.573	.246	1.145	.252
FGIT Female - Gender-Integrated Training	.623	.575	.234	1.083	.279
FGST Female - Gender-Segregated Training	-.247	.814	-.050	-.303	.762
MYOS1 Male - Less than one year	5.771E-02	.108	.012	.533	.594
MYOS3 Male - 3 to 4 years	-8.676E-02	.061	-.029	-1.414	.157
MYOS4 Male - 5 to 6 years	-.140	.081	-.037	-1.738	.082
FYOS1 Female - Less than one year	.217	.143	.031	1.523	.128
FYOS3 Female - 3 to 4 years	6.265E-02	.098	.015	.638	.524
FYOS4 Female - 5 to 6 years	.232	.182	.036	1.275	.203
FYOS5 Female - 7 to 8 years	.177	.203	.025	.872	.383
Dependent Variable: Q39B Q39B: Familiar with Adultery policies					
Q01 Q01: Your Service = 1.00 Army					

**Dependent Variable, Q39: Familiarity with Service policies/regulations on adultery
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.838	.190		14.919	.000
Q07 Q07:Highest level of education completed	-5.068E-02	.022	-.055	-2.317	.021
RACEHSP Hispanic	2.162E-02	.098	.005	.220	.826
RACEBLK Black, not Hispanic	-7.933E-02	.070	-.027	-1.134	.257
RACEASN Asian or Pacific Islander	-1.346E-03	.117	.000	-.012	.991
RACENTV Native American	-7.288E-02	.117	-.015	-.624	.533
Q08 Q08:How long in the military	-9.516E-02	.031	-.100	-3.026	.003
UNITCS	-2.899E-02	.071	-.012	-.407	.684
UNITCSS	-1.144E-02	.138	-.002	-.083	.934
MALE	-.106	1.157	-.041	-.092	.927
GST Gender-Segregated BT	.168	1.151	.072	.146	.884
Q13 Q13:How frequently worked with other sex	7.805E-03	.030	.010	.263	.792
Q14 Q14:Instructor mix in basic trng unit	-2.933E-02	.038	-.022	-.770	.442
Q23NEW Q23new: Percent of Current Unit Women	-2.087E-02	.028	-.021	-.733	.464
MGIT Male - Gender-Integrated Training	.260	1.155	.086	.225	.822
FGST Female - Gender-Segregated Training	-.347	1.170	-.053	-.297	.767
MYOS1 Male - Less than one year	-.230	.132	-.049	-1.742	.082
MYOS3 Male - 3 to 4 years	-8.844E-02	.085	-.027	-1.044	.296
MYOS4 Male - 5 to 6 years	-.147	.085	-.045	-1.725	.085
FYOS1 Female - Less than one year	9.699E-02	.237	.011	.410	.682
FYOS2 Female - 1 to 2 years	2.477E-02	.129	.006	.191	.848
FYOS4 Female - 5 to 6 years	-5.227E-02	.148	-.010	-.352	.725
FYOS5 Female - 7 to 8 years	.110	.258	.014	.427	.669
Dependent Variable: Q39B Q39B:Familiar with Adultery policies					
Q01 Q01:Your Service = 2.00 Navy					

**Dependent Variable, Q39: Familiarity with Service policies/regulations on adultery
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.027	1.186		1.710	.087
Q07 Q07: Highest level of education completed	-3.527E-02	.023	-.035	-1.511	.131
RACEHSP Hispanic	-1.355E-02	.066	-.005	-.207	.836
RACEBLK Black, not Hispanic	.127	.085	.036	1.506	.132
RACEASN Asian or Pacific Islander	.201	.151	.031	1.331	.183
RACENTV Native American	.114	.127	.021	.901	.368
Q08 Q08: How long in the military	-.143	.041	-.116	-3.439	.001
UNITCS	8.218E-02	.079	.036	1.041	.298
UNITCSS	-3.625E-02	.078	-.016	-.464	.643
MALE	1.049	1.595	.391	.658	.511
GST Gender-Segregated BT	.102	1.118	.017	.091	.927
Q13 Q13: How frequently worked with other sex	-8.971E-02	.054	-.042	-1.662	.097
Q14 Q14: Instructor mix in basic trng unit	4.674E-02	.063	.063	.745	.456
Q23NEW Q23new: Percent of Current Unit Women	-5.086E-02	.035	-.036	-1.448	.148
MGIT Male - Gender-Integrated Training	-.186	1.130	-.025	-.164	.870
FGIT Female - Gender-Integrated Training	.773	1.142	.076	.677	.498
FGST Female - Gender-Segregated Training	.838	1.580	.306	.530	.596
MYOS1 Male - Less than one year	-.148	.154	-.024	-.960	.337
MYOS3 Male - 3 to 4 years	1.076E-02	.068	.004	.158	.874
MYOS4 Male - 5 to 6 years	-.246	.120	-.060	-2.053	.040
FYOS1 Female - Less than one year	-5.986E-02	.245	-.006	-.244	.807
FYOS3 Female - 3 to 4 years	-9.936E-02	.125	-.025	-.792	.429
FYOS4 Female - 5 to 6 years	.277	.221	.033	1.253	.210
FYOS5 Female - 7 to 8 years	-.188	.333	-.014	-.564	.573
Dependent Variable: Q39B Q39B: Familiar with Adultery policies					
Q01 Q01: Your Service = 3.00 Marine Corps					

**Dependent Variable, Q39: Familiarity with Service policies/regulations on adultery
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.400	.451		5.322	.000
Q07 Q07:Highest level of education completed	-3.142E-02	.020	-.035	-1.593	.111
RACEHSP Hispanic	.131	.086	.033	1.528	.127
RACEBLK Black, not Hispanic	.131	.067	.043	1.963	.050
RACEASN Asian or Pacific Islander	8.821E-02	.119	.016	.742	.458
RACENTV Native American	.128	.101	.027	1.266	.206
Q08 Q08:How long in the military	-.124	.036	-.140	-3.413	.001
UNITCS	-5.032E-02	.060	-.019	-.836	.403
UNITCSS	-.208	.061	-.075	-3.416	.001
MALE	-.980	1.134	-.462	-.864	.388
GST Gender-Segregated BT	1.249	1.050	.596	1.190	.234
Q13 Q13:How frequently worked with other sex	4.407E-02	.020	.054	2.179	.029
Q14 Q14:Instructor mix in basic trng unit	-1.009E-03	.035	-.001	-.029	.977
Q23NEW Q23new: Percent of Current Unit Women	-6.155E-03	.025	-.005	-.248	.804
MGIT Male – Gender-Integrated Training	1.257	1.050	.439	1.198	.231
FGIT Female – Gender-Integrated Training	.281	.426	.126	.660	.509
FGST Female – Gender-Segregated Training	-1.142	1.133	-.466	-1.008	.313
MYOS1 Male – Less than one year	-.193	.158	-.031	-1.218	.223
MYOS3 Male - 3 to 4 years	3.519E-02	.090	.010	.390	.697
MYOS4 Male - 5 to 6 years	-4.802E-02	.089	-.015	-.542	.588
FYOS1 Female – Less than one year	-4.966E-02	.129	-.009	-.386	.700
FYOS3 Female - 3 to 4 years	1.753E-02	.091	.005	.193	.847
FYOS4 Female - 5 to 6 years	-4.814E-02	.104	-.017	-.461	.645
FYOS5 Female - 7 to 8 years	-2.988E-02	.146	-.007	-.205	.838
Dependent Variable: Q39B Q39B:Familiar with Adultery policies					
Q01 Q01:Your Service = 4.00 Air Force					

**Dependent Variable, Q39: Familiarity with Service policies/regulations on harassment
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.060	.559		3.684	.000
Q07 Q07:Highest level of education completed	-3.279E-02	.016	-.039	-2.028	.043
RACEHSP Hispanic	-1.534E-02	.068	-.004	-.224	.823
RACEBLK Black, not Hispanic	.105	.050	.041	2.083	.037
RACEASN Asian or Pacific Islander	.102	.133	.014	.770	.441
RACENTV Native American	-5.215E-02	.089	-.011	-.586	.558
Q08 Q08:How long in the military	-.124	.027	-.134	-4.652	.000
UNITCS	-8.786E-02	.061	-.039	-1.452	.147
UNITCSS	-7.935E-02	.063	-.034	-1.252	.211
MALE	.641	.761	.276	.842	.400
GST Gender-Segregated BT	-.237	.535	-.111	-.444	.657
Q13 Q13:How frequently worked with other sex	2.330E-02	.024	.039	.966	.334
Q14 Q14:Instructor mix in basic trng unit	3.888E-02	.044	.023	.885	.376
Q23NEW Q23new: Percent of Current Unit Women	2.871E-03	.023	.003	.123	.902
MGIT Male - Gender-Integrated Training	-.316	.538	-.127	-.588	.557
FGIT Female - Gender-Integrated Training	.284	.539	.115	.526	.599
FGST Female - Gender-Segregated Training	.394	.764	.085	.516	.606
MYOS1 Male - Less than one year	.147	.101	.032	1.450	.147
MYOS3 Male - 3 to 4 years	3.479E-02	.057	.013	.605	.545
MYOS4 Male - 5 to 6 years	-2.569E-02	.076	-.007	-.340	.734
FYOS1 Female - Less than one year	-7.776E-02	.133	-.012	-.584	.559
FYOS3 Female - 3 to 4 years	.107	.092	.028	1.162	.245
FYOS4 Female - 5 to 6 years	.218	.171	.036	1.279	.201
FYOS5 Female - 7 to 8 years	.277	.191	.041	1.452	.147
Dependent Variable: Q39C Q39C:Familiar Sexual Harassment policies					
Q01 Q01:Your Service = 1.00 Army					

**Dependent Variable, Q39: Familiarity with Service policies/regulations on harassment
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.248	.155		14.521	.000
Q07 Q07:Highest level of education completed	-6.586E-02	.018	-.087	-3.707	.000
RACEHSP Hispanic	.134	.080	.039	1.677	.094
RACEBLK Black, not Hispanic	4.179E-02	.057	.018	.736	.462
RACEASN Asian or Pacific Islander	.123	.095	.030	1.294	.196
RACENTV Native American	8.013E-02	.095	.020	.846	.398
Q08 Q08:How long in the military	-8.326E-02	.026	-.107	-3.253	.001
UNITCS	9.757E-02	.058	.050	1.681	.093
UNITCSS	1.458E-02	.113	.003	.129	.897
MALE	.351	.942	.166	.372	.710
GST Gender-Segregated BT	-.323	.937	-.169	-.345	.730
Q13 Q13:How frequently worked with other sex	3.336E-02	.024	.052	1.383	.167
Q14 Q14:Instructor mix in basic trng unit	3.561E-03	.031	.003	.115	.909
Q23NEW Q23new: Percent of Current Unit Women	-2.977E-02	.023	-.036	-1.285	.199
MGIT Male – Gender-Integrated Training	-.175	.940	-.071	-.186	.852
FGST Female - Gender-Segregated Training	.242	.953	.045	.254	.800
MYOS1 Male - Less than one year	-.256	.108	-.066	-2.383	.017
MYOS3 Male - 3 to 4 years	-4.799E-02	.069	-.018	-.697	.486
MYOS4 Male - 5 to 6 years	-6.566E-02	.069	-.025	-.947	.344
FYOS1 Female - Less than one year	-.262	.193	-.035	-1.359	.174
FYOS2 Female - 1 to 2 years	6.736E-04	.105	.000	.006	.995
FYOS4 Female - 5 to 6 years	-.121	.120	-.028	-1.003	.316
FYOS5 Female - 7 to 8 years	-9.030E-02	.210	-.014	-.431	.667
Dependent Variable: Q39C Q39C:Familiar Sexual Harassment policies					
Q01 Q01:Your Service = 2.00 Navy					

**Dependent Variable, Q39: Familiarity with Service policies/regulations on harassment
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.637	1.109		1.477	.140
Q07 Q07: Highest level of education completed	-1.142E-02	.022	-.012	-.523	.601
RACEHSP Hispanic	1.409E-02	.061	.005	.230	.818
RACEBLK Black, not Hispanic	.145	.079	.043	1.831	.067
RACEASN Asian or Pacific Islander	8.290E-02	.141	.014	.587	.557
RACENTV Native American	-4.760E-02	.119	-.009	-.401	.689
Q08 Q08: How long in the military	-.107	.039	-.094	-2.768	.006
UNITCS	-.111	.074	-.051	-1.499	.134
UNITCSS	-9.915E-02	.073	-.047	-1.358	.175
MALE	1.322	1.492	.529	.886	.376
GST Gender-Segregated BT	-8.870E-02	1.045	-.016	-.085	.932
Q13 Q13: How frequently worked with other sex	-.102	.050	-.051	-2.021	.043
Q14 Q14: Instructor mix in basic trng unit	9.191E-02	.059	.133	1.567	.117
Q23NEW Q23new: Percent of Current Unit Women	-5.651E-02	.033	-.043	-1.724	.085
MGIT Male - Gender-Integrated Training	-.258	1.057	-.038	-.244	.808
FGIT Female - Gender-Integrated Training	.748	1.068	.079	.700	.484
FGST Female - Gender-Segregated Training	.879	1.478	.344	.594	.552
MYOS1 Male - Less than one year	-.146	.144	-.026	-1.011	.312
MYOS3 Male - 3 to 4 years	1.282E-02	.063	.006	.202	.840
MYOS4 Male - 5 to 6 years	-.214	.112	-.056	-1.910	.056
FYOS1 Female - Less than one year	-.201	.225	-.022	-.894	.371
FYOS3 Female - 3 to 4 years	-1.988E-02	.117	-.005	-.169	.865
FYOS4 Female - 5 to 6 years	3.489E-02	.207	.004	.169	.866
FYOS5 Female - 7 to 8 years	-.161	.311	-.013	-.516	.606
Dependent Variable: Q39C Q39C: Familiar Sexual Harassment policies					
Q01 Q01: Your Service = 3.00 Marine Corps					

**Dependent Variable, Q39: Familiarity with Service policies/regulations on harassment
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.875	.408		4.598	.000
Q07 Q07:Highest level of education completed	-2.724E-02	.018	-.034	-1.529	.127
RACEHSP Hispanic	.158	.077	.044	2.050	.040
RACEBLK Black, not Hispanic	4.233E-02	.061	.015	.699	.484
RACEASN Asian or Pacific Islander	6.469E-02	.108	.013	.598	.550
RACENTV Native American	7.445E-02	.091	.018	.815	.415
Q08 Q08:How long in the military	-7.278E-02	.033	-.092	-2.222	.026
UNITCS	-1.557E-02	.054	-.006	-.287	.774
UNITCSS	-.158	.055	-.063	-2.877	.004
MALE	-.571	1.025	-.300	-.557	.578
GST Gender-Segregated BT	.826	.949	.439	.870	.384
Q13 Q13:How frequently worked with other sex	4.136E-02	.018	.056	2.264	.024
Q14 Q14:Instructor mix in basic trng unit	7.420E-03	.032	.005	.235	.814
Q23NEW Q23new: Percent of Current Unit Women	4.419E-04	.022	.000	.020	.984
MGIT Male – Gender-Integrated Training	.837	.949	.325	.882	.378
FGIT Female – Gender-Integrated Training	.228	.385	.114	.592	.554
FGST Female – Gender-Segregated Training	-.683	1.024	-.310	-.667	.505
MYOS1 Male – Less than one year	-.203	.142	-.037	-1.430	.153
MYOS3 Male - 3 to 4 years	4.867E-02	.082	.015	.596	.551
MYOS4 Male - 5 to 6 years	-.109	.080	-.038	-1.356	.175
FYOS1 Female – Less than one year	-.114	.116	-.024	-.979	.328
FYOS3 Female - 3 to 4 years	5.177E-02	.082	.017	.632	.528
FYOS4 Female - 5 to 6 years	-4.402E-02	.094	-.017	-.467	.641
FYOS5 Female - 7 to 8 years	-6.745E-02	.132	-.018	-.511	.609
Dependent Variable: Q39C Q39C:Familiar Sexual Harassment policies					
Q01 Q01:Your Service = 4.00 Air Force					

**Dependent Variable, Q40: Understanding of Service policies/regulations on
fraternization
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.917	.557		5.236	.000
Q07 Q07: Highest level of education completed	-4.985E-02	.016	-.059	-3.099	.002
RACEHSP Hispanic	-5.789E-02	.068	-.016	-.851	.395
RACEBLK Black, not Hispanic	5.352E-02	.050	.021	1.066	.287
RACEASN Asian or Pacific Islander	.108	.132	.015	.814	.416
RACENTV Native American	-.186	.090	-.039	-2.082	.037
Q08 Q08: How long in the military	-.174	.027	-.187	-6.565	.000
UNITCS	2.587E-03	.060	.001	.043	.966
UNITCSS	-4.537E-02	.063	-.019	-.718	.473
MALE	.121	.758	.052	.159	.873
GST Gender-Segregated BT	.105	.533	.049	.198	.843
Q13 Q13: How frequently worked with other sex	3.575E-02	.024	.060	1.485	.138
Q14 Q14: Instructor mix in basic trng unit	-2.164E-02	.044	-.013	-.493	.622
Q23NEW Q23new: Percent of Current Unit Women	1.284E-02	.023	.013	.550	.583
MGIT Male – Gender-Integrated Training	-6.882E-02	.536	-.028	-.128	.898
FGIT Female - Gender-Integrated Training	-5.467E-02	.537	-.022	-.102	.919
FGST Female - Gender-Segregated Training	-.224	.761	-.048	-.294	.769
MYOS1 Male - Less than one year	-8.955E-02	.101	-.019	-.886	.376
MYOS3 Male - 3 to 4 years	-7.979E-02	.057	-.028	-1.392	.164
MYOS4 Male - 5 to 6 years	-.153	.076	-.043	-2.025	.043
FYOS1 Female - Less than one year	-8.327E-02	.134	-.012	-.622	.534
FYOS3 Female - 3 to 4 years	.101	.091	.026	1.107	.269
FYOS4 Female - 5 to 6 years	.174	.170	.029	1.025	.306
FYOS5 Female - 7 to 8 years	.204	.190	.030	1.073	.284
Dependent Variable: Q40A Q40A: Understand Fraternization policies					
Q01 Q01: Your Service = 1.00 Army					

**Dependent Variable, Q40: Understanding of Service policies/regulations on fraternization
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.323	.145		15.985	.000
Q07 Q07: Highest level of education completed	-5.207E-02	.017	-.073	-3.119	.002
RACEHSP Hispanic	3.273E-02	.075	.010	.437	.662
RACEBLK Black, not Hispanic	-5.946E-02	.053	-.027	-1.113	.266
RACEASN Asian or Pacific Islander	4.868E-02	.089	.013	.545	.586
RACENTV Native American	2.517E-02	.089	.007	.284	.776
Q08 Q08: How long in the military	-5.435E-02	.024	-.074	-2.260	.024
UNITCS	2.212E-02	.054	.012	.406	.685
UNITCSS	-.109	.106	-.024	-1.032	.302
MALE	.457	.885	.229	.517	.605
GST Gender-Segregated BT	-.248	.880	-.138	-.282	.778
Q13 Q13: How frequently worked with other sex	-2.894E-02	.023	-.048	-1.276	.202
Q14 Q14: Instructor mix in basic trng unit	-8.097E-03	.029	-.008	-.279	.781
Q23NEW Q23new: Percent of Current Unit Women	-4.898E-02	.022	-.064	-2.254	.024
MGIT Male – Gender-Integrated Training	-.185	.883	-.080	-.210	.834
FGST Female - Gender-Segregated Training	.302	.895	.059	.337	.736
MYOS1 Male - Less than one year	-.270	.101	-.074	-2.681	.007
MYOS3 Male - 3 to 4 years	8.386E-03	.064	.003	.130	.896
MYOS4 Male - 5 to 6 years	-9.612E-02	.065	-.039	-1.474	.141
FYOS1 Female - Less than one year	-3.929E-02	.181	-.006	-.217	.828
FYOS2 Female - 1 to 2 years	2.369E-03	.099	.001	.024	.981
FYOS4 Female - 5 to 6 years	-.128	.113	-.032	-1.130	.259
FYOS5 Female - 7 to 8 years	-4.326E-02	.197	-.007	-.220	.826
Dependent Variable: Q40A Q40A: Understand Fraternization policies					
Q01 Q01: Your Service = 2.00 Navy					

**Dependent Variable, Q40: Understanding of Service policies/regulations on
fraternization
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.044	1.025		1.018	.309
Q07 Q07: Highest level of education completed	-2.744E-02	.020	-.031	-1.360	.174
RACEHSP Hispanic	6.703E-03	.057	.003	.118	.906
RACEBLK Black, not Hispanic	.164	.073	.053	2.251	.024
RACEASN Asian or Pacific Islander	.138	.132	.024	1.049	.294
RACENTV Native American	1.443E-02	.110	.003	.131	.895
Q08 Q08: How long in the military	-8.881E-02	.036	-.084	-2.477	.013
UNITCS	1.695E-02	.068	.009	.248	.804
UNITCSS	1.036E-02	.067	.005	.154	.878
MALE	.475	1.379	.205	.344	.731
GST Gender-Segregated BT	1.041	.966	.202	1.078	.281
Q13 Q13: How frequently worked with other sex	-6.188E-02	.047	-.033	-1.323	.186
Q14 Q14: Instructor mix in basic trng unit	.178	.054	.279	3.274	.001
Q23NEW Q23new: Percent of Current Unit Women	-4.730E-02	.030	-.039	-1.559	.119
MGIT Male - Gender-Integrated Training	.746	.977	.117	.763	.445
FGIT Female - Gender-Integrated Training	.904	.988	.101	.915	.360
FGST Female - Gender-Segregated Training	-.302	1.366	-.127	-.221	.825
MYOS1 Male - Less than one year	-.160	.133	-.031	-1.204	.229
MYOS3 Male - 3 to 4 years	3.892E-02	.059	.018	.663	.507
MYOS4 Male - 5 to 6 years	-.197	.104	-.055	-1.904	.057
FYOS1 Female - Less than one year	-.319	.212	-.036	-1.506	.132
FYOS3 Female - 3 to 4 years	-2.780E-02	.108	-.008	-.256	.798
FYOS4 Female - 5 to 6 years	.194	.191	.027	1.014	.311
FYOS5 Female - 7 to 8 years	-.340	.288	-.030	-1.181	.238
Dependent Variable: Q40A Q40A: Understand Fraternization policies					
Q01 Q01: Your Service = 3.00 Marine Corps					

**Dependent Variable, Q40: Understanding of Service policies/regulations on fraternization
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.233	.418		5.345	.000
Q07 Q07: Highest level of education completed	-3.383E-02	.018	-.041	-1.852	.064
RACEHSP Hispanic	4.547E-02	.079	.012	.577	.564
RACEBLK Black, not Hispanic	.162	.062	.057	2.622	.009
RACEASN Asian or Pacific Islander	4.775E-02	.110	.009	.433	.665
RACENTV Native American	.102	.094	.023	1.088	.277
Q08 Q08: How long in the military	-6.551E-02	.034	-.080	-1.951	.051
UNITCS	-1.604E-03	.056	-.001	-.029	.977
UNITCSS	-.169	.056	-.066	-3.010	.003
MALE	-.844	1.050	-.430	-.803	.422
GST Gender-Segregated BT	.947	.972	.489	.974	.330
Q13 Q13: How frequently worked with other sex	5.867E-02	.019	.078	3.133	.002
Q14 Q14: Instructor mix in basic trng unit	-2.649E-02	.032	-.018	-.819	.413
Q23NEW Q23new: Percent of Current Unit Women	9.546E-03	.023	.009	.416	.677
MGIT Male - Gender-Integrated Training	.986	.973	.372	1.013	.311
FGIT Female - Gender-Integrated Training	.145	.394	.070	.367	.714
FGST Female - Gender-Segregated Training	-.932	1.049	-.412	-.888	.374
MYOS1 Male - Less than one year	-.226	.146	-.040	-1.553	.121
MYOS3 Male - 3 to 4 years	8.376E-02	.084	.024	.998	.319
MYOS4 Male - 5 to 6 years	-.106	.082	-.036	-1.295	.195
FYOS1 Female - Less than one year	-.198	.119	-.040	-1.657	.098
FYOS3 Female - 3 to 4 years	8.756E-03	.084	.003	.104	.917
FYOS4 Female - 5 to 6 years	-7.812E-02	.096	-.029	-.810	.418
FYOS5 Female - 7 to 8 years	-.159	.135	-.042	-1.175	.240
Dependent Variable: Q40A Q40A: Understand Fraternization policies					
Q01 Q01: Your Service = 4.00 Air Force					

**Dependent Variable, Q40: Understanding of Service policies/regulations on adultery
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.764	.579		4.776	.000
Q07 Q07: Highest level of education completed	-5.133E-02	.017	-.059	-3.069	.002
RACEHSP Hispanic	-3.306E-02	.071	-.009	-.468	.640
RACEBLK Black, not Hispanic	8.045E-02	.052	.030	1.538	.124
RACEASN Asian or Pacific Islander	.261	.138	.035	1.899	.058
RACENTV Native American	-.209	.092	-.042	-2.258	.024
Q08 Q08: How long in the military	-.151	.028	-.157	-5.474	.000
UNITCS	2.827E-02	.063	.012	.450	.652
UNITCSS	-4.212E-02	.066	-.017	-.640	.522
MALE	.224	.788	.093	.285	.776
GST Gender-Segregated BT	-.215	.554	-.096	-.388	.698
Q13 Q13: How frequently worked with other sex	5.324E-02	.025	.086	2.124	.034
Q14 Q14: Instructor mix in basic trng unit	3.162E-02	.046	.018	.693	.488
Q23NEW Q23new: Percent of Current Unit Women	8.679E-03	.024	.009	.358	.720
MGIT Male – Gender-Integrated Training	-.233	.557	-.090	-.419	.676
FGIT Female - Gender-Integrated Training	-8.213E-02	.558	-.032	-.147	.883
FGST Female - Gender-Segregated Training	-3.880E-02	.790	-.008	-.049	.961
MYOS1 Male - Less than one year	1.259E-02	.105	.003	.120	.905
MYOS3 Male - 3 to 4 years	-5.416E-02	.060	-.019	-.909	.363
MYOS4 Male - 5 to 6 years	-.121	.078	-.033	-1.544	.123
FYOS1 Female - Less than one year	.131	.139	.019	.944	.345
FYOS3 Female - 3 to 4 years	5.023E-02	.095	.013	.527	.598
FYOS4 Female - 5 to 6 years	.209	.176	.034	1.183	.237
FYOS5 Female - 7 to 8 years	5.042E-02	.197	.007	.256	.798
Dependent Variable: Q40B Q40B: Understand Adultery policies					
Q01 Q01: Your Service = 1.00 Army					

**Dependent Variable, Q40: Understanding of Service policies/regulations on adultery
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.675	.178		14.991	.000
Q07 Q07:Highest level of education completed	-2.229E-02	.021	-.026	-1.086	.278
RACEHSP Hispanic	-5.755E-03	.092	-.001	-.063	.950
RACEBLK Black, not Hispanic	-.110	.066	-.041	-1.678	.094
RACEASN Asian or Pacific Islander	8.490E-03	.110	.002	.077	.938
RACENTV Native American	-.104	.109	-.022	-.956	.339
Q08 Q08:How long in the military	-8.193E-02	.030	-.092	-2.773	.006
UNITCS	-3.992E-02	.067	-.018	-.596	.551
UNITCSS	-7.414E-02	.130	-.014	-.571	.568
MALE	.136	1.086	.056	.125	.901
GST Gender-Segregated BT	5.673E-02	1.080	.026	.053	.958
Q13 Q13:How frequently worked with other sex	-4.177E-02	.028	-.057	-1.500	.134
Q14 Q14:Instructor mix in basic trng unit	-2.607E-02	.036	-.020	-.731	.465
Q23NEW Q23new: Percent of Current Unit Women	-2.571E-02	.027	-.027	-.963	.336
MGIT Male – Gender-Integrated Training	6.375E-02	1.084	.022	.059	.953
FGST Female - Gender-Segregated Training	-6.772E-02	1.098	-.011	-.062	.951
MYOS1 Male - Less than one year	-.308	.124	-.070	-2.491	.013
MYOS3 Male - 3 to 4 years	-2.802E-02	.079	-.009	-.354	.724
MYOS4 Male - 5 to 6 years	-.107	.080	-.035	-1.335	.182
FYOS1 Female - Less than one year	.226	.222	.026	1.018	.309
FYOS2 Female - 1 to 2 years	3.444E-02	.122	.009	.283	.777
FYOS4 Female - 5 to 6 years	-.107	.139	-.022	-.772	.440
FYOS5 Female - 7 to 8 years	5.851E-02	.242	.008	.242	.809
Dependent Variable: Q40B Q40B:Understand Adultery policies					
Q01 Q01:Your Service = 2.00 Navy					

**Dependent Variable, Q40: Understanding of Service policies/regulations on adultery
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.810	1.115		1.623	.105
Q07 Q07: Highest level of education completed	-4.172E-02	.022	-.044	-1.900	.058
RACEHSP Hispanic	-7.253E-02	.062	-.028	-1.176	.240
RACEBLK Black, not Hispanic	.154	.079	.046	1.942	.052
RACEASN Asian or Pacific Islander	9.009E-02	.142	.015	.634	.526
RACENTV Native American	6.764E-02	.119	.013	.567	.571
Q08 Q08: How long in the military	-.139	.039	-.121	-3.577	.000
UNITCS	1.446E-02	.074	.007	.195	.846
UNITCSS	-4.385E-02	.073	-.021	-.598	.550
MALE	.347	1.499	.138	.232	.817
GST Gender-Segregated BT	.953	1.050	.169	.908	.364
Q13 Q13: How frequently worked with other sex	-.111	.051	-.055	-2.189	.029
Q14 Q14: Instructor mix in basic trng unit	.129	.060	.186	2.151	.032
Q23NEW Q23new: Percent of Current Unit Women	-5.958E-02	.033	-.045	-1.805	.071
MGIT Male - Gender-Integrated Training	.761	1.062	.110	.717	.473
FGIT Female - Gender-Integrated Training	.878	1.075	.088	.817	.414
FGST Female - Gender-Segregated Training	-.178	1.485	-.069	-.120	.905
MYOS1 Male - Less than one year	-.197	.145	-.035	-1.360	.174
MYOS3 Male - 3 to 4 years	4.886E-02	.064	.021	.766	.444
MYOS4 Male - 5 to 6 years	-.144	.112	-.037	-1.277	.202
FYOS1 Female - Less than one year	-.360	.230	-.038	-1.562	.119
FYOS3 Female - 3 to 4 years	-1.828E-02	.118	-.005	-.155	.877
FYOS4 Female - 5 to 6 years	.169	.208	.021	.812	.417
FYOS5 Female - 7 to 8 years	-.230	.313	-.019	-.736	.462
Dependent Variable: Q40B Q40B: Understand Adultery policies					
Q01 Q01: Your Service = 3.00 Marine Corps					

**Dependent Variable, Q40: Understanding of Service policies/regulations on adultery
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.493	.436		5.716	.000
Q07 Q07:Highest level of education completed	-2.849E-02	.019	-.033	-1.494	.135
RACEHSP Hispanic	.120	.082	.032	1.462	.144
RACEBLK Black, not Hispanic	.144	.065	.049	2.223	.026
RACEASN Asian or Pacific Islander	9.395E-02	.115	.018	.817	.414
RACENTV Native American	6.692E-02	.098	.015	.682	.495
Q08 Q08:How long in the military	-7.029E-02	.035	-.083	-2.005	.045
UNITCS	-2.029E-02	.058	-.008	-.349	.727
UNITCSS	-.150	.059	-.056	-2.550	.011
MALE	-1.357	1.097	-.665	-1.237	.216
GST Gender-Segregated BT	1.193	1.015	.592	1.175	.240
Q13 Q13:How frequently worked with other sex	5.612E-02	.020	.071	2.873	.004
Q14 Q14:Instructor mix in basic trng unit	-6.910E-03	.034	-.004	-.205	.838
Q23NEW Q23new: Percent of Current Unit Women	1.025E-02	.024	.010	.428	.668
MGIT Male – Gender-Integrated Training	1.227	1.015	.445	1.208	.227
FGIT Female – Gender-Integrated Training	-.209	.412	-.097	-.507	.613
FGST Female – Gender-Segregated Training	-1.565	1.095	-.664	-1.429	.153
MYOS1 Male – Less than one year	-.103	.152	-.017	-.675	.500
MYOS3 Male - 3 to 4 years	-2.700E-02	.088	-.008	-.308	.758
MYOS4 Male - 5 to 6 years	-9.707E-02	.086	-.031	-1.132	.258
FYOS1 Female – Less than one year	-5.883E-02	.125	-.012	-.472	.637
FYOS3 Female - 3 to 4 years	-6.710E-03	.088	-.002	-.077	.939
FYOS4 Female - 5 to 6 years	5.748E-04	.101	.000	.006	.995
FYOS5 Female - 7 to 8 years	-7.017E-02	.141	-.018	-.497	.619
Dependent Variable: Q40B Q40B:Understand Adultery policies					
Q01 Q01:Your Service = 4.00 Air Force					

**Dependent Variable, Q40: Understanding of Service policies/regulations on harassment
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.629	.536		4.905	.000
Q07 Q07: Highest level of education completed	-3.757E-02	.015	-.047	-2.428	.015
RACEHSP Hispanic	2.037E-02	.066	.006	.311	.756
RACEBLK Black, not Hispanic	6.462E-02	.048	.027	1.337	.181
RACEASN Asian or Pacific Islander	.104	.127	.015	.813	.416
RACENTV Native American	-.116	.086	-.026	-1.355	.176
Q08 Q08: How long in the military	-.117	.026	-.132	-4.585	.000
UNITCS	-3.323E-02	.058	-.015	-.572	.567
UNITCSS	-1.299E-02	.061	-.006	-.214	.831
MALE	-.194	.729	-.087	-.266	.790
GST Gender-Segregated BT	3.282E-03	.513	.002	.006	.995
Q13 Q13: How frequently worked with other sex	2.945E-02	.023	.052	1.266	.206
Q14 Q14: Instructor mix in basic trng unit	2.620E-02	.042	.016	.621	.535
Q23NEW Q23new: Percent of Current Unit Women	-9.889E-04	.022	-.001	-.044	.965
MGIT Male – Gender-Integrated Training	-7.942E-02	.515	-.033	-.154	.878
FGIT Female - Gender-Integrated Training	-.295	.517	-.124	-.571	.568
FGST Female - Gender-Segregated Training	-.458	.732	-.103	-.626	.532
MYOS1 Male - Less than one year	6.347E-02	.097	.014	.654	.513
MYOS3 Male - 3 to 4 years	2.027E-02	.055	.008	.368	.713
MYOS4 Male - 5 to 6 years	-7.227E-02	.073	-.021	-.996	.319
FYOS1 Female - Less than one year	-.136	.128	-.022	-1.061	.289
FYOS3 Female - 3 to 4 years	6.866E-02	.088	.019	.778	.436
FYOS4 Female - 5 to 6 years	.244	.163	.043	1.494	.135
FYOS5 Female - 7 to 8 years	8.933E-02	.183	.014	.489	.625
Dependent Variable: Q40C Q40C: Understand Sex Harassment policies					
Q01 Q01: Your Service = 1.00 Army					

**Dependent Variable, Q40: Understanding of Service policies/regulations on harassment
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.203	.146		15.117	.000
Q07 Q07:Highest level of education completed	-4.467E-02	.017	-.063	-2.669	.008
RACEHSP Hispanic	.132	.075	.041	1.759	.079
RACEBLK Black, not Hispanic	-9.147E-03	.054	-.004	-.171	.864
RACEASN Asian or Pacific Islander	.102	.090	.027	1.144	.253
RACENTV Native American	5.702E-02	.089	.015	.641	.521
Q08 Q08:How long in the military	-6.839E-02	.024	-.094	-2.834	.005
UNITCS	4.795E-02	.055	.026	.877	.381
UNITCSS	-9.331E-02	.106	-.021	-.880	.379
MALE	.454	.887	.228	.512	.609
GST Gender-Segregated BT	-.349	.882	-.194	-.395	.693
Q13 Q13:How frequently worked with other sex	-9.835E-03	.023	-.016	-.433	.665
Q14 Q14:Instructor mix in basic trng unit	1.790E-02	.029	.017	.615	.539
Q23NEW Q23new: Percent of Current Unit Women	-3.499E-02	.022	-.046	-1.604	.109
MGIT Male – Gender-Integrated Training	-.314	.885	-.135	-.355	.723
FGST Female - Gender-Segregated Training	.303	.897	.060	.337	.736
MYOS1 Male - Less than one year	-.295	.101	-.081	-2.917	.004
MYOS3 Male - 3 to 4 years	1.775E-02	.065	.007	.275	.784
MYOS4 Male - 5 to 6 years	-4.887E-02	.065	-.020	-.747	.455
FYOS1 Female - Less than one year	-.221	.181	-.031	-1.216	.224
FYOS2 Female - 1 to 2 years	5.601E-04	.099	.000	.006	.996
FYOS4 Female - 5 to 6 years	-.162	.113	-.040	-1.432	.152
FYOS5 Female - 7 to 8 years	-8.860E-02	.197	-.015	-.449	.654
Dependent Variable: Q40C Q40C:Understand Sex Harassment policies					
Q01 Q01:Your Service = 2.00 Navy					

**Dependent Variable, Q40: Understanding of Service policies/regulations on harassment
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.218	1.037		1.174	.240
Q07 Q07: Highest level of education completed	-9.719E-03	.020	-.011	-.476	.634
RACEHSP Hispanic	1.430E-02	.057	.006	.249	.803
RACEBLK Black, not Hispanic	.140	.074	.045	1.901	.057
RACEASN Asian or Pacific Islander	.123	.133	.021	.922	.356
RACENTV Native American	-7.305E-02	.111	-.015	-.658	.511
Q08 Q08: How long in the military	-.117	.036	-.109	-3.234	.001
UNITCS	-.119	.069	-.059	-1.723	.085
UNITCSS	-.127	.068	-.064	-1.853	.064
MALE	.650	1.395	.277	.466	.641
GST Gender-Segregated BT	.872	.977	.167	.893	.372
Q13 Q13: How frequently worked with other sex	-.104	.047	-.055	-2.192	.028
Q14 Q14: Instructor mix in basic trng unit	.190	.055	.294	3.455	.001
Q23NEW Q23new: Percent of Current Unit Women	-4.548E-02	.031	-.037	-1.483	.138
MGIT Male - Gender-Integrated Training	.661	.988	.103	.668	.504
FGIT Female - Gender-Integrated Training	.910	.999	.101	.911	.363
FGST Female - Gender-Segregated Training	-.182	1.382	-.076	-.132	.895
MYOS1 Male - Less than one year	-.241	.135	-.046	-1.786	.074
MYOS3 Male - 3 to 4 years	4.501E-02	.059	.021	.758	.449
MYOS4 Male - 5 to 6 years	-.189	.105	-.052	-1.805	.071
FYOS1 Female - Less than one year	-.415	.211	-.048	-1.968	.049
FYOS3 Female - 3 to 4 years	3.980E-02	.110	.011	.362	.717
FYOS4 Female - 5 to 6 years	.144	.193	.020	.746	.456
FYOS5 Female - 7 to 8 years	-5.034E-02	.291	-.004	-.173	.863
Dependent Variable: Q40C Q40C: Understand Sex Harassment policies					
Q01 Q01: Your Service = 3.00 Marine Corps					

**Dependent Variable, Q40: Understanding of Service policies/regulations on harassment
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.086	.389		5.366	.000
Q07 Q07:Highest level of education completed	-2.551E-02	.017	-.034	-1.502	.133
RACEHSP Hispanic	.140	.073	.041	1.903	.057
RACEBLK Black, not Hispanic	4.826E-02	.057	.018	.840	.401
RACEASN Asian or Pacific Islander	.182	.103	.038	1.778	.076
RACENTV Native American	-6.818E-03	.087	-.002	-.078	.938
Q08 Q08:How long in the military	-2.419E-02	.031	-.032	-.772	.440
UNITCS	8.558E-05	.052	.000	.002	.999
UNITCSS	-7.326E-02	.052	-.031	-1.400	.162
MALE	-.991	.978	-.547	-1.013	.311
GST Gender-Segregated BT	.845	.905	.473	.934	.351
Q13 Q13:How frequently worked with other sex	4.724E-02	.017	.068	2.712	.007
Q14 Q14:Instructor mix in basic trng unit	-1.410E-02	.030	-.010	-.469	.639
Q23NEW Q23new: Percent of Current Unit Women	-4.937E-04	.021	-.001	-.023	.982
MGIT Male - Gender-Integrated Training	.849	.905	.347	.938	.349
FGIT Female - Gender-Integrated Training	-.152	.367	-.080	-.414	.679
FGST Female - Gender-Segregated Training	-1.099	.977	-.527	-1.126	.260
MYOS1 Male - Less than one year	-.202	.136	-.038	-1.486	.137
MYOS3 Male - 3 to 4 years	8.339E-03	.078	.003	.107	.915
MYOS4 Male - 5 to 6 years	-.120	.077	-.044	-1.567	.117
FYOS1 Female - Less than one year	-.160	.111	-.035	-1.438	.151
FYOS3 Female - 3 to 4 years	-2.463E-03	.078	-.001	-.032	.975
FYOS4 Female - 5 to 6 years	-5.037E-02	.090	-.021	-.561	.575
FYOS5 Female - 7 to 8 years	-7.728E-02	.126	-.022	-.614	.539
Dependent Variable: Q40C Q40C:Understand Sex Harassment policies					
Q01 Q01:Your Service = 4.00 Air Force					

**Dependent Variable, Q20: Change in physical conditioning, pre-post basic training
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.985	.542		-3.666	.000
Q07: Highest level of education completed	3.325E-02	.016	.041	2.119	.034
Hispanic	-4.288E-02	.066	-.012	-.645	.519
Black, not Hispanic	.113	.049	.046	2.304	.021
Asian or Pacific Islander	-3.874E-03	.130	-.001	-.030	.976
Native American	-2.317E-02	.087	-.005	-.267	.789
Q08: How long in the military	4.411E-02	.026	.049	1.704	.088
UNITCS	-.127	.054	-.058	-2.334	.020
UNITCSS	-.112	.056	-.049	-2.005	.045
MALE	.253	.795	.113	.319	.750
Gender-Segregated BT	.386	.599	.186	.644	.519
Q13: How frequently worked with other sex	2.880E-02	.024	.050	1.223	.221
Q14: Instructor mix in basic trng unit	7.119E-04	.043	.000	.017	.987
Male - Gender-Integrated Training	.531	.600	.221	.885	.376
Female - Gender-Integrated Training	.645	.523	.270	1.233	.218
Female - Gender-Segregated Training	.114	.798	.026	.143	.886
Male - Less than one year	-.121	.099	-.027	-1.217	.224
Male - 3 to 4 years	3.311E-02	.056	.012	.593	.553
Male - 5 to 6 years	-8.748E-03	.074	-.003	-.118	.906
Female - Less than one year	.161	.129	.026	1.249	.212
Female - 3 to 4 years	-.114	.089	-.031	-1.280	.201
Female - 5 to 6 years	7.717E-02	.165	.013	.467	.640
Female - 7 to 8 years	-.243	.183	-.038	-1.330	.184
Dependent Variable: BT Change: Physical Conditioning					
Q01: Your Service = Army					

**Dependent Variable, Q20: Change in physical conditioning, pre-post basic training
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.034	.177		-5.841	.000
Q07: Highest level of education completed	3.831E-02	.020	.043	1.880	.060
Hispanic	.242	.092	.060	2.628	.009
Black, not Hispanic	-7.881E-02	.066	-.028	-1.202	.229
Asian or Pacific Islander	-.242	.110	-.050	-2.200	.028
Native American	-2.172E-02	.106	-.005	-.204	.838
Q08: How long in the military	-1.429E-02	.029	-.016	-.491	.623
UNITCS	.100	.059	.044	1.700	.089
UNITCSS	.231	.130	.041	1.782	.075
MALE	.786	1.100	.317	.715	.475
Gender-Segregated BT	-.573	1.094	-.256	-.524	.600
Q13: How frequently worked with other sex	3.726E-02	.028	.050	1.328	.184
Q14: Instructor mix in basic trng unit	-2.008E-02	.036	-.015	-.561	.575
Male - Gender-Integrated Training	-.429	1.097	-.148	-.391	.696
Female - Gender-Segregated Training	.720	1.112	.113	.647	.518
Male - Less than one year	-.267	.118	-.062	-2.272	.023
Male - 3 to 4 years	.159	.079	.051	2.013	.044
Male - 5 to 6 years	.143	.081	.045	1.762	.078
Female - Less than one year	-7.847E-02	.207	-.010	-.380	.704
Female - 1 to 2 years	.161	.121	.039	1.329	.184
Female - 5 to 6 years	.170	.141	.033	1.200	.230
Female - 7 to 8 years	-4.137E-02	.244	-.005	-.170	.865
Dependent Variable: BT Change: Physical Conditioning					
Q01: Your Service = Navy					

**Dependent Variable, Q20: Change in physical conditioning, pre-post basic training
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.375	1.172		-1.173	.241
Q07: Highest level of education completed	3.445E-02	.023	.034	1.484	.138
Hispanic	-.109	.065	-.040	-1.668	.095
Black, not Hispanic	.123	.084	.035	1.471	.141
Asian or Pacific Islander	-.206	.150	-.032	-1.376	.169
Native American	.116	.127	.021	.909	.363
Q08: How long in the military	-6.063E-02	.041	-.050	-1.470	.142
UNITCS	-.290	.075	-.127	-3.866	.000
UNITCSS	-.396	.074	-.177	-5.344	.000
MALE	-.183	1.578	-.069	-.116	.908
Gender-Segregated BT	.766	1.106	.129	.693	.489
Q13: How frequently worked with other sex	2.340E-02	.054	.011	.430	.668
Q14: Instructor mix in basic trng unit	-4.278E-02	.061	-.059	-.699	.485
Male - Gender-Integrated Training	1.159	1.118	.160	1.037	.300
Female - Gender-Integrated Training	1.294	1.132	.124	1.143	.253
Female - Gender-Segregated Training	.199	1.564	.074	.128	.899
Male - Less than one year	-2.903E-03	.154	.000	-.019	.985
Male - 3 to 4 years	6.747E-02	.067	.028	1.001	.317
Male - 5 to 6 years	-6.538E-02	.119	-.016	-.550	.582
Female - Less than one year	-.273	.243	-.027	-1.124	.261
Female - 3 to 4 years	-3.281E-02	.124	-.008	-.264	.792
Female - 5 to 6 years	-.341	.219	-.041	-1.556	.120
Female - 7 to 8 years	1.420E-02	.330	.001	.043	.966
Dependent Variable: BT Change: Physical Conditioning					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q20: Change in physical conditioning, pre-post basic training
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.000	.462		-2.165	.031
Q07: Highest level of education completed	9.331E-03	.020	.010	.462	.644
Hispanic	-.134	.087	-.033	-1.541	.123
Black, not Hispanic	-8.812E-02	.068	-.028	-1.298	.194
Asian or Pacific Islander	-2.721E-02	.121	-.005	-.224	.823
Native American	-.138	.104	-.028	-1.329	.184
Q08: How long in the military	1.642E-02	.037	.018	.442	.658
UNITCS	5.334E-02	.060	.019	.895	.371
UNITCSS	-.109	.062	-.038	-1.761	.078
MALE	3.919E-02	1.165	.018	.034	.973
Gender-Segregated BT	.135	1.079	.063	.125	.901
Q13: How frequently worked with other sex	2.580E-02	.021	.031	1.254	.210
Q14: Instructor mix in basic trng unit	3.640E-02	.036	.022	1.022	.307
Male - Gender-Integrated Training	9.367E-02	1.079	.032	.087	.931
Female - Gender-Integrated Training	-8.666E-03	.437	-.004	-.020	.984
Female - Gender-Segregated Training	-.122	1.164	-.049	-.105	.916
Male - Less than one year	-.134	.163	-.021	-.819	.413
Male - 3 to 4 years	7.660E-02	.093	.020	.823	.410
Male - 5 to 6 years	.246	.091	.074	2.698	.007
Female - Less than one year	-.247	.130	-.047	-1.904	.057
Female - 3 to 4 years	-5.157E-03	.092	-.002	-.056	.955
Female - 5 to 6 years	.124	.106	.042	1.167	.243
Female - 7 to 8 years	-9.246E-02	.149	-.022	-.619	.536
Dependent Variable: BT Change: Physical Conditioning					
Q01: Your Service = Air Force					

**Dependent Variable, Q20: Change in values, pre-post basic training
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.799	.527		-1.515	.130
Q07: Highest level of education completed	4.097E-02	.015	.052	2.660	.008
Hispanic	1.697E-02	.066	.005	.258	.796
Black, not Hispanic	4.899E-02	.048	.021	1.017	.309
Asian or Pacific Islander	.228	.127	.034	1.803	.071
Native American	.153	.085	.034	1.794	.073
Q08: How long in the military	3.463E-02	.025	.040	1.361	.174
UNITCS	-.148	.054	-.069	-2.754	.006
UNITCSS	-.170	.055	-.076	-3.074	.002
MALE	-.166	.774	-.076	-.215	.830
Gender-Segregated BT	-.848	.583	-.420	-1.456	.145
Q13: How frequently worked with other sex	4.518E-02	.023	.081	1.952	.051
Q14: Instructor mix in basic trng unit	8.053E-02	.042	.051	1.937	.053
Male - Gender-Integrated Training	-.636	.584	-.271	-1.088	.277
Female – Gender-Integrated Training	-.830	.509	-.358	-1.630	.103
Female – Gender-Segregated Training	-.356	.777	-.082	-.458	.647
Male - Less than one year	-.117	.097	-.027	-1.207	.227
Male - 3 to 4 years	5.392E-03	.055	.002	.098	.922
Male - 5 to 6 years	-.104	.073	-.031	-1.427	.154
Female - Less than one year	-.218	.126	-.036	-1.729	.084
Female - 3 to 4 years	-7.923E-02	.087	-.022	-.909	.363
Female - 5 to 6 years	7.497E-02	.163	.013	.461	.645
Female - 7 to 8 years	-.142	.179	-.023	-.794	.427
Dependent Variable: BT Change: Military Values					
Q01: Your Service = Army					

**Dependent Variable, Q20: Change in values, pre-post basic training
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.512	.170		-8.882	.000
Q07: Highest level of education completed	3.370E-02	.020	.040	1.727	.084
Hispanic	-7.035E-02	.088	-.018	-.797	.426
Black, not Hispanic	-1.658E-02	.063	-.006	-.264	.792
Asian or Pacific Islander	-2.706E-02	.106	-.006	-.256	.798
Native American	.296	.101	.067	2.924	.003
Q08: How long in the military	-2.429E-02	.028	-.028	-.874	.382
UNITCS	-4.774E-02	.057	-.022	-.844	.399
UNITCSS	2.281E-02	.125	.004	.182	.855
MALE	1.054	1.048	.448	1.006	.315
Gender-Segregated BT	-.845	1.042	-.397	-.810	.418
Q13: How frequently worked with other sex	-9.041E-03	.027	-.013	-.337	.736
Q14: Instructor mix in basic trng unit	-1.087E-02	.034	-.009	-.317	.751
Male - Gender-Integrated Training	-.856	1.046	-.312	-.819	.413
Female - Gender-Segregated Training	.784	1.060	.130	.740	.460
Male - Less than one year	-.137	.112	-.034	-1.225	.221
Male - 3 to 4 years	.163	.076	.055	2.148	.032
Male - 5 to 6 years	.181	.078	.060	2.318	.021
Female - Less than one year	-.335	.197	-.044	-1.698	.090
Female - 1 to 2 years	4.290E-02	.116	.011	.371	.710
Female - 5 to 6 years	.190	.135	.039	1.409	.159
Female - 7 to 8 years	-6.166E-02	.232	-.009	-.265	.791
Dependent Variable: BT Change: Military Values					
Q01: Your Service = Navy					

**Dependent Variable, Q20: Change in values, pre-post basic training
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-3.581	1.184		-3.024	.003
Q07: Highest level of education completed	6.946E-02	.024	.068	2.949	.003
Hispanic	-7.539E-02	.066	-.027	-1.141	.254
Black, not Hispanic	5.871E-02	.085	.016	.689	.491
Asian or Pacific Islander	4.309E-02	.151	.007	.285	.775
Native American	.321	.128	.058	2.499	.013
Q08: How long in the military	-8.124E-02	.042	-.065	-1.941	.052
UNITCS	-.157	.077	-.068	-2.048	.041
UNITCSS	-.274	.076	-.120	-3.633	.000
MALE	2.455	1.593	.911	1.541	.124
Gender-Segregated BT	-.383	1.116	-.064	-.343	.731
Q13: How frequently worked with other sex	-2.423E-02	.056	-.011	-.433	.665
Q14: Instructor mix in basic trng unit	-4.578E-02	.062	-.062	-.740	.460
Male - Gender-Integrated Training	.103	1.129	.014	.091	.927
Female - Gender-Integrated Training	3.134	1.142	.298	2.743	.006
Female - Gender-Segregated Training	2.550	1.579	.928	1.615	.106
Male - Less than one year	.144	.160	.023	.904	.366
Male - 3 to 4 years	.178	.068	.073	2.609	.009
Male - 5 to 6 years	6.903E-02	.122	.016	.568	.570
Female - Less than one year	.454	.254	.043	1.786	.074
Female - 3 to 4 years	.107	.126	.027	.850	.395
Female - 5 to 6 years	7.400E-02	.223	.009	.331	.741
Female - 7 to 8 years	-.313	.343	-.023	-.913	.361
Dependent Variable: BT Change: Military Values					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q20: Change in values, pre-post basic training
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.539	.444		-3.467	.001
Q07: Highest level of education completed	1.641E-02	.019	.019	.842	.400
Hispanic	-.102	.084	-.026	-1.214	.225
Black, not Hispanic	6.250E-02	.066	.021	.948	.343
Asian or Pacific Islander	.285	.117	.053	2.445	.015
Native American	1.966E-05	.100	.000	.000	1.000
Q08: How long in the military	1.384E-02	.036	.016	.387	.699
UNITCS	9.800E-03	.057	.004	.170	.865
UNITCSS	-9.419E-02	.060	-.035	-1.569	.117
MALE	.595	1.119	.287	.532	.595
Gender-Segregated BT	-.513	1.036	-.251	-.495	.621
Q13: How frequently worked with other sex	-2.830E-02	.020	-.036	-1.418	.156
Q14: Instructor mix in basic trng unit	2.593E-02	.035	.017	.751	.453
Male - Gender-Integrated Training	-.562	1.036	-.200	-.542	.588
Female - Gender-Integrated Training	-7.843E-02	.420	-.036	-.187	.852
Female - Gender-Segregated Training	.487	1.118	.204	.436	.663
Male - Less than one year	.197	.158	.032	1.248	.212
Male - 3 to 4 years	-1.214E-02	.090	-.003	-.136	.892
Male - 5 to 6 years	-8.740E-02	.088	-.028	-.993	.321
Female - Less than one year	-.179	.127	-.035	-1.408	.159
Female - 3 to 4 years	-9.284E-02	.089	-.029	-1.042	.298
Female - 5 to 6 years	-.165	.103	-.059	-1.602	.109
Female - 7 to 8 years	-.159	.144	-.039	-1.103	.270
Dependent Variable: BT Change: Military Values					
Q01: Your Service = Air Force					

**Dependent Variable, Q20: Change in commitment, pre-post basic training
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.260	.626		-.415	.678
Q07: Highest level of education completed	1.886E-02	.016	.023	1.174	.240
Hispanic	-9.685E-02	.068	-.028	-1.423	.155
Black, not Hispanic	-3.355E-02	.050	-.014	-.668	.504
Asian or Pacific Islander	.119	.133	.017	.898	.369
Native American	.107	.089	.023	1.207	.227
Q08: How long in the military	-1.692E-02	.026	-.019	-.639	.523
UNITCS	-.193	.056	-.087	-3.453	.001
UNITCSS	-.224	.058	-.097	-3.890	.000
MALE	-.681	.862	-.300	-.790	.429
Gender-Segregated BT	-.317	.607	-.151	-.522	.602
Q13: How frequently worked with other sex	4.624E-02	.024	.080	1.907	.057
Q14: Instructor mix in basic trng unit	9.252E-02	.044	.057	2.122	.034
Male - Gender-Integrated Training	-.100	.609	-.041	-.165	.869
Female - Gender-Integrated Training	-.731	.612	-.302	-1.195	.232
Female - Gender-Segregated Training	-.555	.865	-.123	-.642	.521
Male - Less than one year	-7.054E-02	.102	-.016	-.694	.488
Male - 3 to 4 years	3.148E-02	.057	.012	.551	.582
Male - 5 to 6 years	-2.274E-02	.076	-.006	-.299	.765
Female - Less than one year	-.212	.133	-.033	-1.599	.110
Female - 3 to 4 years	-.139	.091	-.037	-1.525	.127
Female - 5 to 6 years	-.135	.169	-.023	-.799	.425
Female - 7 to 8 years	-.238	.187	-.037	-1.277	.202
Dependent Variable: BT Change: Commitment/Cohesion					
Q01: Your Service = Army					

**Dependent Variable, Q20: Change in commitment, pre-post basic training
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.922	.179		-5.158	.000
Q07: Highest level of education completed	2.543E-02	.021	.029	1.237	.216
Hispanic	-.106	.093	-.027	-1.142	.254
Black, not Hispanic	-.203	.066	-.073	-3.047	.002
Asian or Pacific Islander	-6.463E-02	.112	-.013	-.579	.563
Native American	.109	.108	.023	1.015	.310
Q08: How long in the military	-1.627E-02	.029	-.018	-.556	.578
UNITCS	-.135	.060	-.060	-2.270	.023
UNITCSS	-.211	.130	-.038	-1.625	.104
MALE	.503	1.099	.204	.458	.647
Gender-Segregated BT	-.440	1.093	-.198	-.403	.687
Q13: How frequently worked with other sex	-1.576E-02	.028	-.021	-.557	.577
Q14: Instructor mix in basic trng unit	-2.339E-02	.036	-.018	-.649	.516
Male - Gender-Integrated Training	-.409	1.096	-.143	-.373	.709
Female - Gender-Segregated Training	.493	1.112	.078	.444	.657
Male - Less than one year	-.190	.119	-.044	-1.602	.109
Male - 3 to 4 years	.167	.080	.053	2.083	.037
Male - 5 to 6 years	.182	.083	.058	2.208	.027
Female - Less than one year	-.477	.210	-.059	-2.275	.023
Female - 1 to 2 years	.167	.122	.041	1.369	.171
Female - 5 to 6 years	-4.584E-02	.142	-.009	-.323	.747
Female - 7 to 8 years	-.177	.246	-.024	-.719	.472
Dependent Variable: BT Change: Commitment/Cohesion					
Q01: Your Service = Navy					

**Dependent Variable, Q20: Change in commitment, pre-post basic training
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-3.563	1.262		-2.824	.005
Q07: Highest level of education completed	3.680E-02	.025	.034	1.462	.144
Hispanic	-4.013E-02	.071	-.014	-.568	.570
Black, not Hispanic	-6.981E-02	.092	-.018	-.763	.446
Asian or Pacific Islander	.256	.164	.037	1.561	.119
Native American	.217	.139	.036	1.558	.119
Q08: How long in the military	-5.148E-02	.045	-.039	-1.142	.254
UNITCS	-.113	.082	-.046	-1.380	.168
UNITCSS	-.236	.081	-.098	-2.919	.004
MALE	1.580	1.698	.556	.931	.352
Gender-Segregated BT	.592	1.189	.094	.497	.619
Q13: How frequently worked with other sex	2.679E-02	.059	.012	.456	.649
Q14: Instructor mix in basic trng unit	-6.776E-02	.066	-.087	-1.025	.305
Male - Gender-Integrated Training	.822	1.203	.107	.684	.494
Female - Gender-Integrated Training	3.050	1.219	.270	2.503	.012
Female - Gender-Segregated Training	1.895	1.683	.654	1.126	.260
Male - Less than one year	2.150E-02	.169	.003	.127	.899
Male - 3 to 4 years	.237	.073	.091	3.230	.001
Male - 5 to 6 years	6.509E-02	.130	.015	.501	.616
Female - Less than one year	6.844E-02	.261	.006	.262	.793
Female - 3 to 4 years	-2.684E-02	.135	-.006	-.199	.843
Female - 5 to 6 years	-6.652E-02	.241	-.007	-.276	.783
Female - 7 to 8 years	-.386	.366	-.027	-1.053	.292
Dependent Variable: BT Change: Commitment/Cohesion					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q20: Change in commitment, pre-post basic training
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.814	.503		-3.608	.000
Q07: Highest level of education completed	4.560E-03	.021	.005	.221	.825
Hispanic	-.154	.089	-.038	-1.732	.083
Black, not Hispanic	-8.885E-02	.070	-.029	-1.274	.203
Asian or Pacific Islander	-1.582E-02	.125	-.003	-.127	.899
Native American	.153	.107	.031	1.433	.152
Q08: How long in the military	-3.002E-02	.037	-.033	-.801	.423
UNITCS	2.215E-02	.061	.008	.363	.717
UNITCSS	-8.592E-02	.063	-.031	-1.362	.173
MALE	1.087	1.185	.502	.917	.359
Gender-Segregated BT	-.162	1.083	-.076	-.150	.881
Q13: How frequently worked with other sex	-2.703E-02	.021	-.033	-1.292	.197
Q14: Instructor mix in basic trng unit	1.059E-02	.037	.006	.288	.773
Male - Gender-Integrated Training	-.225	1.083	-.077	-.208	.835
Female - Gender-Integrated Training	.857	.480	.378	1.784	.075
Female - Gender-Segregated Training	1.091	1.184	.438	.921	.357
Male - Less than one year	-.105	.167	-.016	-.627	.531
Male - 3 to 4 years	.140	.095	.037	1.478	.139
Male - 5 to 6 years	-.164	.092	-.050	-1.778	.076
Female - Less than one year	-.218	.132	-.042	-1.651	.099
Female - 3 to 4 years	-.123	.095	-.036	-1.297	.195
Female - 5 to 6 years	-.149	.108	-.051	-1.376	.169
Female - 7 to 8 years	-.119	.152	-.028	-.785	.432
Dependent Variable: BT Change: Commitment/Cohesion					
Q01: Your Service = Air Force					

**Dependent Variable, Q20: Change in technical skills, pre-post basic training
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.671	.405		-1.657	.098
Q07: Highest level of education completed	5.705E-02	.012	.094	4.766	.000
Hispanic	-.154	.051	-.059	-3.051	.002
Black, not Hispanic	-5.998E-03	.037	-.003	-.160	.873
Asian or Pacific Islander	-8.504E-02	.099	-.016	-.863	.388
Native American	2.287E-02	.067	.007	.344	.731
Q08: How long in the military	-6.135E-02	.020	-.092	-3.123	.002
UNITCS	-8.559E-02	.042	-.052	-2.059	.040
UNITCSS	-4.973E-02	.043	-.029	-1.164	.245
MALE	-4.536E-02	.593	-.027	-.076	.939
Gender-Segregated BT	-3.198E-02	.447	-.021	-.072	.943
Q13: How frequently worked with other sex	2.604E-02	.018	.061	1.445	.149
Q14: Instructor mix in basic trng unit	2.234E-02	.032	.018	.688	.492
Male - Gender-Integrated Training	9.444E-02	.448	.053	.211	.833
Female - Gender-Integrated Training	1.978E-02	.390	.011	.051	.960
Female - Gender-Segregated Training	2.428E-03	.596	.001	.004	.997
Male - Less than one year	-.145	.075	-.044	-1.930	.054
Male - 3 to 4 years	2.294E-02	.042	.011	.541	.589
Male - 5 to 6 years	-4.695E-02	.057	-.018	-.826	.409
Female - Less than one year	-6.928E-02	.099	-.015	-.701	.483
Female - 3 to 4 years	-6.547E-02	.067	-.024	-.972	.331
Female - 5 to 6 years	-9.745E-02	.126	-.022	-.773	.440
Female - 7 to 8 years	-.204	.139	-.043	-1.470	.142
Dependent Variable: BT Change: Job/Technical Skills					
Q01: Your Service = Army					

**Dependent Variable, Q20: Change in technical skills, pre-post basic training
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.588	.116		-5.054	.000
Q07: Highest level of education completed	5.956E-02	.013	.105	4.462	.000
Hispanic	-.124	.061	-.048	-2.046	.041
Black, not Hispanic	-1.316E-02	.044	-.007	-.302	.763
Asian or Pacific Islander	-.166	.072	-.054	-2.320	.020
Native American	7.025E-02	.070	.023	1.005	.315
Q08: How long in the military	-5.354E-02	.019	-.092	-2.801	.005
UNITCS	-7.398E-02	.039	-.050	-1.889	.059
UNITCSS	-7.378E-02	.085	-.020	-.867	.386
MALE	.739	.708	.463	1.043	.297
Gender-Segregated BT	-.451	.704	-.312	-.640	.522
Q13: How frequently worked with other sex	-2.064E-02	.018	-.043	-1.127	.260
Q14: Instructor mix in basic trng unit	-1.766E-02	.024	-.021	-.750	.453
Male - Gender-Integrated Training	-.494	.707	-.266	-.699	.484
Female - Gender-Segregated Training	.446	.716	.110	.623	.533
Male - Less than one year	-.193	.077	-.069	-2.506	.012
Male - 3 to 4 years	2.210E-02	.053	.011	.420	.674
Male - 5 to 6 years	7.070E-02	.054	.034	1.313	.189
Female - Less than one year	-.101	.138	-.019	-.732	.464
Female - 1 to 2 years	8.702E-02	.079	.033	1.102	.270
Female - 5 to 6 years	.127	.091	.039	1.390	.165
Female - 7 to 8 years	5.669E-02	.158	.012	.359	.720
Dependent Variable: BT Change: Job/Technical Skills					
Q01: Your Service = Navy					

**Dependent Variable, Q20: Change in technical skills, pre-post basic training
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-4.335E-02	.875		-.050	.960
Q07: Highest level of education completed	5.847E-02	.018	.079	3.336	.001
Hispanic	-.177	.050	-.087	-3.583	.000
Black, not Hispanic	-7.062E-02	.064	-.027	-1.112	.266
Asian or Pacific Islander	.121	.112	.025	1.077	.281
Native American	.129	.097	.031	1.330	.184
Q08: How long in the military	-.109	.032	-.121	-3.468	.001
UNITCS	2.024E-02	.058	.012	.351	.725
UNITCSS	4.661E-02	.057	.028	.819	.413
MALE	-1.577	1.175	-.803	-1.342	.180
Gender-Segregated BT	.789	.823	.177	.959	.338
Q13: How frequently worked with other sex	6.884E-02	.042	.043	1.651	.099
Q14: Instructor mix in basic trng unit	2.032E-02	.047	.038	.437	.662
Male - Gender-Integrated Training	.890	.833	.164	1.069	.285
Female - Gender-Integrated Training	-.642	.844	-.080	-.760	.447
Female - Gender-Segregated Training	-1.600	1.164	-.800	-1.374	.169
Male - Less than one year	-.166	.116	-.037	-1.429	.153
Male - 3 to 4 years	4.003E-02	.051	.022	.780	.435
Male - 5 to 6 years	6.306E-02	.091	.021	.692	.489
Female - Less than one year	-.111	.184	-.015	-.601	.548
Female - 3 to 4 years	-.147	.094	-.050	-1.560	.119
Female - 5 to 6 years	-3.627E-02	.165	-.006	-.219	.826
Female - 7 to 8 years	-.175	.246	-.018	-.709	.479
Dependent Variable: BT Change: Job/Technical Skills					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q20: Change in technical skills, pre-post basic training
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.759	.315		-2.412	.016
Q07: Highest level of education completed	7.319E-02	.014	.118	5.258	.000
Hispanic	-.169	.061	-.060	-2.761	.006
Black, not Hispanic	-6.090E-02	.047	-.029	-1.293	.196
Asian or Pacific Islander	-.158	.084	-.041	-1.882	.060
Native American	-1.295E-02	.072	-.004	-.179	.858
Q08: How long in the military	-4.301E-02	.026	-.070	-1.682	.093
UNITCS	-3.518E-04	.041	.000	-.009	.993
UNITCSS	-6.361E-02	.043	-.033	-1.486	.137
MALE	.632	.793	.428	.798	.425
Gender-Segregated BT	-.353	.734	-.242	-.481	.631
Q13: How frequently worked with other sex	-1.049E-02	.014	-.019	-.738	.461
Q14: Instructor mix in basic trng unit	-4.328E-02	.025	-.039	-1.755	.079
Male - Gender-Integrated Training	-.330	.734	-.166	-.449	.653
Female - Gender-Integrated Training	.112	.297	.072	.377	.706
Female - Gender-Segregated Training	.518	.792	.304	.654	.513
Male - Less than one year	-.167	.113	-.038	-1.475	.140
Male - 3 to 4 years	-1.005E-02	.064	-.004	-.157	.876
Male - 5 to 6 years	-3.344E-02	.063	-.015	-.535	.593
Female - Less than one year	-8.760E-02	.090	-.024	-.972	.331
Female - 3 to 4 years	-1.733E-02	.064	-.008	-.271	.786
Female - 5 to 6 years	-1.321E-02	.074	-.007	-.180	.858
Female - 7 to 8 years	1.026E-02	.103	.004	.099	.921
Dependent Variable: BT Change: Job/Technical Skills					
Q01: Your Service = Air Force					

**Dependent Variable, Q20: Change in discipline, pre-post basic training
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.885	.444		-1.996	.046
Q07: Highest level of education completed	6.344E-02	.013	.094	4.847	.000
Hispanic	5.158E-02	.056	.018	.919	.358
Black, not Hispanic	.221	.041	.109	5.409	.000
Asian or Pacific Islander	8.782E-02	.109	.015	.807	.420
Native American	-.113	.072	-.030	-1.558	.119
Q08: How long in the military	-4.691E-03	.022	-.006	-.217	.828
UNITCS	-.154	.045	-.085	-3.386	.001
UNITCSS	-.113	.047	-.059	-2.411	.016
MALE	2.919E-02	.650	.016	.045	.964
Gender-Segregated BT	-.149	.490	-.087	-.303	.762
Q13: How frequently worked with other sex	1.058E-03	.020	.002	.054	.957
Q14: Instructor mix in basic trng unit	1.872E-02	.035	.014	.531	.595
Male - Gender-Integrated Training	4.321E-04	.491	.000	.001	.999
Female – Gender-Integrated Training	.145	.428	.074	.339	.734
Female – Gender-Segregated Training	.145	.653	.039	.222	.825
Male - Less than one year	-2.648E-03	.083	-.001	-.032	.975
Male - 3 to 4 years	.106	.047	.047	2.260	.024
Male - 5 to 6 years	7.592E-03	.062	.003	.123	.902
Female - Less than one year	-6.299E-02	.109	-.012	-.579	.563
Female - 3 to 4 years	2.714E-02	.074	.009	.368	.713
Female - 5 to 6 years	.109	.138	.023	.794	.427
Female - 7 to 8 years	9.825E-03	.152	.002	.065	.948
Dependent Variable: BT Change: Self-Discipline/Responsibility					
Q01: Your Service = Army					

**Dependent Variable, Q20: Change in discipline, pre-post basic training
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.661	.136		-4.854	.000
Q07: Highest level of education completed	3.963E-02	.016	.060	2.534	.011
Hispanic	3.923E-02	.071	.013	.555	.579
Black, not Hispanic	.178	.050	.085	3.523	.000
Asian or Pacific Islander	1.413E-02	.084	.004	.167	.867
Native American	.166	.081	.047	2.038	.042
Q08: How long in the military	-1.748E-02	.022	-.026	-.783	.434
UNITCS	2.985E-03	.046	.002	.065	.948
UNITCSS	6.805E-02	.099	.016	.685	.493
MALE	.181	.830	.097	.218	.828
Gender-Segregated BT	-.204	.825	-.121	-.248	.804
Q13: How frequently worked with other sex	-1.368E-02	.021	-.024	-.638	.524
Q14: Instructor mix in basic trng unit	-2.296E-02	.028	-.023	-.833	.405
Male - Gender-Integrated Training	-.167	.828	-.076	-.201	.840
Female - Gender-Segregated Training	.295	.839	.061	.351	.726
Male - Less than one year	-.229	.090	-.070	-2.539	.011
Male - 3 to 4 years	.127	.061	.053	2.083	.037
Male - 5 to 6 years	.187	.062	.079	3.001	.003
Female - Less than one year	-5.709E-02	.156	-.009	-.365	.715
Female - 1 to 2 years	.107	.092	.035	1.159	.247
Female - 5 to 6 years	.193	.107	.051	1.806	.071
Female - 7 to 8 years	1.276E-02	.186	.002	.068	.945
Dependent Variable: BT Change: Self-Discipline/Responsibility					
Q01: Your Service = Navy					

**Dependent Variable, Q20: Change in discipline, pre-post basic training
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.091	1.004		-1.088	.277
Q07: Highest level of education completed	1.817E-02	.020	.021	.899	.369
Hispanic	-3.108E-02	.057	-.013	-.548	.584
Black, not Hispanic	.249	.073	.082	3.415	.001
Asian or Pacific Islander	8.883E-02	.130	.016	.683	.495
Native American	.227	.110	.049	2.065	.039
Q08: How long in the military	-5.970E-02	.036	-.057	-1.665	.096
UNITCS	-3.475E-02	.065	-.018	-.531	.596
UNITCSS	4.836E-02	.065	.025	.747	.455
MALE	-1.089	1.349	-.481	-.807	.420
Gender-Segregated BT	.978	.945	.194	1.036	.301
Q13: How frequently worked with other sex	6.310E-02	.047	.035	1.341	.180
Q14: Instructor mix in basic trng unit	-1.972E-02	.053	-.032	-.372	.710
Male - Gender-Integrated Training	1.349	.956	.217	1.411	.158
Female - Gender-Integrated Training	.437	.968	.050	.452	.651
Female - Gender-Segregated Training	-.855	1.337	-.371	-.640	.522
Male - Less than one year	-8.247E-02	.134	-.016	-.616	.538
Male - 3 to 4 years	-8.331E-03	.058	-.004	-.142	.887
Male - 5 to 6 years	-1.705E-02	.103	-.005	-.165	.869
Female - Less than one year	7.550E-02	.212	.009	.357	.721
Female - 3 to 4 years	-1.111E-02	.108	-.003	-.103	.918
Female - 5 to 6 years	5.257E-02	.190	.007	.277	.782
Female - 7 to 8 years	.123	.291	.011	.423	.673
Dependent Variable: BT Change: Self-Discipline/Responsibility					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q20: Change in discipline, pre-post basic training
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.555	.351		-1.583	.114
Q07: Highest level of education completed	3.095E-02	.016	.045	1.995	.046
Hispanic	-2.340E-02	.068	-.008	-.345	.730
Black, not Hispanic	.133	.052	.057	2.550	.011
Asian or Pacific Islander	.168	.094	.039	1.775	.076
Native American	-5.183E-02	.080	-.014	-.650	.516
Q08: How long in the military	-1.919E-02	.028	-.028	-.675	.500
UNITCS	-2.628E-02	.046	-.013	-.576	.565
UNITCSS	-5.551E-02	.047	-.026	-1.169	.243
MALE	-.764	.884	-.466	-.864	.388
Gender-Segregated BT	.429	.819	.266	.524	.600
Q13: How frequently worked with other sex	4.487E-03	.016	.007	.282	.778
Q14: Instructor mix in basic trng unit	3.765E-02	.027	.030	1.374	.170
Male - Gender-Integrated Training	.468	.819	.211	.571	.568
Female - Gender-Integrated Training	-.183	.332	-.107	-.551	.582
Female - Gender-Segregated Training	-.593	.883	-.316	-.672	.502
Male - Less than one year	6.913E-03	.125	.001	.055	.956
Male - 3 to 4 years	.184	.072	.064	2.565	.010
Male - 5 to 6 years	-2.381E-02	.070	-.010	-.342	.732
Female - Less than one year	-.107	.100	-.027	-1.072	.284
Female - 3 to 4 years	-3.775E-02	.071	-.015	-.531	.595
Female - 5 to 6 years	-3.137E-02	.082	-.014	-.384	.701
Female - 7 to 8 years	1.802E-02	.114	.006	.158	.875
Dependent Variable: BT Change: Self-Discipline/Responsibility					
Q01: Your Service = Air Force					

**Dependent Variable, Q20: Change in professionalism, pre-post basic training
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.894	.412		-2.168	.030
Q07: Highest level of education completed	3.991E-02	.012	.064	3.296	.001
Hispanic	6.570E-02	.051	.025	1.278	.201
Black, not Hispanic	7.124E-02	.038	.038	1.883	.060
Asian or Pacific Islander	8.152E-02	.100	.016	.818	.414
Native American	6.366E-02	.067	.018	.947	.344
Q08: How long in the military	-4.117E-02	.020	-.060	-2.081	.038
UNITCS	-.120	.042	-.072	-2.868	.004
UNITCSS	-.112	.043	-.064	-2.601	.009
MALE	-.188	.605	-.110	-.310	.756
Gender-Segregated BT	-.170	.455	-.107	-.372	.710
Q13: How frequently worked with other sex	3.829E-02	.018	.088	2.114	.035
Q14: Instructor mix in basic trng unit	5.281E-02	.033	.043	1.612	.107
Male - Gender-Integrated Training	-2.792E-03	.457	-.002	-.006	.995
Female – Gender-Integrated Training	-.137	.398	-.075	-.343	.732
Female – Gender-Segregated Training	-.203	.608	-.060	-.334	.738
Male - Less than one year	-.111	.077	-.032	-1.442	.149
Male - 3 to 4 years	6.764E-02	.043	.033	1.579	.114
Male - 5 to 6 years	-3.094E-02	.057	-.012	-.545	.586
Female - Less than one year	-.109	.101	-.022	-1.088	.277
Female - 3 to 4 years	-6.801E-02	.068	-.024	-.996	.320
Female - 5 to 6 years	.196	.127	.045	1.541	.123
Female - 7 to 8 years	-.136	.144	-.027	-.946	.344
Dependent Variable: BT Change: Service Traditions/Professionalism					
Q01: Your Service = Army					

**Dependent Variable, Q20: Change in professionalism, pre-post basic training
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.004	.135		-7.454	.000
Q07: Highest level of education completed	3.016E-02	.015	.046	1.951	.051
Hispanic	-4.156E-02	.070	-.014	-.590	.556
Black, not Hispanic	6.517E-02	.050	.031	1.307	.191
Asian or Pacific Islander	4.747E-02	.083	.013	.570	.569
Native American	.183	.081	.052	2.274	.023
Q08: How long in the military	-4.795E-02	.022	-.071	-2.177	.030
UNITCS	-7.331E-02	.045	-.043	-1.632	.103
UNITCSS	-3.871E-02	.098	-.009	-.396	.692
MALE	1.291	.828	.693	1.559	.119
Gender-Segregated BT	-1.111	.823	-.662	-1.350	.177
Q13: How frequently worked with other sex	-2.488E-02	.021	-.045	-1.170	.242
Q14: Instructor mix in basic trng unit	-4.327E-02	.027	-.044	-1.596	.111
Male - Gender-Integrated Training	-1.134	.826	-.524	-1.373	.170
Female - Gender-Segregated Training	1.182	.837	.246	1.413	.158
Male - Less than one year	-.172	.089	-.053	-1.922	.055
Male - 3 to 4 years	.192	.060	.081	3.194	.001
Male - 5 to 6 years	.221	.062	.093	3.585	.000
Female - Less than one year	-.113	.156	-.019	-.726	.468
Female - 1 to 2 years	.141	.092	.046	1.540	.124
Female - 5 to 6 years	.253	.107	.066	2.375	.018
Female - 7 to 8 years	.178	.185	.031	.962	.336
Dependent Variable: BT Change: Service Traditions/Professionalism					
Q01: Your Service = Navy					

**Dependent Variable, Q20: Change in professionalism, pre-post basic training
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-2.067	1.023		-2.019	.044
Q07: Highest level of education completed	3.057E-02	.020	.035	1.498	.134
Hispanic	-3.979E-02	.057	-.017	-.697	.486
Black, not Hispanic	.141	.074	.046	1.910	.056
Asian or Pacific Islander	.243	.130	.043	1.860	.063
Native American	.247	.111	.052	2.216	.027
Q08: How long in the military	-6.661E-02	.036	-.063	-1.834	.067
UNITCS	-.166	.066	-.084	-2.523	.012
UNITCSS	-.163	.065	-.083	-2.498	.013
MALE	.909	1.375	.394	.661	.509
Gender-Segregated BT	4.691E-02	.963	.009	.049	.961
Q13: How frequently worked with other sex	-4.215E-02	.048	-.022	-.880	.379
Q14: Instructor mix in basic trng unit	-5.506E-02	.055	-.087	-1.003	.316
Male - Gender-Integrated Training	.239	.974	.037	.245	.806
Female - Gender-Integrated Training	1.874	.988	.199	1.898	.058
Female - Gender-Segregated Training	1.144	1.362	.487	.840	.401
Male - Less than one year	7.149E-02	.135	.014	.531	.596
Male - 3 to 4 years	6.749E-02	.059	.032	1.140	.254
Male - 5 to 6 years	-1.550E-02	.105	-.004	-.148	.883
Female - Less than one year	.222	.212	.026	1.047	.295
Female - 3 to 4 years	3.819E-02	.110	.011	.349	.727
Female - 5 to 6 years	2.982E-02	.191	.004	.156	.876
Female - 7 to 8 years	-.243	.288	-.022	-.845	.398
Dependent Variable: BT Change: Service Traditions/Professionalism					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q20: Change in professionalism, pre-post basic training
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.666	.349		-4.776	.000
Q07: Highest level of education completed	5.120E-02	.015	.074	3.341	.001
Hispanic	-.168	.066	-.055	-2.522	.012
Black, not Hispanic	8.798E-03	.051	.004	.171	.864
Asian or Pacific Islander	.134	.092	.031	1.459	.145
Native American	-1.249E-02	.079	-.003	-.158	.874
Q08: How long in the military	-6.713E-02	.028	-.099	-2.392	.017
UNITCS	-2.342E-02	.045	-.011	-.518	.605
UNITCSS	-8.495E-02	.047	-.040	-1.809	.071
MALE	.110	.879	.067	.125	.901
Gender-Segregated BT	.386	.814	.239	.474	.635
Q13: How frequently worked with other sex	-1.653E-02	.016	-.026	-1.058	.290
Q14: Instructor mix in basic trng unit	5.333E-02	.027	.043	1.972	.049
Male - Gender-Integrated Training	.357	.814	.161	.439	.661
Female - Gender-Integrated Training	.403	.330	.236	1.223	.221
Female - Gender-Segregated Training	3.597E-02	.878	.019	.041	.967
Male - Less than one year	-2.243E-02	.124	-.005	-.181	.857
Male - 3 to 4 years	7.361E-02	.071	.026	1.044	.297
Male - 5 to 6 years	-.117	.069	-.047	-1.695	.090
Female - Less than one year	-.133	.099	-.033	-1.349	.178
Female - 3 to 4 years	-9.303E-03	.070	-.004	-.133	.894
Female - 5 to 6 years	-9.254E-02	.081	-.042	-1.147	.252
Female - 7 to 8 years	-2.283E-02	.113	-.007	-.202	.840
Dependent Variable: BT Change: Service Traditions/Professionalism					
Q01: Your Service = Air Force					

**Dependent Variable, Q20: Change in physical conditioning since basic training
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.634	.517		1.227	.220
Q07: Highest level of education completed	-2.073E-02	.015	-.027	-1.378	.168
Hispanic	-5.269E-02	.064	-.016	-.829	.407
Black, not Hispanic	-5.371E-02	.047	-.023	-1.140	.254
Asian or Pacific Islander	9.389E-04	.125	.000	.008	.994
Native American	-.170	.084	-.038	-2.028	.043
Q08: How long in the military	-1.770E-02	.025	-.021	-.713	.476
UNITCS	5.473E-02	.056	.026	.971	.332
UNITCSS	3.214E-02	.059	.015	.543	.587
MALE	-1.274	.758	-.591	-1.681	.093
Gender-Segregated BT	.803	.570	.403	1.409	.159
Q13: How frequently worked with other sex	-3.833E-03	.023	-.007	-.168	.866
Q14: Instructor mix in basic trng unit	4.568E-02	.041	.029	1.119	.263
Q23new: Percent of Current Unit Women	8.135E-02	.022	.090	3.730	.000
Male - Gender-Integrated Training	.756	.571	.328	1.323	.186
Female - Gender-Integrated Training	-.281	.498	-.122	-.564	.573
Female - Gender-Segregated Training	-1.225	.760	-.286	-1.612	.107
Male - Less than one year	4.216E-02	.095	.010	.443	.658
Male - 3 to 4 years	2.836E-02	.054	.011	.530	.596
Male - 5 to 6 years	-4.525E-02	.071	-.014	-.638	.523
Female - Less than one year	.149	.123	.025	1.210	.226
Female - 3 to 4 years	1.807E-02	.086	.005	.211	.833
Female - 5 to 6 years	-4.928E-03	.158	-.001	-.031	.975
Female - 7 to 8 years	2.753E-02	.177	.004	.156	.876
Dependent Variable: Since BT: Physical Conditioning					
Q01: Your Service = Army					

**Dependent Variable, Q20: Change in physical conditioning since basic training
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.085	.166		6.544	.000
Q07: Highest level of education completed	-8.053E-02	.019	-.099	-4.223	.000
Hispanic	-.227	.085	-.062	-2.656	.008
Black, not Hispanic	.153	.061	.060	2.494	.013
Asian or Pacific Islander	-2.765E-02	.103	-.006	-.269	.788
Native American	4.411E-02	.100	.010	.442	.659
Q08: How long in the military	6.031E-02	.028	.072	2.193	.028
UNITCS	-.103	.062	-.049	-1.654	.098
UNITCSS	-.113	.120	-.022	-.939	.348
MALE	-.807	1.005	-.354	-.802	.422
Gender-Segregated BT	.526	1.000	.256	.526	.599
Q13: How frequently worked with other sex	-4.543E-02	.026	-.066	-1.746	.081
Q14: Instructor mix in basic trng unit	-2.867E-03	.033	-.002	-.086	.932
Q23new: Percent of Current Unit Women	-9.265E-03	.025	-.011	-.374	.709
Male - Gender-Integrated Training	.516	1.003	.194	.514	.607
Female - Gender-Segregated Training	-.459	1.016	-.080	-.451	.652
Male - Less than one year	-.226	.115	-.054	-1.965	.050
Male - 3 to 4 years	-3.663E-03	.074	-.001	-.050	.960
Male - 5 to 6 years	8.055E-02	.075	.028	1.081	.280
Female - Less than one year	-.426	.208	-.052	-2.044	.041
Female - 1 to 2 years	-.227	.113	-.060	-2.009	.045
Female - 5 to 6 years	-.231	.130	-.050	-1.779	.075
Female - 7 to 8 years	-4.524E-02	.224	-.007	-.202	.840
Dependent Variable: Since BT: Physical Conditioning					
Q01: Your Service = Navy					

**Dependent Variable, Q20: Change in physical conditioning since basic training
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.689	.965		.714	.475
Q07: Highest level of education completed	7.309E-04	.019	.001	.038	.970
Hispanic	4.174E-02	.054	.019	.776	.438
Black, not Hispanic	-6.650E-02	.069	-.023	-.957	.339
Asian or Pacific Islander	.105	.123	.020	.852	.394
Native American	3.767E-02	.104	.008	.362	.718
Q08: How long in the military	8.490E-02	.034	.085	2.486	.013
UNITCS	.226	.065	.121	3.470	.001
UNITCSS	.262	.064	.142	4.073	.000
MALE	-2.205	1.293	-1.008	-1.705	.088
Gender-Segregated BT	1.723	.905	.341	1.903	.057
Q13: How frequently worked with other sex	-2.168E-02	.046	-.012	-.475	.635
Q14: Instructor mix in basic trng unit	-3.416E-02	.053	-.057	-.647	.518
Q23new: Percent of Current Unit Women	4.661E-02	.029	.041	1.611	.107
Male - Gender-Integrated Training	1.614	.916	.268	1.762	.078
Female - Gender-Integrated Training	-.320	.932	-.033	-.343	.732
Female - Gender-Segregated Training	-1.860	1.280	-.837	-1.453	.146
Male - Less than one year	-.184	.128	-.037	-1.437	.151
Male - 3 to 4 years	4.555E-03	.056	.002	.082	.935
Male - 5 to 6 years	-7.297E-03	.098	-.002	-.075	.941
Female - Less than one year	-7.435E-02	.203	-.009	-.366	.714
Female - 3 to 4 years	-.121	.103	-.037	-1.172	.241
Female - 5 to 6 years	-.150	.180	-.022	-.837	.403
Female - 7 to 8 years	-.417	.279	-.038	-1.497	.134
Dependent Variable: Since BT: Physical Conditioning					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q20: Change in physical conditioning since basic training
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.271	.421		3.020	.003
Q07: Highest level of education completed	-5.290E-02	.018	-.064	-2.866	.004
Hispanic	.102	.080	.028	1.278	.201
Black, not Hispanic	8.453E-02	.063	.030	1.349	.177
Asian or Pacific Islander	1.508E-02	.112	.003	.135	.893
Native American	9.612E-02	.094	.022	1.019	.308
Q08: How long in the military	1.511E-02	.034	.018	.446	.656
UNITCS	2.621E-02	.056	.011	.466	.642
UNITCSS	3.915E-02	.057	.015	.688	.491
MALE	-1.143	1.059	-.584	-1.080	.280
Gender-Segregated BT	.619	.980	.320	.632	.528
Q13: How frequently worked with other sex	-3.207E-02	.019	-.043	-1.698	.090
Q14: Instructor mix in basic trng unit	-1.233E-02	.033	-.008	-.378	.705
Q23new: Percent of Current Unit Women	1.294E-02	.023	.012	.559	.576
Male - Gender-Integrated Training	.669	.981	.253	.682	.495
Female - Gender-Integrated Training	-.299	.397	-.146	-.752	.452
Female - Gender-Segregated Training	-.959	1.058	-.425	-.907	.365
Male - Less than one year	5.580E-02	.150	.010	.372	.710
Male - 3 to 4 years	5.915E-02	.085	.017	.699	.485
Male - 5 to 6 years	2.136E-02	.083	.007	.257	.797
Female - Less than one year	1.641E-02	.119	.003	.137	.891
Female - 3 to 4 years	-6.906E-02	.085	-.023	-.815	.415
Female - 5 to 6 years	-7.920E-02	.097	-.030	-.814	.416
Female - 7 to 8 years	-3.355E-02	.137	-.009	-.246	.806
Dependent Variable: Since BT: Physical Conditioning					
Q01: Your Service = Air Force					

Dependent Variable, Q20: Change in values since basic training
Service: Army

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.019	.411		2.481	.013
Q07: Highest level of education completed	3.562E-03	.012	.006	.296	.768
Hispanic	-8.731E-02	.051	-.033	-1.702	.089
Black, not Hispanic	-3.292E-02	.038	-.017	-.870	.384
Asian or Pacific Islander	8.016E-03	.099	.002	.081	.936
Native American	4.887E-02	.067	.014	.724	.469
Q08: How long in the military	-.111	.020	-.162	-5.569	.000
UNITCS	5.606E-03	.045	.003	.124	.902
UNITCSS	1.353E-02	.048	.008	.284	.776
MALE	-1.819	.602	-1.058	-3.022	.003
Gender-Segregated BT	1.000	.453	.628	2.210	.027
Q13: How frequently worked with other sex	-3.462E-02	.018	-.079	-1.895	.058
Q14: Instructor mix in basic trng unit	1.112E-02	.033	.009	.340	.734
Q23new: Percent of Current Unit Women	3.146E-02	.018	.044	1.795	.073
Male - Gender-Integrated Training	.897	.454	.485	1.976	.048
Female - Gender-Integrated Training	-.782	.396	-.426	-1.974	.048
Female - Gender-Segregated Training	-1.904	.604	-.556	-3.152	.002
Male - Less than one year	-.105	.076	-.030	-1.373	.170
Male - 3 to 4 years	3.171E-02	.043	.015	.736	.462
Male - 5 to 6 years	-8.470E-02	.057	-.032	-1.492	.136
Female - Less than one year	-.170	.098	-.035	-1.725	.085
Female - 3 to 4 years	-7.744E-02	.068	-.027	-1.132	.258
Female - 5 to 6 years	9.913E-02	.128	.022	.777	.437
Female - 7 to 8 years	.125	.141	.026	.888	.375
Dependent Variable: Since BT: Military Values					
Q01: Your Service = Army					

**Dependent Variable, Q20: Change in values since basic training
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.397	.123		3.216	.001
Q07: Highest level of education completed	2.148E-02	.014	.036	1.514	.130
Hispanic	4.077E-02	.063	.015	.645	.519
Black, not Hispanic	-5.209E-03	.046	-.003	-.114	.909
Asian or Pacific Islander	-2.086E-02	.077	-.006	-.272	.785
Native American	.203	.074	.065	2.742	.006
Q08: How long in the military	-7.751E-02	.020	-.126	-3.790	.000
UNITCS	2.512E-02	.046	.016	.545	.586
UNITCSS	-.136	.090	-.036	-1.506	.132
MALE	.200	.745	.119	.268	.789
Gender-Segregated BT	-.259	.741	-.171	-.350	.726
Q13: How frequently worked with other sex	-3.457E-02	.019	-.069	-1.784	.075
Q14: Instructor mix in basic trng unit	2.195E-02	.025	.025	.884	.377
Q23new: Percent of Current Unit Women	-4.788E-02	.018	-.074	-2.590	.010
Male - Gender-Integrated Training	-.299	.743	-.152	-.402	.688
Female - Gender-Segregated Training	.266	.753	.063	.353	.724
Male - Less than one year	-.174	.086	-.057	-2.033	.042
Male - 3 to 4 years	7.576E-02	.055	.036	1.375	.169
Male - 5 to 6 years	7.841E-02	.056	.037	1.406	.160
Female - Less than one year	-.504	.155	-.084	-3.265	.001
Female - 1 to 2 years	-.105	.084	-.038	-1.251	.211
Female - 5 to 6 years	-.162	.096	-.048	-1.685	.092
Female - 7 to 8 years	-5.235E-02	.166	-.010	-.315	.753
Dependent Variable: Since BT: Military Values					
Q01: Your Service = Navy					

**Dependent Variable, Q20: Change in values since basic training
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.362	.803		.451	.652
Q07: Highest level of education completed	4.468E-06	.016	.000	.000	1.000
Hispanic	-4.032E-02	.045	-.022	-.895	.371
Black, not Hispanic	-1.010E-02	.058	-.004	-.174	.862
Asian or Pacific Islander	-.138	.103	-.031	-1.341	.180
Native American	.190	.087	.051	2.196	.028
Q08: How long in the military	-.116	.029	-.138	-4.066	.000
UNITCS	.140	.055	.090	2.565	.010
UNITCSS	.155	.054	.101	2.869	.004
MALE	-8.775E-02	1.075	-.048	-.082	.935
Gender-Segregated BT	.242	.753	.057	.321	.748
Q13: How frequently worked with other sex	-1.421E-02	.039	-.009	-.368	.713
Q14: Instructor mix in basic trng unit	-2.575E-02	.044	-.052	-.585	.559
Q23new: Percent of Current Unit Women	6.013E-03	.024	.006	.249	.803
Male - Gender-Integrated Training	.224	.762	.044	.294	.769
Female - Gender-Integrated Training	.227	.775	.029	.293	.770
Female - Gender-Segregated Training	.109	1.065	.059	.102	.918
Male - Less than one year	-.430	.110	-.100	-3.918	.000
Male - 3 to 4 years	4.398E-02	.047	.027	.944	.345
Male - 5 to 6 years	-6.307E-02	.082	-.023	-.767	.443
Female - Less than one year	-.450	.176	-.063	-2.564	.010
Female - 3 to 4 years	1.924E-02	.086	.007	.223	.823
Female - 5 to 6 years	.110	.151	.019	.728	.466
Female - 7 to 8 years	.270	.239	.029	1.128	.259
Dependent Variable: Since BT: Military Values					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q20: Change in values since basic training
Service: Air Force**

	Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.359	.317		1.132	.258
Q07: Highest level of education completed	1.643E-02	.014	.026	1.181	.238
Hispanic	-2.857E-02	.060	-.010	-.473	.636
Black, not Hispanic	-9.287E-03	.048	-.004	-.195	.846
Asian or Pacific Islander	-6.709E-02	.084	-.017	-.798	.425
Native American	7.259E-02	.071	.022	1.019	.309
Q08: How long in the military	-.110	.026	-.177	-4.282	.000
UNITCS	6.347E-02	.042	.034	1.494	.135
UNITCSS	-5.173E-02	.043	-.027	-1.199	.231
MALE	.156	.797	.105	.195	.845
Gender-Segregated BT	-.245	.738	-.167	-.332	.740
Q13: How frequently worked with other sex	-3.010E-03	.014	-.005	-.210	.833
Q14: Instructor mix in basic trng unit	-2.666E-02	.025	-.024	-1.078	.281
Q23new: Percent of Current Unit Women	1.200E-02	.017	.015	.686	.493
Male - Gender-Integrated Training	-.163	.738	-.081	-.221	.825
Female - Gender-Integrated Training	-4.554E-02	.299	-.029	-.152	.879
Female - Gender-Segregated Training	.222	.796	.130	.279	.780
Male - Less than one year	-.282	.114	-.064	-2.478	.013
Male - 3 to 4 years	8.244E-02	.064	.032	1.291	.197
Male - 5 to 6 years	-6.238E-02	.063	-.027	-.989	.323
Female - Less than one year	-.107	.091	-.029	-1.183	.237
Female - 3 to 4 years	5.205E-02	.064	.023	.812	.417
Female - 5 to 6 years	-5.071E-04	.074	.000	-.007	.995
Female - 7 to 8 years	7.644E-02	.103	.026	.741	.459
Dependent Variable: Since BT: Military Values					
Q01: Your Service = Air Force					

**Dependent Variable, Q20: Change in commitment since basic training
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.042	.528		1.974	.049
Q07: Highest level of education completed	2.795E-03	.014	.004	.206	.837
Hispanic	-.124	.057	-.042	-2.156	.031
Black, not Hispanic	-.124	.043	-.058	-2.892	.004
Asian or Pacific Islander	3.727E-02	.112	.006	.333	.739
Native American	-2.405E-03	.076	-.001	-.032	.975
Q08: How long in the military	-3.597E-02	.022	-.047	-1.610	.108
UNITCS	2.277E-02	.051	.012	.446	.656
UNITCSS	1.175E-02	.054	.006	.219	.827
MALE	-1.521	.726	-.789	-2.094	.036
Gender-Segregated BT	.776	.511	.436	1.518	.129
Q13: How frequently worked with other sex	-2.977E-02	.021	-.061	-1.447	.148
Q14: Instructor mix in basic trng unit	4.920E-03	.037	.004	.133	.894
Q23new: Percent of Current Unit Women	3.787E-02	.020	.047	1.917	.055
Male - Gender-Integrated Training	.682	.512	.332	1.331	.183
Female - Gender-Integrated Training	-.717	.515	-.349	-1.391	.164
Female - Gender-Segregated Training	-1.662	.728	-.430	-2.284	.022
Male - Less than one year	-.196	.086	-.051	-2.281	.023
Male - 3 to 4 years	4.795E-02	.048	.021	.993	.321
Male - 5 to 6 years	-.169	.064	-.057	-2.643	.008
Female - Less than one year	-.159	.112	-.029	-1.424	.155
Female - 3 to 4 years	-1.749E-02	.078	-.005	-.225	.822
Female - 5 to 6 years	.112	.143	.022	.787	.432
Female - 7 to 8 years	-8.612E-02	.159	-.016	-.541	.588
Dependent Variable: Since BT: Commitment/Cohesion					
Q01: Your Service = Army					

**Dependent Variable, Q20: Change in commitment since basic training
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.298E-02	.143		.231	.817
Q07: Highest level of education completed	3.082E-02	.016	.045	1.874	.061
Hispanic	-7.086E-02	.073	-.023	-.970	.332
Black, not Hispanic	-.134	.053	-.062	-2.526	.012
Asian or Pacific Islander	-.155	.089	-.041	-1.745	.081
Native American	.196	.087	.053	2.261	.024
Q08: How long in the military	3.116E-02	.024	.044	1.314	.189
UNITCS	7.805E-02	.053	.044	1.464	.143
UNITCSS	-.126	.103	-.029	-1.221	.222
MALE	-.680	.860	-.352	-.791	.429
Gender-Segregated BT	.592	.855	.339	.692	.489
Q13: How frequently worked with other sex	-1.540E-02	.022	-.027	-.688	.491
Q14: Instructor mix in basic trng unit	2.307E-02	.029	.023	.803	.422
Q23new: Percent of Current Unit Women	-2.616E-02	.021	-.035	-1.222	.222
Male - Gender-Integrated Training	.680	.858	.301	.793	.428
Female - Gender-Segregated Training	-.712	.869	-.147	-.819	.413
Male - Less than one year	-9.354E-02	.100	-.026	-.934	.350
Male - 3 to 4 years	.142	.064	.058	2.225	.026
Male - 5 to 6 years	.174	.064	.072	2.704	.007
Female - Less than one year	-.250	.181	-.036	-1.377	.169
Female - 1 to 2 years	-.125	.097	-.039	-1.289	.198
Female - 5 to 6 years	-4.101E-03	.111	-.001	-.037	.971
Female - 7 to 8 years	-5.595E-02	.192	-.010	-.292	.770
Dependent Variable: Since BT: Commitment/Cohesion					
Q01: Your Service = Navy					

**Dependent Variable, Q20: Change in commitment since basic training
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.067	.869		1.228	.220
Q07: Highest level of education completed	3.112E-02	.017	.042	1.779	.075
Hispanic	-9.520E-02	.049	-.047	-1.953	.051
Black, not Hispanic	-.111	.063	-.042	-1.755	.079
Asian or Pacific Islander	-.108	.112	-.023	-.964	.335
Native American	.304	.095	.075	3.191	.001
Q08: How long in the military	-9.800E-02	.031	-.109	-3.161	.002
UNITCS	.124	.059	.074	2.109	.035
UNITCSS	8.607E-02	.058	.052	1.477	.140
MALE	-.866	1.162	-.440	-.745	.456
Gender-Segregated BT	.114	.814	.025	.140	.888
Q13: How frequently worked with other sex	1.006E-02	.041	.006	.244	.808
Q14: Instructor mix in basic trng unit	6.944E-03	.048	.013	.144	.886
Q23new: Percent of Current Unit Women	-2.837E-02	.026	-.027	-1.080	.280
Male - Gender-Integrated Training	2.313E-02	.823	.004	.028	.978
Female - Gender-Integrated Training	-.875	.839	-.099	-1.043	.297
Female - Gender-Segregated Training	-.797	1.151	-.398	-.692	.489
Male - Less than one year	-.245	.118	-.054	-2.076	.038
Male - 3 to 4 years	7.678E-03	.050	.004	.152	.879
Male - 5 to 6 years	-8.414E-02	.089	-.028	-.946	.344
Female - Less than one year	-.416	.183	-.057	-2.278	.023
Female - 3 to 4 years	6.887E-02	.094	.023	.731	.465
Female - 5 to 6 years	-.173	.166	-.028	-1.044	.297
Female - 7 to 8 years	.377	.259	.037	1.454	.146
Dependent Variable: Since BT: Commitment/Cohesion					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q20: Change in commitment since basic training
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.372	.356		1.044	.297
Q07: Highest level of education completed	4.634E-02	.016	.067	2.946	.003
Hispanic	-2.161E-02	.068	-.007	-.316	.752
Black, not Hispanic	6.945E-02	.054	.029	1.292	.196
Asian or Pacific Islander	-6.891E-02	.096	-.016	-.716	.474
Native American	4.644E-02	.080	.013	.580	.562
Q08: How long in the military	-1.097E-02	.029	-.016	-.382	.703
UNITCS	3.437E-02	.048	.016	.714	.475
UNITCSS	-.123	.049	-.057	-2.527	.012
MALE	-.231	.895	-.140	-.258	.796
Gender-Segregated BT	-.265	.829	-.162	-.320	.749
Q13: How frequently worked with other sex	6.926E-03	.016	.011	.430	.667
Q14: Instructor mix in basic trng unit	6.413E-03	.028	.005	.229	.819
Q23new: Percent of Current Unit Women	1.997E-02	.020	.023	1.010	.313
Male - Gender-Integrated Training	-.272	.829	-.122	-.328	.743
Female - Gender-Integrated Training	-.472	.336	-.272	-1.405	.160
Female - Gender-Segregated Training	-.209	.895	-.110	-.234	.815
Male - Less than one year	-.177	.129	-.036	-1.376	.169
Male - 3 to 4 years	2.812E-02	.072	.010	.390	.696
Male - 5 to 6 years	-4.968E-02	.070	-.020	-.706	.481
Female - Less than one year	-8.553E-02	.103	-.021	-.834	.405
Female - 3 to 4 years	6.574E-02	.073	.025	.901	.368
Female - 5 to 6 years	-4.834E-02	.083	-.022	-.582	.561
Female - 7 to 8 years	8.649E-02	.116	.027	.746	.456
Dependent Variable: Since BT: Commitment/Cohesion					
Q01: Your Service = Air Force					

**Dependent Variable, Q20: Change in job skills since basic training
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.477	.370		1.288	.198
Q07: Highest level of education completed	-3.620E-03	.011	-.006	-.329	.742
Hispanic	-4.339E-02	.046	-.018	-.935	.350
Black, not Hispanic	9.343E-02	.035	.054	2.699	.007
Asian or Pacific Islander	1.887E-02	.091	.004	.208	.835
Native American	7.200E-03	.061	.002	.117	.907
Q08: How long in the military	-.111	.018	-.178	-6.127	.000
UNITCS	-8.976E-02	.041	-.059	-2.180	.029
UNITCSS	-3.734E-02	.043	-.023	-.863	.388
MALE	-.874	.542	-.561	-1.613	.107
Gender-Segregated BT	.511	.407	.354	1.253	.210
Q13: How frequently worked with other sex	-2.645E-02	.017	-.066	-1.592	.111
Q14: Instructor mix in basic trng unit	-3.591E-02	.030	-.032	-1.195	.232
Q23new: Percent of Current Unit Women	-3.070E-03	.016	-.005	-.193	.847
Male - Gender-Integrated Training	.473	.409	.283	1.157	.247
Female - Gender-Integrated Training	-.403	.356	-.243	-1.131	.258
Female - Gender-Segregated Training	-1.179	.544	-.379	-2.168	.030
Male - Less than one year	4.464E-02	.069	.014	.645	.519
Male - 3 to 4 years	-5.408E-03	.039	-.003	-.139	.890
Male - 5 to 6 years	-.104	.052	-.043	-1.986	.047
Female - Less than one year	3.382E-02	.091	.008	.373	.709
Female - 3 to 4 years	-3.967E-03	.062	-.002	-.064	.949
Female - 5 to 6 years	.195	.116	.048	1.681	.093
Female - 7 to 8 years	.222	.128	.050	1.729	.084
Dependent Variable: Since BT: Job/Technical Skills					
Q01: Your Service = Army					

**Dependent Variable, Q20: Change in job skills since basic training
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-3.419E-02	.124		-.276	.782
Q07: Highest level of education completed	-8.020E-03	.014	-.014	-.564	.573
Hispanic	8.881E-02	.063	.033	1.400	.162
Black, not Hispanic	.161	.046	.085	3.484	.001
Asian or Pacific Islander	2.658E-02	.075	.008	.354	.723
Native American	.175	.075	.056	2.348	.019
Q08: How long in the military	-9.222E-02	.021	-.150	-4.486	.000
UNITCS	7.523E-02	.047	.049	1.612	.107
UNITCSS	-2.738E-02	.090	-.007	-.304	.761
MALE	.112	.736	.067	.152	.879
Gender-Segregated BT	-.334	.731	-.222	-.457	.648
Q13: How frequently worked with other sex	-6.164E-03	.019	-.012	-.319	.750
Q14: Instructor mix in basic trng unit	-3.620E-02	.025	-.041	-1.454	.146
Q23new: Percent of Current Unit Women	-5.880E-03	.019	-.009	-.315	.753
Male - Gender-Integrated Training	-.241	.734	-.124	-.329	.743
Female - Gender-Segregated Training	.449	.744	.107	.603	.547
Male - Less than one year	.112	.086	.036	1.293	.196
Male - 3 to 4 years	9.613E-02	.056	.045	1.731	.084
Male - 5 to 6 years	2.741E-02	.056	.013	.491	.624
Female - Less than one year	-7.762E-02	.160	-.012	-.484	.628
Female - 1 to 2 years	-.132	.084	-.048	-1.582	.114
Female - 5 to 6 years	-.146	.095	-.044	-1.532	.126
Female - 7 to 8 years	-.146	.166	-.029	-.882	.378
Dependent Variable: Since BT: Job/Technical Skills					
Q01: Your Service = Navy					

**Dependent Variable, Q20: Change in job skills since basic training
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.989	.747		1.324	.186
Q07: Highest level of education completed	-2.533E-02	.015	-.040	-1.673	.094
Hispanic	3.540E-02	.042	.020	.836	.403
Black, not Hispanic	5.505E-02	.055	.024	1.004	.316
Asian or Pacific Islander	-3.742E-02	.097	-.009	-.385	.700
Native American	8.873E-02	.082	.026	1.076	.282
Q08: How long in the military	-.121	.027	-.155	-4.427	.000
UNITCS	-7.708E-02	.052	-.053	-1.492	.136
UNITCSS	-2.174E-02	.051	-.015	-.424	.671
MALE	-1.318	.999	-.783	-1.320	.187
Gender-Segregated BT	.613	.699	.159	.877	.380
Q13: How frequently worked with other sex	-2.619E-02	.036	-.019	-.725	.469
Q14: Instructor mix in basic trng unit	-9.355E-02	.041	-.202	-2.271	.023
Q23new: Percent of Current Unit Women	-2.725E-02	.023	-.031	-1.196	.232
Male - Gender-Integrated Training	.742	.708	.161	1.048	.295
Female - Gender-Integrated Training	-.426	.720	-.059	-.592	.554
Female - Gender-Segregated Training	-.963	.989	-.563	-.974	.330
Male - Less than one year	-1.999E-02	.101	-.005	-.199	.842
Male - 3 to 4 years	3.191E-02	.044	.021	.724	.469
Male - 5 to 6 years	-6.412E-02	.078	-.025	-.822	.411
Female - Less than one year	-.175	.167	-.026	-1.049	.294
Female - 3 to 4 years	1.899E-02	.081	.008	.234	.815
Female - 5 to 6 years	-5.327E-02	.141	-.010	-.378	.706
Female - 7 to 8 years	.222	.216	.027	1.027	.305
Dependent Variable: Since BT: Job/Technical Skills					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q20: Change in job skills since basic training
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.424	.312		1.361	.174
Q07: Highest level of education completed	-1.084E-02	.014	-.017	-.788	.431
Hispanic	.112	.060	.040	1.858	.063
Black, not Hispanic	.107	.047	.050	2.275	.023
Asian or Pacific Islander	.109	.083	.028	1.307	.191
Native American	5.288E-02	.071	.016	.749	.454
Q08: How long in the military	-9.197E-02	.025	-.148	-3.632	.000
UNITCS	-.114	.042	-.061	-2.702	.007
UNITCSS	5.491E-02	.042	.028	1.292	.196
MALE	-.588	.782	-.395	-.751	.453
Gender-Segregated BT	2.163E-02	.724	.015	.030	.976
Q13: How frequently worked with other sex	-3.871E-02	.014	-.068	-2.739	.006
Q14: Instructor mix in basic trng unit	3.947E-02	.024	.035	1.613	.107
Q23new: Percent of Current Unit Women	-3.691E-03	.017	-.005	-.213	.831
Male - Gender-Integrated Training	-9.259E-03	.724	-.005	-.013	.990
Female – Gender-Integrated Training	-.613	.293	-.394	-2.089	.037
Female – Gender-Segregated Training	-.707	.781	-.412	-.905	.366
Male - Less than one year	.133	.113	.030	1.179	.239
Male - 3 to 4 years	-.133	.063	-.051	-2.105	.035
Male - 5 to 6 years	-.108	.062	-.048	-1.749	.080
Female - Less than one year	-7.433E-02	.090	-.020	-.828	.408
Female - 3 to 4 years	-1.192E-02	.063	-.005	-.188	.851
Female - 5 to 6 years	-.125	.073	-.062	-1.717	.086
Female - 7 to 8 years	-5.904E-02	.102	-.020	-.578	.564
Dependent Variable: Since BT: Job/Technical Skills					
Q01: Your Service = Air Force					

**Dependent Variable, Q20: Change in self discipline since basic training
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.692	.323		2.139	.033
Q07: Highest level of education completed	3.209E-04	.010	.001	.033	.973
Hispanic	-6.193E-02	.041	-.029	-1.508	.132
Black, not Hispanic	6.218E-03	.030	.004	.207	.836
Asian or Pacific Islander	6.566E-02	.079	.016	.830	.407
Native American	-6.607E-02	.053	-.024	-1.245	.213
Q08: How long in the military	-8.740E-02	.016	-.163	-5.549	.000
UNITCS	3.461E-02	.036	.026	.962	.336
UNITCSS	1.339E-02	.038	.010	.356	.722
MALE	-.665	.473	-.494	-1.405	.160
Gender-Segregated BT	.210	.356	.169	.590	.555
Q13: How frequently worked with other sex	-1.971E-02	.014	-.057	-1.366	.172
Q14: Instructor mix in basic trng unit	4.576E-03	.026	.005	.177	.860
Q23new: Percent of Current Unit Women	2.538E-02	.014	.045	1.827	.068
Male - Gender-Integrated Training	.108	.357	.075	.304	.761
Female – Gender-Integrated Training	-.510	.311	-.355	-1.637	.102
Female – Gender-Segregated Training	-.710	.475	-.266	-1.495	.135
Male - Less than one year	-8.613E-02	.061	-.032	-1.418	.156
Male - 3 to 4 years	-6.238E-03	.034	-.004	-.183	.855
Male - 5 to 6 years	-8.538E-02	.045	-.041	-1.895	.058
Female - Less than one year	-8.746E-04	.079	.000	-.011	.991
Female - 3 to 4 years	-5.306E-02	.054	-.024	-.980	.327
Female - 5 to 6 years	-3.035E-03	.101	-.001	-.030	.976
Female - 7 to 8 years	2.335E-02	.112	.006	.209	.834
Dependent Variable: Since BT: Self-Discipline/Responsibility					
Q01: Your Service = Army					

**Dependent Variable, Q20: Change in self discipline since basic training
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.275	.106		2.586	.010
Q07: Highest level of education completed	-1.258E-02	.012	-.025	-1.029	.304
Hispanic	-3.842E-02	.054	-.017	-.706	.480
Black, not Hispanic	-9.220E-03	.039	-.006	-.235	.814
Asian or Pacific Islander	-1.416E-02	.065	-.005	-.216	.829
Native American	4.719E-02	.064	.018	.743	.458
Q08: How long in the military	-7.713E-02	.018	-.148	-4.373	.000
UNITCS	6.940E-02	.040	.053	1.745	.081
UNITCSS	-9.665E-02	.077	-.030	-1.259	.208
MALE	.196	.633	.139	.310	.757
Gender-Segregated BT	-.246	.629	-.192	-.391	.696
Q13: How frequently worked with other sex	5.992E-03	.017	.014	.361	.718
Q14: Instructor mix in basic trng unit	-2.797E-02	.021	-.037	-1.303	.193
Q23new: Percent of Current Unit Women	-1.230E-02	.016	-.022	-.773	.439
Male - Gender-Integrated Training	-.247	.632	-.148	-.391	.696
Female - Gender-Segregated Training	.155	.640	.043	.242	.809
Male - Less than one year	-.115	.074	-.044	-1.557	.120
Male - 3 to 4 years	-2.323E-02	.048	-.013	-.488	.626
Male - 5 to 6 years	-2.036E-02	.048	-.011	-.427	.669
Female - Less than one year	-.137	.132	-.027	-1.043	.297
Female - 1 to 2 years	-6.399E-02	.072	-.027	-.891	.373
Female - 5 to 6 years	9.095E-03	.082	.003	.111	.911
Female - 7 to 8 years	-6.782E-02	.142	-.016	-.476	.634
Dependent Variable: Since BT: Self-Discipline/Responsibility					
Q01: Your Service = Navy					

**Dependent Variable, Q20: Change in self discipline since basic training
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.361	.593		.609	.543
Q07: Highest level of education completed	-1.315E-02	.012	-.026	-1.091	.275
Hispanic	3.398E-02	.034	.025	1.007	.314
Black, not Hispanic	-1.344E-02	.043	-.008	-.309	.757
Asian or Pacific Islander	.109	.078	.034	1.400	.162
Native American	8.334E-02	.065	.031	1.288	.198
Q08: How long in the military	-5.119E-02	.021	-.084	-2.404	.016
UNITCS	6.522E-02	.041	.058	1.603	.109
UNITCSS	4.097E-02	.040	.037	1.014	.311
MALE	-8.497E-02	.793	-.064	-.107	.915
Gender-Segregated BT	8.723E-02	.555	.028	.157	.875
Q13: How frequently worked with other sex	-3.374E-02	.028	-.031	-1.191	.234
Q14: Instructor mix in basic trng unit	-1.661E-02	.033	-.046	-.505	.614
Q23new: Percent of Current Unit Women	6.482E-03	.018	.009	.360	.719
Male - Gender-Integrated Training	2.297E-02	.562	.006	.041	.967
Female - Gender-Integrated Training	-4.395E-04	.573	.000	-.001	.999
Female - Gender-Segregated Training	1.557E-02	.785	.012	.020	.984
Male - Less than one year	-.174	.080	-.057	-2.171	.030
Male - 3 to 4 years	1.449E-02	.035	.012	.416	.677
Male - 5 to 6 years	-9.799E-03	.061	-.005	-.160	.873
Female - Less than one year	-.110	.130	-.021	-.844	.399
Female - 3 to 4 years	-2.811E-02	.065	-.014	-.436	.663
Female - 5 to 6 years	-7.663E-02	.114	-.018	-.669	.503
Female - 7 to 8 years	7.869E-02	.177	.012	.444	.657
Dependent Variable: Since BT: Self-Discipline/Responsibility					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q20: Change in self discipline since basic training
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.367	.238		1.540	.124
Q07: Highest level of education completed	-1.699E-03	.011	-.004	-.161	.872
Hispanic	9.370E-03	.046	.004	.204	.839
Black, not Hispanic	-8.804E-03	.036	-.006	-.246	.805
Asian or Pacific Islander	1.866E-03	.064	.001	.029	.977
Native American	3.144E-02	.054	.013	.580	.562
Q08: How long in the military	-4.805E-02	.019	-.104	-2.490	.013
UNITCS	2.053E-02	.032	.015	.638	.523
UNITCSS	7.627E-03	.032	.005	.235	.814
MALE	-.267	.598	-.240	-.446	.656
Gender-Segregated BT	5.879E-02	.554	.054	.106	.915
Q13: How frequently worked with other sex	-1.676E-03	.011	-.004	-.155	.877
Q14: Instructor mix in basic trng unit	-2.433E-02	.019	-.029	-1.302	.193
Q23new: Percent of Current Unit Women	1.007E-02	.013	.017	.763	.446
Male - Gender-Integrated Training	6.008E-02	.554	.040	.108	.914
Female - Gender-Integrated Training	-.205	.224	-.177	-.915	.360
Female - Gender-Segregated Training	-.254	.598	-.199	-.425	.671
Male - Less than one year	-8.619E-03	.086	-.003	-.101	.920
Male - 3 to 4 years	-4.137E-02	.048	-.021	-.856	.392
Male - 5 to 6 years	-6.541E-02	.047	-.039	-1.384	.166
Female - Less than one year	-9.586E-02	.068	-.035	-1.411	.158
Female - 3 to 4 years	-2.337E-02	.049	-.014	-.482	.630
Female - 5 to 6 years	-7.482E-02	.056	-.050	-1.347	.178
Female - 7 to 8 years	-6.890E-02	.078	-.032	-.887	.375
Dependent Variable: Since BT: Self-Discipline/Responsibility					
Q01: Your Service = Air Force					

**Dependent Variable, Q20: Change in professionalism since basic training
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.275	.333		.828	.408
Q07: Highest level of education completed	-4.737E-03	.010	-.009	-.483	.629
Hispanic	-9.632E-02	.042	-.044	-2.308	.021
Black, not Hispanic	7.880E-03	.031	.005	.256	.798
Asian or Pacific Islander	6.109E-02	.081	.014	.756	.449
Native American	1.241E-02	.055	.004	.225	.822
Q08: How long in the military	-7.642E-02	.016	-.137	-4.760	.000
UNITCS	-5.138E-02	.037	-.038	-1.400	.162
UNITCSS	-2.079E-02	.039	-.015	-.536	.592
MALE	-.269	.487	-.193	-.552	.581
Gender-Segregated BT	7.359E-02	.366	.057	.201	.841
Q13: How frequently worked with other sex	-2.520E-02	.015	-.071	-1.696	.090
Q14: Instructor mix in basic trng unit	1.062E-03	.027	.001	.040	.968
Q23new: Percent of Current Unit Women	2.186E-02	.014	.037	1.537	.124
Male - Gender-Integrated Training	3.597E-02	.367	.024	.098	.922
Female - Gender-Integrated Training	-.119	.320	-.080	-.370	.711
Female - Gender-Segregated Training	-.328	.489	-.117	-.672	.502
Male - Less than one year	-1.137E-02	.063	-.004	-.182	.856
Male - 3 to 4 years	1.503E-02	.035	.009	.432	.665
Male - 5 to 6 years	-.124	.046	-.058	-2.688	.007
Female - Less than one year	-7.149E-02	.081	-.018	-.883	.378
Female - 3 to 4 years	-7.438E-02	.055	-.032	-1.343	.179
Female - 5 to 6 years	-3.615E-02	.103	-.010	-.351	.726
Female - 7 to 8 years	5.758E-02	.117	.014	.492	.623
Dependent Variable: Since BT: Service Traditions/Professionalism					
Q01: Your Service = Army					

**Dependent Variable, Q20: Change in professionalism since basic training
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.130	.099		1.313	.189
Q07: Highest level of education completed	-4.082E-04	.011	-.001	-.036	.971
Hispanic	2.632E-03	.050	.001	.052	.958
Black, not Hispanic	-1.687E-02	.036	-.011	-.464	.643
Asian or Pacific Islander	-1.565E-02	.061	-.006	-.256	.798
Native American	7.484E-02	.060	.030	1.248	.212
Q08: How long in the military	-6.792E-02	.016	-.139	-4.167	.000
UNITCS	2.249E-02	.037	.018	.611	.541
UNITCSS	-5.548E-02	.071	-.019	-.779	.436
MALE	.525	.591	.395	.888	.375
Gender-Segregated BT	-.659	.588	-.549	-1.122	.262
Q13: How frequently worked with other sex	5.543E-03	.015	.014	.360	.719
Q14: Instructor mix in basic trng unit	7.633E-03	.020	.011	.386	.699
Q23new: Percent of Current Unit Women	-4.997E-03	.015	-.010	-.340	.734
Male - Gender-Integrated Training	-.566	.590	-.364	-.960	.337
Female - Gender-Segregated Training	.566	.598	.169	.947	.344
Male - Less than one year	-.109	.069	-.045	-1.582	.114
Male - 3 to 4 years	5.616E-02	.044	.033	1.281	.200
Male - 5 to 6 years	1.127E-02	.044	.007	.255	.799
Female - Less than one year	-.216	.123	-.046	-1.762	.078
Female - 1 to 2 years	-9.227E-02	.067	-.042	-1.375	.169
Female - 5 to 6 years	-.130	.076	-.049	-1.703	.089
Female - 7 to 8 years	-.182	.132	-.046	-1.377	.169
Dependent Variable: Since BT: Service Traditions/Professionalism					
Q01: Your Service = Navy					

**Dependent Variable, Q20: Change in professionalism since basic training
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.615	.626		.983	.326
Q07: Highest level of education completed	-2.171E-02	.013	-.041	-1.717	.086
Hispanic	-5.824E-02	.035	-.040	-1.651	.099
Black, not Hispanic	-3.524E-02	.046	-.018	-.766	.444
Asian or Pacific Islander	-2.713E-02	.080	-.008	-.339	.734
Native American	.176	.068	.061	2.599	.009
Q08: How long in the military	-.107	.022	-.166	-4.785	.000
UNITCS	8.243E-02	.043	.068	1.933	.053
UNITCSS	9.782E-02	.042	.082	2.318	.021
MALE	-.530	.837	-.375	-.634	.526
Gender-Segregated BT	.346	.586	.105	.590	.555
Q13: How frequently worked with other sex	-7.711E-03	.030	-.006	-.253	.800
Q14: Instructor mix in basic trng unit	-5.147E-02	.035	-.133	-1.481	.139
Q23new: Percent of Current Unit Women	-1.756E-03	.019	-.002	-.093	.926
Male - Gender-Integrated Training	.345	.593	.087	.581	.561
Female - Gender-Integrated Training	-.256	.603	-.042	-.425	.671
Female - Gender-Segregated Training	-.277	.829	-.193	-.335	.738
Male - Less than one year	-.281	.084	-.087	-3.362	.001
Male - 3 to 4 years	2.365E-02	.037	.018	.646	.518
Male - 5 to 6 years	2.451E-02	.064	.011	.380	.704
Female - Less than one year	-.196	.134	-.036	-1.459	.145
Female - 3 to 4 years	1.662E-02	.068	.008	.246	.806
Female - 5 to 6 years	9.995E-02	.118	.023	.847	.397
Female - 7 to 8 years	.297	.181	.042	1.642	.101
Dependent Variable: Since BT: Service Traditions/Professionalism					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q20: Change in professionalism since basic training
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.295	.236		1.252	.211
Q07: Highest level of education completed	8.643E-03	.010	.018	.832	.405
Hispanic	4.398E-02	.045	.021	.977	.329
Black, not Hispanic	2.587E-02	.035	.016	.734	.463
Asian or Pacific Islander	-6.757E-03	.063	-.002	-.108	.914
Native American	8.605E-02	.053	.034	1.611	.107
Q08: How long in the military	-9.582E-02	.019	-.205	-5.015	.000
UNITCS	2.045E-02	.032	.014	.644	.519
UNITCSS	-9.277E-02	.032	-.064	-2.909	.004
MALE	4.209E-02	.592	.038	.071	.943
Gender-Segregated BT	-.165	.548	-.150	-.302	.763
Q13: How frequently worked with other sex	-1.793E-02	.011	-.042	-1.690	.091
Q14: Instructor mix in basic trng unit	5.069E-03	.018	.006	.276	.782
Q23new: Percent of Current Unit Women	-4.525E-03	.013	-.008	-.347	.729
Male - Gender-Integrated Training	-.189	.548	-.124	-.344	.731
Female - Gender-Integrated Training	-.129	.222	-.110	-.580	.562
Female - Gender-Segregated Training	3.772E-03	.591	.003	.006	.995
Male - Less than one year	-.115	.085	-.035	-1.364	.173
Male - 3 to 4 years	-3.646E-02	.048	-.019	-.764	.445
Male - 5 to 6 years	-.125	.047	-.073	-2.664	.008
Female - Less than one year	-.136	.067	-.050	-2.027	.043
Female - 3 to 4 years	3.732E-02	.048	.022	.783	.434
Female - 5 to 6 years	-3.755E-02	.055	-.025	-.685	.493
Female - 7 to 8 years	2.171E-03	.077	.001	.028	.977
Dependent Variable: Since BT: Service Traditions/Professionalism					
Q01: Your Service = Air Force					

**Dependent Variable, Q21 Scale, Opinions regarding GIT
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	13.775	2.557		5.386	.000
Q07: Highest level of education completed	.106	.065	.028	1.634	.102
Hispanic	-1.028	.274	-.064	-3.753	.000
Black, not Hispanic	-2.185	.202	-.193	-10.823	.000
Asian or Pacific Islander	-.295	.537	-.009	-.549	.583
Native American	-.549	.358	-.026	-1.535	.125
Q08: How long in the military	.279	.107	.067	2.620	.009
UNITCS	6.025E-02	.242	.006	.249	.804
UNITCSS	-.288	.254	-.027	-1.132	.258
MALE	.563	3.268	.054	.172	.863
Gender-Segregated BT	-.965	2.129	-.100	-.453	.650
Q13: How frequently worked with other sex	.532	.097	.200	5.511	.000
Q14: Instructor mix in basic trng unit	-.445	.176	-.059	-2.534	.011
Q23new: Percent of Current Unit Women	.134	.093	.031	1.438	.151
Male - Gender-Integrated Training	-1.111	2.140	-.100	-.519	.604
Female - Gender-Integrated Training	-2.665	2.477	-.239	-1.076	.282
Female - Gender-Segregated Training	-4.889E-02	3.272	-.002	-.015	.988
Male - Less than one year	-.149	.407	-.007	-.365	.715
Male - 3 to 4 years	.548	.230	.044	2.381	.017
Male - 5 to 6 years	9.620E-02	.304	.006	.317	.751
Female - Less than one year	.311	.537	.011	.579	.562
Female - 3 to 4 years	.144	.369	.008	.390	.697
Female - 5 to 6 years	.388	.681	.014	.569	.569
Female - 7 to 8 years	-.422	.763	-.014	-.553	.580
Dependent Variable: Q21 Scale: Gender-Integrated BT					
Q01: Your Service = Army					

**Dependent Variable, Q21 Scale, Opinions regarding GIT
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	11.176	.684		16.337	.000
Q07: Highest level of education completed	.160	.078	.045	2.045	.041
Hispanic	-.456	.352	-.029	-1.295	.195
Black, not Hispanic	-1.806	.252	-.163	-7.180	.000
Asian or Pacific Islander	-.628	.417	-.033	-1.504	.133
Native American	-.296	.416	-.016	-.713	.476
Q08: How long in the military	3.496E-02	.113	.010	.309	.757
UNITCS	-.470	.256	-.052	-1.839	.066
UNITCSS	-.794	.496	-.036	-1.601	.110
MALE	.429	4.149	.043	.103	.918
Gender-Segregated BT	.667	4.126	.074	.162	.872
Q13: How frequently worked with other sex	.525	.107	.176	4.904	.000
Q14: Instructor mix in basic trng unit	-.111	.137	-.021	-.813	.417
Q23new: Percent of Current Unit Women	2.143E-02	.102	.006	.210	.834
Male - Gender-Integrated Training	.943	4.139	.082	.228	.820
Female - Gender-Segregated Training	.221	4.195	.009	.053	.958
Male - Less than one year	-1.700	.474	-.094	-3.590	.000
Male - 3 to 4 years	.284	.304	.023	.936	.350
Male - 5 to 6 years	2.306E-02	.308	.002	.075	.940
Female - Less than one year	-2.131	.860	-.059	-2.477	.013
Female - 1 to 2 years	-.359	.466	-.022	-.770	.442
Female - 5 to 6 years	-1.159	.531	-.058	-2.181	.029
Female - 7 to 8 years	-.619	.930	-.020	-.666	.506
Dependent Variable: Q21 Scale: Gender-Integrated BT					
Q01: Your Service = Navy					

**Dependent Variable, Q21 Scale, Opinions regarding GIT
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	22.319	4.949		4.510	.000
Q07: Highest level of education completed	-5.465E-02	.098	-.013	-.556	.578
Hispanic	-.513	.275	-.044	-1.867	.062
Black, not Hispanic	-2.205	.358	-.145	-6.158	.000
Asian or Pacific Islander	-.986	.636	-.036	-1.551	.121
Native American	-.225	.530	-.010	-.425	.671
Q08: How long in the military	.470	.175	.091	2.690	.007
UNITCS	-6.446E-02	.332	-.007	-.194	.846
UNITCSS	-.272	.329	-.028	-.825	.409
MALE	-7.105	6.651	-.626	-1.068	.286
Gender-Segregated BT	-1.685	4.659	-.067	-.362	.718
Q13: How frequently worked with other sex	.690	.230	.076	2.999	.003
Q14: Instructor mix in basic trng unit	9.677E-02	.264	.031	.366	.714
Q23new: Percent of Current Unit Women	-.153	.147	-.026	-1.042	.297
Male - Gender-Integrated Training	-3.943	4.715	-.125	-.836	.403
Female - Gender-Integrated Training	-10.249	4.761	-.242	-2.153	.031
Female - Gender-Segregated Training	-6.991	6.588	-.603	-1.061	.289
Male - Less than one year	.771	.651	.030	1.184	.237
Male - 3 to 4 years	8.233E-02	.285	.008	.289	.773
Male - 5 to 6 years	.630	.504	.036	1.249	.212
Female - Less than one year	-2.085	1.024	-.049	-2.037	.042
Female - 3 to 4 years	-.513	.528	-.030	-.973	.331
Female - 5 to 6 years	-.968	.934	-.027	-1.036	.300
Female - 7 to 8 years	-.260	1.391	-.005	-.187	.852
Dependent Variable: Q21 Scale: Gender-Integrated BT					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q21 Scale, Opinions regarding GIT
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8.861	1.908		4.644	.000
Q07: Highest level of education completed	-4.515E-02	.084	-.011	-.541	.589
Hispanic	-.552	.363	-.031	-1.519	.129
Black, not Hispanic	-.704	.283	-.052	-2.493	.013
Asian or Pacific Islander	.727	.506	.029	1.435	.151
Native American	.333	.434	.016	.766	.444
Q08: How long in the military	.230	.154	.058	1.493	.135
UNITCS	2.377E-02	.255	.002	.093	.926
UNITCSS	-.288	.257	-.023	-1.123	.262
MALE	-.288	4.796	-.030	-.060	.952
Gender-Segregated BT	2.434	4.440	.259	.548	.584
Q13: How frequently worked with other sex	.741	.086	.203	8.638	.000
Q14: Instructor mix in basic trng unit	-7.321E-02	.148	-.010	-.495	.620
Q23new: Percent of Current Unit Women	-.117	.105	-.023	-1.118	.264
Male - Gender-Integrated Training	.959	4.441	.075	.216	.829
Female - Gender-Integrated Training	.410	1.800	.041	.228	.820
Female - Gender-Segregated Training	-.569	4.791	-.052	-.119	.905
Male - Less than one year	.244	.667	.009	.367	.714
Male - 3 to 4 years	.230	.384	.014	.598	.550
Male - 5 to 6 years	.296	.377	.020	.784	.433
Female - Less than one year	-1.356	.543	-.058	-2.496	.013
Female - 3 to 4 years	-.302	.384	-.021	-.786	.432
Female - 5 to 6 years	-.497	.442	-.039	-1.126	.260
Female - 7 to 8 years	-.909	.620	-.049	-1.466	.143
Dependent Variable: Q21 Scale: Gender-Integrated BT					
Q01: Your Service = Air Force					

**Dependent Variable, Q24 Scale, Teamwork
Service: Army**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	38.617	4.244		9.100	.000
Q07: Highest level of education completed	-6.105E-02	.124	-.009	-.494	.621
Hispanic	3.729E-03	.525	.000	.007	.994
Black, not Hispanic	.920	.389	.047	2.367	.018
Asian or Pacific Islander	.395	1.015	.007	.389	.697
Native American	1.109	.679	.031	1.633	.103
Q08: How long in the military	-.454	.205	-.063	-2.216	.027
UNITCS	1.265	.465	.072	2.721	.007
UNITCSS	1.565	.487	.086	3.215	.001
MALE	-10.960	5.769	-.610	-1.900	.058
Gender-Segregated BT	1.732	4.056	.105	.427	.669
Q13: How frequently worked with other sex	-.101	.186	-.022	-.543	.587
Q14: Instructor mix in basic trng unit	-.601	.336	-.046	-1.787	.074
Q23new: Percent of Current Unit Women	.796	.179	.106	4.440	.000
Male - Gender-Integrated Training	.293	4.076	.015	.072	.943
Female - Gender-Integrated Training	-8.751	4.089	-.456	-2.140	.032
Female - Gender-Segregated Training	-10.838	5.789	-.304	-1.872	.061
Male - Less than one year	-3.431	.781	-.096	-4.390	.000
Male - 3 to 4 years	1.031	.440	.048	2.347	.019
Male - 5 to 6 years	6.699E-02	.579	.002	.116	.908
Female - Less than one year	-1.033	1.022	-.020	-1.010	.313
Female - 3 to 4 years	1.364	.711	.046	1.920	.055
Female - 5 to 6 years	2.657	1.317	.058	2.018	.044
Female - 7 to 8 years	.845	1.477	.016	.572	.567
Dependent Variable: Q24 Scale: Teamwork					
Q01: Your Service = Army					

**Dependent Variable, Q24 Scale, Teamwork
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	28.064	1.365		20.559	.000
Q07: Highest level of education completed	.228	.156	.035	1.458	.145
Hispanic	-.453	.710	-.015	-.638	.524
Black, not Hispanic	.614	.501	.030	1.226	.220
Asian or Pacific Islander	-.815	.841	-.023	-.969	.333
Native American	.790	.827	.022	.956	.339
Q08: How long in the military	-.113	.225	-.017	-.501	.617
UNITCS	2.189	.510	.129	4.291	.000
UNITCSS	-1.554	.988	-.037	-1.573	.116
MALE	-6.573	8.213	-.354	-.800	.424
Gender-Segregated BT	4.889	8.167	.292	.599	.549
Q13: How frequently worked with other sex	-2.818E-02	.214	-.005	-.132	.895
Q14: Instructor mix in basic trng unit	-.377	.273	-.039	-1.380	.168
Q23new: Percent of Current Unit Women	-.107	.204	-.015	-.526	.599
Male - Gender-Integrated Training	4.651	8.194	.216	.568	.570
Female - Gender-Segregated Training	-.657	8.309	-.014	-.079	.937
Male - Less than one year	-.316	.942	-.009	-.336	.737
Male - 3 to 4 years	.774	.608	.033	1.274	.203
Male - 5 to 6 years	.442	.611	.019	.722	.470
Female - Less than one year	-1.920	1.706	-.029	-1.126	.261
Female - 1 to 2 years	-.597	.931	-.019	-.641	.521
Female - 5 to 6 years	-1.311	1.054	-.035	-1.244	.214
Female - 7 to 8 years	-2.750	1.846	-.049	-1.490	.136
Dependent Variable: Q24 Scale: Teamwork					
Q01: Your Service = Navy					

**Dependent Variable, Q24 Scale, Teamwork
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	26.362	8.274		3.186	.001
Q07: Highest level of education completed	7.869E-02	.165	.011	.478	.633
Hispanic	.543	.466	.028	1.165	.244
Black, not Hispanic	1.754	.598	.069	2.933	.003
Asian or Pacific Islander	7.395E-02	1.070	.002	.069	.945
Native American	2.026	.911	.051	2.223	.026
Q08: How long in the military	-.949	.293	-.110	-3.235	.001
UNITCS	1.265	.558	.078	2.269	.023
UNITCSS	2.192	.552	.137	3.971	.000
MALE	-10.482	11.110	-.553	-9.43	.346
Gender-Segregated BT	7.935	7.781	.187	1.020	.308
Q13: How frequently worked with other sex	.500	.384	.033	1.303	.193
Q14: Instructor mix in basic trng unit	-.235	.445	-.045	-.527	.598
Q23new: Percent of Current Unit Women	.219	.249	.022	.879	.380
Male - Gender-Integrated Training	8.940	7.874	.172	1.135	.256
Female - Gender-Integrated Training	.224	7.972	.003	.028	.978
Female - Gender-Segregated Training	-7.545	11.004	-.391	-.686	.493
Male - Less than one year	-4.394	1.095	-.103	-4.013	.000
Male - 3 to 4 years	1.290	.481	.075	2.682	.007
Male - 5 to 6 years	.598	.845	.021	.708	.479
Female - Less than one year	-5.315	1.778	-.073	-2.988	.003
Female - 3 to 4 years	-.146	.892	-.005	-.163	.870
Female - 5 to 6 years	3.061	1.548	.053	1.977	.048
Female - 7 to 8 years	1.320	2.327	.014	.567	.571
Dependent Variable: Q24 Scale: Teamwork					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q24 Scale, Teamwork
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	24.839	3.548		7.001	.000
Q07: Highest level of education completed	6.139E-02	.157	.009	.392	.695
Hispanic	-2.213E-02	.676	-.001	-.033	.974
Black, not Hispanic	.889	.532	.037	1.672	.095
Asian or Pacific Islander	-1.286	.953	-.029	-1.349	.177
Native American	.163	.808	.004	.202	.840
Q08: How long in the military	.824	.289	.118	2.853	.004
UNITCS	7.340E-02	.478	.003	.153	.878
UNITCSS	-2.030	.483	-.093	-4.205	.000
MALE	-1.745	.744	-.104	-2.346	.019
Gender-Segregated BT	-1.115	3.349	-.067	-.333	.739
Q13: How frequently worked with other sex	.553	.160	.086	3.453	.001
Q14: Instructor mix in basic trng unit	-.262	.276	-.021	-.947	.344
Q23new: Percent of Current Unit Women	8.289E-02	.196	.009	.422	.673
Male - Gender-Integrated Training	-.517	3.398	-.023	-.152	.879
Female - Gender-Integrated Training	-.808	3.346	-.046	-.241	.809
Male - Less than one year	-1.555	1.245	-.032	-1.249	.212
Male - 3 to 4 years	.333	.719	.011	.464	.643
Male - 5 to 6 years	-.469	.704	-.019	-.666	.505
Female - Less than one year	-2.800	1.033	-.066	-2.711	.007
Female - 3 to 4 years	1.055	.720	.041	1.464	.143
Female - 5 to 6 years	-.654	.829	-.029	-.789	.430
Female - 7 to 8 years	-1.780	1.158	-.055	-1.537	.124
Dependent Variable: Q24 Scale: Teamwork					
Q01: Your Service = Air Force					

Dependent Variable, Q29: Group Identity Scale Score
Service: Army

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.494	.983		6.607	.000
Q07: Highest level of education completed	7.216E-02	.026	.055	2.812	.005
Hispanic	.107	.109	.019	.982	.326
Black, not Hispanic	-.141	.081	-.035	-1.745	.081
Asian or Pacific Islander	-.130	.211	-.012	-.615	.538
Native American	-.166	.144	-.022	-1.150	.250
Q08: How long in the military	.223	.042	.156	5.316	.000
UNITCS	-.180	.096	-.051	-1.865	.062
UNITCSS	-.252	.102	-.068	-2.477	.013
MALE	-.468	1.264	-.129	-.370	.711
Gender-Segregated BT	.903	.822	.270	1.098	.272
Q13: How frequently worked with other sex	3.621E-02	.038	.039	.943	.346
Q14: Instructor mix in basic trng unit	-4.793E-02	.070	-.018	-.681	.496
Q23new: Percent of Current Unit Women	9.940E-04	.037	.001	.027	.979
Male - Gender-Integrated Training	1.040	.827	.270	1.258	.208
Female – Gender-Integrated Training	.428	.954	.110	.449	.653
Female – Gender-Segregated Training	-.302	1.264	-.042	-.239	.811
Male - Less than one year	.986	.161	.139	6.116	.000
Male - 3 to 4 years	-.148	.091	-.034	-1.619	.106
Male - 5 to 6 years	.108	.119	.020	.913	.361
Female - Less than one year	1.105	.215	.107	5.138	.000
Female - 3 to 4 years	-.121	.147	-.020	-.821	.412
Female - 5 to 6 years	-.412	.270	-.045	-1.524	.128
Female - 7 to 8 years	-.188	.304	-.018	-.617	.538
Dependent Variable: Q29: Group Identity Scale (based on reversed scores)					
Q01: Your Service = Army					

**Dependent Variable, Q29: Group Identity Scale Score
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7.610	.297		25.582	.000
Q07: Highest level of education completed	-3.906E-02	.034	-.028	-1.152	.249
Hispanic	.343	.152	.055	2.265	.024
Black, not Hispanic	1.277E-02	.110	.003	.116	.908
Asian or Pacific Islander	.247	.180	.033	1.371	.171
Native American	-.393	.180	-.053	-2.188	.029
Q08: How long in the military	-1.046E-03	.049	-.001	-.021	.983
UNITCS	.148	.111	.041	1.332	.183
UNITCSS	.306	.213	.035	1.437	.151
MALE	-.556	1.745	-.141	-.318	.750
Gender-Segregated BT	1.086	1.735	.307	.626	.531
Q13: How frequently worked with other sex	-8.599E-02	.046	-.073	-1.868	.062
Q14: Instructor mix in basic trng unit	-1.116E-02	.060	-.005	-.187	.852
Q23new: Percent of Current Unit Women	-6.139E-03	.044	-.004	-.139	.890
Male - Gender-Integrated Training	.923	1.740	.203	.530	.596
Female - Gender-Segregated Training	-1.451	1.765	-.148	-.822	.411
Male - Less than one year	.722	.204	.102	3.539	.000
Male - 3 to 4 years	-.163	.132	-.033	-1.238	.216
Male - 5 to 6 years	-.209	.132	-.043	-1.586	.113
Female - Less than one year	1.052	.364	.076	2.888	.004
Female - 1 to 2 years	.103	.203	.016	.506	.613
Female - 5 to 6 years	.276	.232	.035	1.191	.234
Female - 7 to 8 years	1.052	.394	.090	2.667	.008
Dependent Variable: Q29: Group Identity Scale (based on reversed scores)					
Q01: Your Service = Navy					

**Dependent Variable, Q29: Group Identity Scale Score
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7.757	1.818		4.267	.000
Q07: Highest level of education completed	-6.182E-02	.037	-.040	-1.682	.093
Hispanic	5.077E-02	.103	.012	.493	.622
Black, not Hispanic	.189	.133	.034	1.420	.156
Asian or Pacific Islander	-.187	.243	-.018	-.769	.442
Native American	-.218	.208	-.025	-1.048	.295
Q08: How long in the military	.299	.065	.159	4.630	.000
UNITCS	-.481	.125	-.135	-3.853	.000
UNITCSS	-.634	.124	-.181	-5.132	.000
MALE	.737	2.436	.177	.303	.762
Gender-Segregated BT	-1.319	1.705	-.144	-.774	.439
Q13: How frequently worked with other sex	.142	.086	.043	1.658	.097
Q14: Instructor mix in basic trng unit	4.842E-02	.102	.042	.477	.634
Q23new: Percent of Current Unit Women	9.723E-02	.055	.044	1.757	.079
Male - Gender-Integrated Training	-1.588	1.726	-.141	-.920	.358
Female - Gender-Integrated Training	-1.378	1.747	-.085	-.789	.430
Female - Gender-Segregated Training	.511	2.412	.120	.212	.832
Male - Less than one year	1.015	.245	.108	4.152	.000
Male - 3 to 4 years	-.273	.107	-.072	-2.565	.010
Male - 5 to 6 years	.115	.185	.018	.620	.535
Female - Less than one year	.306	.376	.020	.814	.416
Female - 3 to 4 years	-.182	.199	-.029	-.913	.362
Female - 5 to 6 years	-.380	.351	-.029	-1.081	.280
Female - 7 to 8 years	-.264	.511	-.013	-.517	.605
Dependent Variable: Q29: Group Identity Scale (based on reversed scores)					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q29: Group Identity Scale Score
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7.740	.678		11.424	.000
Q07: Highest level of education completed	-1.202E-02	.031	-.009	-.393	.694
Hispanic	-1.152E-02	.131	-.002	-.088	.930
Black, not Hispanic	-8.252E-02	.105	-.018	-.787	.432
Asian or Pacific Islander	-1.822E-02	.189	-.002	-.097	.923
Native American	-.142	.159	-.020	-.892	.373
Q08: How long in the military	-7.122E-02	.056	-.054	-1.272	.204
UNITCS	-7.594E-02	.093	-.019	-.818	.414
UNITCSS	.144	.094	.035	1.523	.128
MALE	1.567	1.700	.498	.922	.357
Gender-Segregated BT	-1.352	1.574	-.435	-.859	.390
Q13: How frequently worked with other sex	-3.515E-02	.031	-.029	-1.123	.262
Q14: Instructor mix in basic trng unit	6.963E-02	.054	.029	1.283	.200
Q23new: Percent of Current Unit Women	1.545E-02	.038	.009	.403	.687
Male - Gender-Integrated Training	-1.286	1.574	-.301	-.817	.414
Female - Gender-Integrated Training	.167	.638	.051	.262	.793
Female - Gender-Segregated Training	1.588	1.698	.436	.935	.350
Male - Less than one year	.515	.248	.055	2.082	.037
Male - 3 to 4 years	2.647E-03	.140	.000	.019	.985
Male - 5 to 6 years	-4.793E-02	.136	-.010	-.352	.725
Female - Less than one year	.473	.199	.060	2.378	.018
Female - 3 to 4 years	-.300	.141	-.061	-2.130	.033
Female - 5 to 6 years	3.655E-02	.161	.009	.227	.820
Female - 7 to 8 years	.126	.226	.021	.557	.577
Dependent Variable: Q29: Group Identity Scale (based on reversed scores)					
Q01: Your Service = Air Force					

Dependent Variable, Q29: Commitment Scale Score
Service: Army

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	16.482	2.169		7.599	.000
Q07: Highest level of education completed	.150	.060	.052	2.488	.013
Hispanic	.437	.257	.035	1.700	.089
Black, not Hispanic	-.821	.191	-.093	-4.287	.000
Asian or Pacific Islander	.240	.524	.009	.458	.647
Native American	-.174	.333	-.011	-.522	.602
Q08: How long in the military	.468	.099	.147	4.709	.000
UNITCS	-.660	.226	-.085	-2.924	.003
UNITCSS	-.163	.237	-.020	-.687	.492
MALE	-2.536	2.785	-.313	-.911	.362
Gender-Segregated BT	-.453	1.811	-.061	-.250	.803
Q13: How frequently worked with other sex	-.132	.090	-.064	-1.468	.142
Q14: Instructor mix in basic trng unit	1.380E-02	.162	.002	.085	.932
Q23new: Percent of Current Unit Women	-9.260E-02	.088	-.027	-1.052	.293
Male - Gender-Integrated Training	-.464	1.822	-.054	-.255	.799
Female – Gender-Integrated Training	-4.152	2.109	-.478	-1.969	.049
Female – Gender-Segregated Training	-2.368	2.790	-.146	-.849	.396
Male - Less than one year	2.140	.384	.135	5.576	.000
Male - 3 to 4 years	-.564	.213	-.059	-2.642	.008
Male - 5 to 6 years	.221	.276	.019	.802	.423
Female - Less than one year	2.752	.518	.117	5.315	.000
Female - 3 to 4 years	2.992E-02	.351	.002	.085	.932
Female - 5 to 6 years	-.890	.630	-.043	-1.412	.158
Female - 7 to 8 years	-.714	.713	-.031	-1.001	.317
Dependent Variable: Q29: Commitment Scale (based on reversed scores)					
Q01: Your Service = Army					

**Dependent Variable, Q29: Commitment Scale Score
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	13.475	.706		19.084	.000
Q07: Highest level of education completed	-.111	.079	-.036	-1.412	.158
Hispanic	.514	.352	.037	1.458	.145
Black, not Hispanic	-1.078	.259	-.107	-4.157	.000
Asian or Pacific Islander	1.121	.420	.067	2.667	.008
Native American	-1.085	.430	-.063	-2.521	.012
Q08: How long in the military	-9.586E-02	.114	-.030	-.842	.400
UNITCS	.188	.261	.023	.722	.471
UNITCSS	.430	.500	.022	.860	.390
MALE	2.483	3.816	.278	.651	.515
Gender-Segregated BT	-.814	3.790	-.102	-.215	.830
Q13: How frequently worked with other sex	-5.271E-02	.108	-.020	-.488	.626
Q14: Instructor mix in basic trng unit	6.505E-02	.140	.014	.465	.642
Q23new: Percent of Current Unit Women	-9.357E-02	.104	-.027	-.903	.367
Male - Gender-Integrated Training	-.902	3.804	-.089	-.237	.813
Female - Gender-Segregated Training	-1.234	3.875	-.053	-.318	.750
Male - Less than one year	1.668	.468	.108	3.566	.000
Male - 3 to 4 years	-.818	.313	-.072	-2.610	.009
Male - 5 to 6 years	-.451	.304	-.042	-1.483	.138
Female - Less than one year	3.610	.858	.116	4.207	.000
Female - 1 to 2 years	-.132	.484	-.009	-.272	.786
Female - 5 to 6 years	1.096	.553	.060	1.981	.048
Female - 7 to 8 years	2.682	.950	.100	2.822	.005
Dependent Variable: Q29: Commitment Scale (based on reversed scores)					
Q01: Your Service = Navy					

**Dependent Variable, Q29: Commitment Scale Score
Service: Marine Corps**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	14.472	3.888		3.722	.000
Q07: Highest level of education completed	-.133	.083	-.040	-1.601	.110
Hispanic	.209	.236	.023	.888	.375
Black, not Hispanic	4.664E-02	.309	.004	.151	.880
Asian or Pacific Islander	1.261E-02	.526	.001	.024	.981
Native American	-.296	.480	-.015	-.615	.538
Q08: How long in the military	.656	.143	.167	4.573	.000
UNITCS	-1.093	.281	-.145	-3.884	.000
UNITCSS	-1.436	.280	-.193	-5.126	.000
MALE	6.157	5.161	.682	1.193	.233
Gender-Segregated BT	-6.763	3.607	-.348	-1.875	.061
Q13: How frequently worked with other sex	.189	.193	.027	.983	.326
Q14: Instructor mix in basic trng unit	.106	.233	.043	.456	.649
Q23new: Percent of Current Unit Women	.123	.126	.027	.976	.329
Male - Gender-Integrated Training	-7.338	3.657	-.311	-2.007	.045
Female - Gender-Integrated Training	-2.289	3.717	-.065	-.616	.538
Female - Gender-Segregated Training	4.991	5.102	.541	.978	.328
Male - Less than one year	1.970	.532	.105	3.706	.000
Male - 3 to 4 years	-.657	.240	-.082	-2.739	.006
Male - 5 to 6 years	-7.529E-02	.412	-.006	-.183	.855
Female - Less than one year	2.523	.877	.077	2.876	.004
Female - 3 to 4 years	-.163	.466	-.012	-.350	.726
Female - 5 to 6 years	-1.254	.811	-.044	-1.548	.122
Female - 7 to 8 years	-.826	1.133	-.020	-.729	.466
Dependent Variable: Q29: Commitment Scale (based on reversed scores)					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q29: Commitment Scale Score
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	16.466	1.541		10.686	.000
Q07: Highest level of education completed	-5.906E-02	.075	-.019	-.791	.429
Hispanic	-5.904E-03	.319	.000	-.019	.985
Black, not Hispanic	-1.173	.259	-.109	-4.530	.000
Asian or Pacific Islander	.248	.452	.013	.550	.583
Native American	-.369	.377	-.023	-.978	.328
Q08: How long in the military	-.424	.135	-.142	-3.131	.002
UNITCS	-9.952E-02	.222	-.011	-.448	.654
UNITCSS	.490	.225	.053	2.178	.030
MALE	1.680	3.840	.235	.437	.662
Gender-Segregated BT	-.905	3.554	-.128	-.255	.799
Q13: How frequently worked with other sex	-.131	.075	-.048	-1.749	.081
Q14: Instructor mix in basic trng unit	4.678E-02	.130	.009	.360	.719
Q23new: Percent of Current Unit Women	9.356E-02	.092	.025	1.013	.311
Male - Gender-Integrated Training	-1.158	3.556	-.119	-.326	.745
Female - Gender-Integrated Training	-.635	1.439	-.085	-.442	.659
Female - Gender-Segregated Training	.594	3.835	.071	.155	.877
Male - Less than one year	-.523	.594	-.025	-.880	.379
Male - 3 to 4 years	-.159	.335	-.013	-.476	.634
Male - 5 to 6 years	.378	.324	.036	1.166	.244
Female - Less than one year	1.104	.486	.061	2.270	.023
Female - 3 to 4 years	-.143	.340	-.013	-.422	.673
Female - 5 to 6 years	.893	.389	.093	2.293	.022
Female - 7 to 8 years	1.070	.542	.079	1.976	.048
Dependent Variable: Q29: Commitment Scale (based on reversed scores)					
Q01: Your Service = Air Force					

Dependent Variable, Q41: Core values scale score
Service: Army

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	22.818	4.412		5.172	.000
Q07: Highest level of education completed	-.278	.129	-.042	-2.164	.031
Hispanic	-1.058	.543	-.038	-1.948	.051
Black, not Hispanic	.515	.403	.026	1.277	.202
Asian or Pacific Islander	-.245	1.056	-.004	-.232	.817
Native American	-.162	.713	-.004	-.227	.821
Q08: How long in the military	-.657	.213	-.090	-3.078	.002
UNITCS	.174	.483	.010	.360	.719
UNITCSS	-4.917E-02	.506	-.003	-.097	.923
MALE	.829	6.467	.045	.128	.898
Gender-Segregated BT	-2.050	4.862	-.122	-.422	.673
Q13: How frequently worked with other sex	.221	.193	.047	1.147	.251
Q14: Instructor mix in basic trng unit	.794	.350	.060	2.269	.023
Q23new: Percent of Current Unit Women	1.841E-02	.186	.002	.099	.921
Male - Gender-Integrated Training	-2.046	4.875	-.105	-.420	.675
Female – Gender-Integrated Training	-2.003	4.253	-.103	-.471	.638
Female – Gender-Segregated Training	-2.058	6.487	-.057	-.317	.751
Male - Less than one year	-3.520	.812	-.097	-4.337	.000
Male - 3 to 4 years	.663	.459	.030	1.447	.148
Male - 5 to 6 years	-.903	.602	-.033	-1.499	.134
Female - Less than one year	-1.459	1.063	-.028	-1.373	.170
Female - 3 to 4 years	.752	.734	.025	1.025	.306
Female - 5 to 6 years	2.292	1.359	.049	1.686	.092
Female - 7 to 8 years	1.390	1.512	.027	.919	.358
Dependent Variable: Q41: Sum of Core Values					
Q01: Your Service = Army					

Dependent Variable, Q41: Core values scale score
Service: Navy

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	23.883	1.427		16.735	.000
Q07: Highest level of education completed	-.178	.164	-.026	-1.085	.278
Hispanic	-1.576	.734	-.051	-2.146	.032
Black, not Hispanic	-4.282E-02	.525	-.002	-.082	.935
Asian or Pacific Islander	-2.164	.875	-.058	-2.472	.014
Native American	-.446	.879	-.012	-.508	.612
Q08: How long in the military	1.633E-03	.236	.000	.007	.994
UNITCS	-1.561	.533	-.088	-2.926	.003
UNITCSS	-1.339	1.034	-.031	-1.295	.196
MALE	-.414	.882	-.021	-.470	.639
Gender-Segregated BT	-.956	.699	-.055	-1.368	.172
Q13: How frequently worked with other sex	.252	.221	.043	1.139	.255
Q14: Instructor mix in basic trng unit	.248	.285	.024	.868	.385
Q23new: Percent of Current Unit Women	-.342	.212	-.046	-1.613	.107
Female – Gender-Segregated Training	1.717	1.644	.035	1.045	.296
Male - Less than one year	-3.196	.987	-.091	-3.237	.001
Male - 3 to 4 years	.974	.631	.040	1.543	.123
Male - 5 to 6 years	.250	.639	.010	.391	.696
Female - Less than one year	-3.598	1.762	-.053	-2.042	.041
Female - 1 to 2 years	-1.291	.968	-.041	-1.333	.183
Female - 5 to 6 years	-.745	1.110	-.019	-.672	.502
Female - 7 to 8 years	-2.017	1.923	-.034	-1.049	.294
Dependent Variable: Q41: Sum of Core Values					
Q01: Your Service = Navy					

Dependent Variable, Q41: Core values scale score
Service: Marine Corps

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	11.274	8.826		1.277	.202
Q07: Highest level of education completed	.293	.175	.039	1.673	.094
Hispanic	-.256	.492	-.012	-.521	.602
Black, not Hispanic	-.206	.633	-.008	-.325	.745
Asian or Pacific Islander	.410	1.133	.008	.362	.718
Native American	.252	.950	.006	.265	.791
Q08: How long in the military	-1.160	.313	-.127	-3.707	.000
UNITCS	1.880	.593	.110	3.169	.002
UNITCSS	1.120	.587	.066	1.907	.057
MALE	3.863	11.857	.194	.326	.745
Gender-Segregated BT	6.329	8.305	.141	.762	.446
Q13: How frequently worked with other sex	-.128	.405	-.008	-.317	.752
Q14: Instructor mix in basic trng unit	.386	.472	.070	.816	.415
Q23new: Percent of Current Unit Women	-.538	.265	-.051	-2.031	.042
Male - Gender-Integrated Training	6.197	8.405	.112	.737	.461
Female - Gender-Integrated Training	11.915	8.501	.153	1.402	.161
Female - Gender-Segregated Training	1.499	11.745	.074	.128	.898
Male - Less than one year	-4.314	1.161	-.096	-3.716	.000
Male - 3 to 4 years	.932	.510	.051	1.827	.068
Male - 5 to 6 years	-1.256	.901	-.041	-1.394	.163
Female - Less than one year	-1.912	1.826	-.026	-1.048	.295
Female - 3 to 4 years	.924	.942	.031	.980	.327
Female - 5 to 6 years	3.167	1.649	.051	1.920	.055
Female - 7 to 8 years	-.974	2.481	-.010	-.392	.695
Dependent Variable: Q41: Sum of Core Values					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q41: Core values scale score
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	18.798	3.246		5.791	.000
Q07: Highest level of education completed	-.129	.143	-.020	-.902	.367
Hispanic	1.621E-02	.619	.001	.026	.979
Black, not Hispanic	.445	.483	.020	.921	.357
Asian or Pacific Islander	-.404	.856	-.010	-.472	.637
Native American	.266	.733	.008	.363	.717
Q08: How long in the military	.491	.262	.078	1.872	.061
UNITCS	.753	.435	.039	1.730	.084
UNITCSS	-1.387	.441	-.070	-3.144	.002
MALE	-5.446	8.156	-.360	-.668	.504
Gender-Segregated BT	5.889	7.550	.394	.780	.435
Q13: How frequently worked with other sex	.223	.146	.038	1.526	.127
Q14: Instructor mix in basic trng unit	-2.478E-02	.254	-.002	-.098	.922
Q23new: Percent of Current Unit Women	-.185	.180	-.023	-1.028	.304
Male - Gender-Integrated Training	6.024	7.553	.294	.798	.425
Female - Gender-Integrated Training	-5.765E-03	3.062	.000	-.002	.998
Female - Gender-Segregated Training	-5.804	8.148	-.332	-.712	.476
Male - Less than one year	-.705	1.148	-.016	-.614	.539
Male - 3 to 4 years	-.310	.655	-.012	-.473	.636
Male - 5 to 6 years	-.291	.641	-.013	-.453	.650
Female - Less than one year	-1.533	.937	-.041	-1.637	.102
Female - 3 to 4 years	-.281	.655	-.012	-.429	.668
Female - 5 to 6 years	-.247	.755	-.012	-.327	.743
Female - 7 to 8 years	-1.140	1.057	-.039	-1.078	.281
Dependent Variable: Q41: Sum of Core Values					
Q01: Your Service = Air Force					

Dependent Variable, Q42: Positive performance indicators
Service: Army

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.378	.311		1.214	.225
Q07: Highest level of education completed	8.798E-02	.010	.185	8.797	.000
Hispanic	-2.396E-02	.043	-.012	-.554	.579
Black, not Hispanic	-2.377E-02	.031	-.017	-.769	.442
Asian or Pacific Islander	-9.947E-02	.085	-.024	-1.175	.240
Native American	-3.224E-02	.055	-.012	-.586	.558
Q08: How long in the military	-1.109E-02	.016	-.021	-.708	.479
UNITCS	-9.368E-03	.037	-.007	-.255	.798
UNITCSS	-2.216E-02	.039	-.017	-.569	.570
MALE	-8.965E-02	.453	-.067	-.198	.843
Gender-Segregated BT	.154	.340	.127	.452	.651
Q13: How frequently worked with other sex	2.113E-02	.015	.063	1.428	.153
Q14: Instructor mix in basic trng unit	-3.182E-04	.027	.000	-.012	.991
Q23new: Percent of Current Unit Women	3.160E-03	.014	.006	.220	.826
Male - Gender-Integrated Training	.176	.342	.125	.515	.607
Female - Gender-Integrated Training	3.937E-02	.297	.027	.132	.895
Female - Gender-Segregated Training	-9.801E-02	.454	-.041	-.216	.829
Male - Less than one year	.567	.088	.143	6.444	.000
Male - 3 to 4 years	6.120E-02	.034	.042	1.818	.069
Male - 5 to 6 years	.146	.042	.081	3.441	.001
Female - Less than one year	.397	.119	.071	3.326	.001
Female - 3 to 4 years	4.246E-02	.057	.021	.741	.459
Female - 5 to 6 years	.132	.101	.042	1.302	.193
Female - 7 to 8 years	-9.395E-02	.112	-.028	-.842	.400
Dependent Variable: Positive Indicators per Time Period					
Q01: Your Service = Army					

**Dependent Variable, Q42: Positive performance indicators
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.716	.105		6.814	.000
Q07: Highest level of education completed	3.391E-02	.012	.073	2.821	.005
Hispanic	-7.495E-02	.056	-.035	-1.338	.181
Black, not Hispanic	-7.146E-02	.037	-.051	-1.906	.057
Asian or Pacific Islander	-7.134E-02	.065	-.029	-1.101	.271
Native American	-1.163E-02	.062	-.005	-.187	.852
Q08: How long in the military	6.186E-04	.018	.001	.035	.972
UNITCS	4.398E-02	.038	.038	1.156	.248
UNITCSS	.130	.073	.046	1.772	.077
MALE	-.483	.570	-.378	-.848	.397
Gender-Segregated BT	.517	.566	.441	.913	.361
Q13: How frequently worked with other sex	-3.232E-02	.016	-.083	-1.978	.048
Q14: Instructor mix in basic trng unit	6.289E-03	.021	.010	.306	.759
Q23new: Percent of Current Unit Women	-5.495E-03	.015	-.011	-.356	.722
Male - Gender-Integrated Training	.458	.569	.295	.806	.420
Female - Gender-Segregated Training	-.492	.576	-.166	-.854	.393
Male - Less than one year	.523	.099	.154	5.288	.000
Male - 3 to 4 years	.151	.046	.097	3.257	.001
Male - 5 to 6 years	9.485E-02	.043	.064	2.196	.028
Female - Less than one year	.668	.167	.107	4.001	.000
Female - 1 to 2 years	-6.024E-02	.076	-.025	-.795	.427
Female - 5 to 6 years	.117	.074	.050	1.581	.114
Female - 7 to 8 years	-3.374E-02	.129	-.010	-.261	.794
Dependent Variable: Positive Indicators per Time Period					
Q01: Your Service = Navy					

Dependent Variable, Q42: Positive performance indicators
Service: Marine Corps

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.827	.711		1.164	.245
Q07: Highest level of education completed	6.830E-02	.016	.114	4.364	.000
Hispanic	-5.741E-02	.045	-.034	-1.280	.201
Black, not Hispanic	-7.325E-03	.058	-.003	-.127	.899
Asian or Pacific Islander	-.196	.105	-.049	-1.871	.062
Native American	1.612E-02	.083	.005	.195	.845
Q08: How long in the military	-4.645E-02	.026	-.063	-1.787	.074
UNITCS	-.123	.054	-.090	-2.266	.024
UNITCSS	-9.113E-02	.054	-.068	-1.692	.091
MALE	.370	.942	.230	.393	.695
Gender-Segregated BT	-.237	.660	-.064	-.358	.720
Q13: How frequently worked with other sex	-3.679E-02	.036	-.029	-1.024	.306
Q14: Instructor mix in basic trng unit	7.430E-02	.044	.167	1.675	.094
Q23new: Percent of Current Unit Women	-1.543E-02	.024	-.018	-.648	.517
Male - Gender-Integrated Training	-.486	.672	-.104	-.723	.469
Female - Gender-Integrated Training	-.142	.681	-.023	-.208	.835
Female - Gender-Segregated Training	.121	.934	.074	.130	.897
Male - Less than one year	.380	.135	.078	2.807	.005
Male - 3 to 4 years	2.618E-02	.044	.019	.594	.553
Male - 5 to 6 years	2.680E-02	.072	.012	.372	.710
Female - Less than one year	.593	.213	.076	2.783	.005
Female - 1 to 2 years	-.115	.085	-.047	-1.347	.178
Female - 5 to 6 years	-.131	.128	-.029	-1.020	.308
Female - 7 to 8 years	-5.966E-03	.198	-.001	-.030	.976
Dependent Variable: Positive Indicators per Time Period					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q42: Positive performance indicators
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.256	.390		-.655	.513
Q07: Highest level of education completed	.133	.016	.203	8.469	.000
Hispanic	7.220E-02	.068	.025	1.068	.286
Black, not Hispanic	-.197	.052	-.090	-3.779	.000
Asian or Pacific Islander	1.858E-02	.093	.005	.200	.842
Native American	-2.956E-02	.079	-.009	-.373	.709
Q08: How long in the military	2.218E-02	.028	.033	.789	.430
UNITCS	-.120	.046	-.064	-2.590	.010
UNITCSS	.202	.046	.105	4.379	.000
MALE	-8.262E-02	.070	-.056	-1.185	.236
Gender-Segregated BT	.545	.357	.369	1.526	.127
Q13: How frequently worked with other sex	1.113E-02	.016	.019	.710	.478
Q14: Instructor mix in basic trng unit	1.988E-02	.027	.018	.742	.458
Q23new: Percent of Current Unit Women	9.909E-03	.019	.013	.522	.601
Male - Gender-Integrated Training	.559	.361	.279	1.546	.122
Female - Gender-Integrated Training	.593	.357	.373	1.663	.097
Male - Less than one year	.592	.166	.094	3.568	.000
Male - 3 to 4 years	2.060E-02	.069	.008	.298	.766
Male - 5 to 6 years	.144	.063	.070	2.296	.022
Female - Less than one year	9.061E-02	.179	.014	.506	.613
Female - 1 to 2 years	-8.479E-02	.082	-.040	-1.035	.301
Female - 3 to 4 years	6.668E-02	.067	.031	.997	.319
Female - 7 to 8 years	-.192	.075	-.073	-2.563	.010
Dependent Variable: Positive Indicators per Time Period					
Q01: Your Service = Air Force					

Dependent Variable, Q42: Negative performance indicators
Service: Army

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.230	.101		2.279	.023
Q07: Highest level of education completed	-1.389E-02	.003	-.091	-4.285	.000
Hispanic	-2.551E-03	.014	-.004	-.182	.856
Black, not Hispanic	-5.058E-03	.010	-.011	-.505	.614
Asian or Pacific Islander	-3.890E-02	.027	-.029	-1.417	.157
Native American	3.741E-02	.018	.044	2.097	.036
Q08: How long in the military	-1.170E-02	.005	-.068	-2.305	.021
UNITCS	-4.708E-03	.012	-.012	-.396	.692
UNITCSS	-8.211E-03	.013	-.019	-.650	.516
MALE	-9.248E-02	.147	-.215	-.629	.529
Gender-Segregated BT	4.029E-02	.110	.103	.366	.715
Q13: How frequently worked with other sex	3.226E-03	.005	.030	.673	.501
Q14: Instructor mix in basic trng unit	-5.236E-03	.009	-.017	-.602	.547
Q23new: Percent of Current Unit Women	-1.589E-03	.005	-.009	-.342	.733
Male - Gender-Integrated Training	4.874E-02	.111	.107	.439	.661
Female - Gender-Integrated Training	-5.335E-02	.096	-.113	-.554	.580
Female - Gender-Segregated Training	-8.251E-02	.147	-.107	-.561	.575
Male - Less than one year	.102	.029	.080	3.582	.000
Male - 3 to 4 years	-2.849E-02	.011	-.060	-2.611	.009
Male - 5 to 6 years	-1.959E-02	.014	-.034	-1.425	.154
Female - Less than one year	.240	.039	.133	6.188	.000
Female - 3 to 4 years	-3.337E-02	.019	-.051	-1.796	.073
Female - 5 to 6 years	-3.373E-02	.033	-.034	-1.029	.303
Female - 7 to 8 years	-2.014E-02	.036	-.018	-.557	.578
Dependent Variable: Negative Indicators per Time Period					
Q01: Your Service Army					

**Dependent Variable, Q42: Negative performance indicators
Service: Navy**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.209	.037		5.649	.000
Q07: Highest level of education completed	-1.707E-02	.004	-.104	-4.032	.000
Hispanic	2.659E-02	.020	.035	1.348	.178
Black, not Hispanic	-1.948E-03	.013	-.004	-.148	.883
Asian or Pacific Islander	-2.044E-02	.023	-.023	-.896	.370
Native American	2.020E-02	.022	.024	.921	.357
Q08: How long in the military	-2.939E-02	.006	-.164	-4.736	.000
UNITCS	-3.288E-03	.013	-.008	-.245	.806
UNITCSS	-1.824E-02	.026	-.018	-.706	.480
MALE	3.960E-02	.201	.088	.197	.844
Gender-Segregated BT	5.284E-02	.199	.127	.265	.791
Q13: How frequently worked with other sex	-4.809E-03	.006	-.035	-.836	.403
Q14: Instructor mix in basic trng unit	1.076E-02	.007	.046	1.489	.137
Q23new: Percent of Current Unit Women	-6.754E-03	.005	-.038	-1.243	.214
Male - Gender-Integrated Training	3.312E-02	.200	.060	.165	.869
Female - Gender-Segregated Training	-2.644E-02	.203	-.025	-.130	.896
Male - Less than one year	1.378E-02	.035	.012	.395	.693
Male - 3 to 4 years	-4.542E-02	.016	-.083	-2.790	.005
Male - 5 to 6 years	-3.574E-02	.015	-.068	-2.350	.019
Female - Less than one year	3.617E-02	.059	.016	.615	.539
Female - 1 to 2 years	-1.453E-02	.027	-.017	-.545	.586
Female - 5 to 6 years	6.452E-03	.026	.008	.248	.804
Female - 7 to 8 years	2.693E-02	.045	.022	.592	.554
Dependent Variable: Negative Indicators per Time Period					
Q01: Your Service = Navy					

Dependent Variable, Q42: Negative performance indicators
Service: Marine Corps

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.183	.272		.672	.502
Q07: Highest level of education completed	-9.278E-03	.006	-.041	-1.549	.122
Hispanic	-3.292E-02	.017	-.052	-1.917	.055
Black, not Hispanic	-8.624E-04	.022	-.001	-.039	.969
Asian or Pacific Islander	-.114	.040	-.075	-2.856	.004
Native American	-4.106E-02	.032	-.034	-1.300	.194
Q08: How long in the military	-3.716E-02	.010	-.133	-3.735	.000
UNITCS	1.215E-02	.021	.023	.587	.558
UNITCSS	2.478E-03	.021	.005	.120	.904
MALE	-3.751E-02	.361	-.061	-.104	.917
Gender-Segregated BT	.116	.253	.082	.458	.647
Q13: How frequently worked with other sex	3.002E-03	.014	.006	.218	.827
Q14: Instructor mix in basic trng unit	-6.340E-03	.017	-.037	-.373	.709
Q23new: Percent of Current Unit Women	9.460E-03	.009	.029	1.038	.300
Male - Gender-Integrated Training	.180	.257	.102	.701	.484
Female - Gender-Integrated Training	8.067E-02	.260	.034	.310	.757
Female - Gender-Segregated Training	-4.690E-02	.357	-.075	-.131	.896
Male - Less than one year	-.131	.052	-.070	-2.530	.012
Male - 3 to 4 years	-3.063E-03	.017	-.006	-.181	.856
Male - 5 to 6 years	-3.319E-02	.028	-.040	-1.202	.230
Female - Less than one year	6.958E-03	.082	.002	.085	.932
Female - 1 to 2 years	2.008E-02	.033	.022	.616	.538
Female - 5 to 6 years	2.456E-04	.049	.000	.005	.996
Female - 7 to 8 years	1.200E-02	.076	.004	.158	.874
Dependent Variable: Negative Indicators per Time Period					
Q01: Your Service = Marine Corps					

**Dependent Variable, Q42: Negative performance indicators
Service: Air Force**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.355	.109		3.249	.001
Q07: Highest level of education completed	-1.416E-02	.004	-.078	-3.220	.001
Hispanic	-1.833E-02	.019	-.023	-.970	.332
Black, not Hispanic	9.007E-03	.015	.015	.617	.538
Asian or Pacific Islander	-3.112E-02	.026	-.028	-1.197	.232
Native American	1.882E-03	.022	.002	.085	.932
Q08: How long in the military	-2.266E-02	.008	-.121	-2.881	.004
UNITCS	-1.467E-02	.013	-.028	-1.135	.256
UNITCSS	7.276E-03	.013	.014	.565	.572
MALE	5.122E-02	.019	.124	2.628	.009
Gender-Segregated BT	-.175	.100	-.428	-1.753	.080
Q13: How frequently worked with other sex	4.011E-03	.004	.024	.915	.361
Q14: Instructor mix in basic trng unit	1.120E-02	.007	.036	1.496	.135
Q23new: Percent of Current Unit Women	-1.609E-03	.005	-.007	-.303	.762
Male - Gender-Integrated Training	-.193	.101	-.347	-1.908	.057
Female - Gender-Integrated Training	-.184	.100	-.417	-1.845	.065
Male - Less than one year	6.959E-02	.046	.040	1.500	.134
Male - 3 to 4 years	-1.098E-02	.019	-.016	-.567	.571
Male - 5 to 6 years	-2.174E-02	.017	-.038	-1.243	.214
Female - Less than one year	.208	.050	.114	4.152	.000
Female - 1 to 2 years	3.108E-02	.023	.053	1.356	.175
Female - 3 to 4 years	-2.446E-02	.019	-.041	-1.308	.191
Female - 7 to 8 years	1.574E-02	.021	.022	.752	.452
Dependent Variable: Negative Indicators per Time Period					
Q01: Your Service = Air Force					

PART 2

Focus Group Research

PART 2

by

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EXECUTIVE SUMMARY

Focused interviews were conducted on behalf of the Commission on Military Training and Gender-Related Issues as one means to assess issues relevant to its mandated areas of inquiry (i.e., cross-gender relationships, gender-integrated basic training; and basic training in general). Focus groups were conducted with enlisted personnel from the four Services at three career levels: basic training, technical/job training, and operational units.

These focus groups were intended to provide a more in-depth understanding of issues related to training effectiveness overall and gender interactions. A structured, standardized protocol was developed covering multiple topics including:

- Performance,
- Equitable standards and treatment,
- Superior/subordinate relationships,
- Social interactions and their effect on performance,
- Clarity and effectiveness of military regulations regarding gender interactions, and
- Viewpoints on gender in the military.

Methodology

A *Systematic Qualitative Research* approach was followed in conducting the focus groups. The goal of the participant and site selection plans was to conduct focus groups that were representative of the range of unit gender integration in the four Services and the core military occupational specialties. The groups were organized around two levels of unit gender integration (none-to-low/moderate-to-high) with random selection of the participants from the core military occupational specialties that fell within the specified gender-integration levels. In collaboration with members of the Commission, the research team developed a protocol that addressed the key issues in an appropriate way for all subgroups

Members of the research team traveled to 10 military bases over a 6-week period from December 1998 through January 1999 to conduct the 42 focus groups. For each focus group, two staff members were present, a facilitator and a note taker. In addition, all sessions were tape recorded. The facilitators were always the same sex as group participants. All note takers were female. Transcripts from the focus groups were summarized and content analyzed. The report summarized major themes of the focus groups and presented them with representative quotes.

Findings

Despite the transparency of the Commission's focus, gender was not the only, or necessarily the first, concern of those who participated in our discussions. Women were more likely than men to mention women in the military as a salient issue early on, yet in some groups, gender did not surface as an issue until the discussion was formally led in that direction.

Teamwork, the quality of instructors, field exercises, and personnel shortages together with high OPTEMPO were key factors perceived to influence individual and unit readiness. Positive social interaction generally increases team cohesion and trust. A major barrier to performance is the presence of individuals who dodge their duties or otherwise avoid making a sufficient contribution to the team effort. In addition to such active work avoidance behaviors, physical injuries (sustained mostly in training) and pregnancy are seen as more benign or passive detractors from performance.

Superiors have a profound impact on service members' attitudes, motivation, and behaviors. They serve as mentors and role models, aiding individual and unit performance and adjustment.

The above issues and concerns were echoed by both men and women; however, barriers to performance may be heightened for women. The focus group sessions provided many examples in which women, simply because they were female, were presumed incompetent until they proved themselves competent. This was not the case for men. The limited and constrained interactions between men and women likely contribute to such stereotypes and misperceptions. Such attitudes, in many cases, were not based upon concrete behavioral observations but were vague and emotional in nature. Many men also noted that the women they actually knew were indeed proficient.

Formal and informal policies regulating gender make social interactions, important for teamwork and performance, more difficult for women. Men are warned to avoid female peers, and instructors and supervisors are prohibited from counseling women one-on-one, to avoid accusations of impropriety. Such strict rules for male-female interactions may impede information flow, teamwork, and trust. On the positive side of gender interactions, some men and women reported that women often served as peer counselors, aiding the adjustment to military life.

Women reported feeling isolated, highly visible, cut out of core assignments, shunted to clerical duties, and devalued. These psychological affronts to self-confidence and cohesion can be expected to take their toll on performance.

Misperceptions regarding equitable standards and treatment surfaced from discussions with enlisted members. Differences in physical fitness requirements were noted. Women reported being motivated by competition with men. Although some men expressed resentment about perceived "easier" physical standards for women, many of them discussed the complexity of physiological differences and gender norms and recognized that "different" regimens could yield equivalent fitness levels.

Men perceived that women made sex-related complaints too easily. They also believe that in cases of alleged sexual discrimination or harassment, the chain of command tends to "side" with the woman's version of events. With regard to this perception, it is important to consider that women are more likely than men to feel threatened in an inappropriate sexual situation. Further, they are instructed by their supervisors to report even minor incidents the first time they occur, or suffer the consequences.

Although most participants stated that they understood the rules regarding fraternization and adultery, their discussions revealed they did not. For example fraternization was used synonymously with harassment. Some military members recognized the role of rank in fraternization policy, but most often, fraternization discussions centered on inappropriate *gender* interactions. Military members expressed dissatisfaction with sexual harassment/diversity training in lecture format; some indicated that a discussion format would be more effective.

Based on what people said about their perceptions of favoritism, confusion abounds about differential treatment based on individual differences versus gender. That is, service members may have confused an instance of “teacher’s pet” with gender favoritism. Also, the privileges and responsibilities associated with rank may be misinterpreted as differential treatment of men and women. Given that supervisors (including peers in roles of authority) are more likely to be men, the privileges and responsibilities resulting from their roles may be attributed erroneously to their gender.

The focus group findings suggest the need for targeted training, designed to model appropriate behavior and foster positive gender interactions. Current sole reliance on lecture and punishment is contraindicated. Punishment tends to lead to avoidance of the offending behavior *and* of the target of the behavior—women. Ideally, training effectiveness would be enhanced by an interactive format to include modeling by those in authority as well as discussions *between* men and women and instructors and students. Together with exposure and experience working with members of the opposite sex, appropriate training should promote cohesion and teamwork.

In addition to working together as respected peers, another critical ingredient in promoting cohesion between and within gender groups is congruent communication. That is, inadvertent signals that denigrate women, especially by those in positions of authority, can undermine progress.

It is important to note that in all Services, positive comments regarding gender-integration were made loudly and clearly by both men and women. Further, focus group participants noted significant improvements over time. Beyond the issue of gender-integration, an appropriate focus would be on personnel challenges—on specific actionable factors and issues that detract from training effectiveness rather than on broad demographic characteristics. The findings from these focus groups can inform the establishment of more positive gender interactions and hence teamwork, organizational commitment, and effectiveness.

Chapter 1

Introduction

The Commission on Military Training and Gender-Related Issues was established in November 1997 by both the House of Representatives and the Senate of the U.S. Congress (Public Law 105-85, November 18, 1997). The areas of inquiry include cross-gender relationships, gender-integrated basic training; and basic training in general. More specifically, the aim was to assess the rationale, implementation, and operation of regulations, policies, and practices relevant to these areas and to examine their effects on military performance, proficiency, and readiness.

A variety of methods was used to inform the Commission regarding these topics. The primary tools were:

- Expert testimony,
- Paper-and-pencil surveys,
- Focus groups,
- Administrative data analysis,
- Examination of existing data, and
- Literature reviews.

This report documents the results of focus groups conducted with enlisted personnel from the four Services at three phases: basic training, technical/job training, and operational units.

The focus groups were intended to provide a more in-depth understanding of issues related to overall training effectiveness and gender interactions. A structured, standardized protocol was developed covering multiple topics including:

- Performance,
- Equitable standards and treatment,
- Superior/subordinate relationships,
- Social interactions and their effect on performance,
- Clarity and effectiveness of military regulations about gender interactions, and
- Viewpoints on gender in the military.

The following sections of the report provide details on the methodology and results of the focus group study. Within the content areas covered by the focus groups, overall themes are delineated as are comparisons by gender, career level, unit gender integration level, and Service. Exemplary quotes are provided to contextualize the reported findings. Summaries, grouped by Service, career and gender integration level, are appended to this report. Full transcripts of each focus group session are available to Commissioners and others, pending release.

Chapter 2 Methodology

A *Systematic Qualitative Research* approach was followed in conducting the focus groups. The approach consisted of the following steps:

1. Developed focus group participant and site selection plans,
2. Developed a protocol to be used with all focus groups,
3. Collected the data,
4. Summarized, transcribed, and coded/reduced the data, and
5. Analyzed the data.

These steps are described in more detail in the sections that follow.

2.1 Focus Group Participant and Site Selection Plans

The research team's goal was to conduct focus groups that reflected the range of unit gender integration in the four Services and the core military occupational specialties. To accomplish this, we developed a plan that organized the groups around two levels of unit gender integration (none-to-low and moderate-to-high) and then randomly selected participants from the core military occupational specialties that fell within the two gender-integration groups. Random selection was achieved by selecting individuals based on the last digit of their Social Security number.

Occupational specialties represented in the focus groups ranged from administrative specialists and hospital corpsmen to helicopter mechanics and tankers. Exhibit 1 displays a complete listing of participant occupational specialties for servicemembers in technical training and operational units. Exhibit 2 displays a comparison of focus groups' expected level of gender integration based on occupational specialty and the observed level of gender integration in focus group participants' units.

Commission members and staff selected sites that would best facilitate the accomplishment of these objectives. Exhibit 3 presents the final participant and sit selection matrix.

Exhibit 1. Occupational Specialties of Focus Group Participants

Technical Training Participants	Technical Training Participants (continued)	Operational Unit Participants (continued)
Administrative Spec Air Transportation Airborne Infantry Ammunitions Specialist Anti-Tank Missile Tech Avionics and Electronics Tech Basic Electrician Bradley Systems Mechanic Bradley Tank Operator Chemical Corps Combat Engineer Damage Controlman Deep Seaman Diet Tech Diet Therapy Electrical Equipment Repair Spec Electronics Tech Embarkation Logistics Spec Engineer Engineman Explosive Ordnance Disposal Financial Management Fire Controlman Food Services Gas Turbine Electrical/Mech Spec Ground Infantry Helicopter Crew Chief Helicopter Mechanic Hospital Corpsman Hospital Food Service Tech Information Management/ Paralegal Spec Intelligence Analyst Legal Spec Light Wheel Mechanic Mechanic Military Police Mortarman	Personnel Administrative Spec Personnel Spec Radioman Reservist Satellite Communications Spec Security Forces Supply Administrator Supply Spec Systems Administrative Spec Tank Systems Mechanic Tech Corps Telemetry Instrumentation Spec Unit Diary Clerk Unit Data Personnel Clerk Operational Unit Participants Administration Air Space Physiology Tech Aircraft Maintenance Administration Anti-Tank Assault Artillery Fire Direction Patrolman Aviation and Electronics Tech Aviation Communications Tech Aviation Electrician Aviation Hydraulics Mechanic Aviation Radio Tech Aviation Structural Mechanic Aviation Support Equipment Tech Bradley Tank Operator Bridge Crewman Cavalry Scout Combat Engineer Communications Electronics Tech Computer Tech Crew Chief	Dental Tech Diesel Maintenance Dispersing Spec Electrician Tech Embarkation Logistic Spec Emergency Driver Field Artillery Fire Controlman Fireman Fuel Specialist Gun Ranger Repairman Gunner Health Services Management Heavy Vehicle Operator Helicopter Mechanic Hospital Corpsman Infantry Instruction Mechanic Medical Equip Maintenance Tech Medical Technician Meteorological Crewmember Military Police Mortarman Nuclear Electronics Tech Nuclear-Biological-Chemical Spec Operations Spec Pathologist Apprentice Pharmacy Tech Quartermaster Radar Repairman Radar Spec Radio Operator Refrigeration Mechanic Security Forces Ship Serviceman Surveyor Tanker Tow and Optic Tech Truck Driver Voice Intercept Warehouse Chief Welder Yeoman

Exhibit 2. A Comparison of Expected Gender Integration Level Based on Occupational Specialty and Observed Gender Integration Level of Participants' Units: Proportion of Women in Unit

Focus Group, Career Level	Expected Gender Integration Level Based on Occupational Specialty	Observed Gender Integration Level of Participants' Units (proportion women)
Army		
Females, BT	High	24 – 50 percent
Males, BT	High	35 percent
Males, BT	Non	0 percent
Females, TT	High	2 – 50 percent
Males, TT	High	32 – 70 percent
Females, TT	Low	10 – 20 percent
Males, TT	Low	11 – 20 percent
Females, OPS	High	15 – 20 percent
Males, OPS	High	10 – 40 percent
Females, OPS	Low	3.5 – 20 percent
Males, OPS	Low	0 – 15 percent
Navy		
Females, BT	High	50 percent
Males, BT	High	50 percent
Males, BT	Non	0 percent
Females, TT	High	7 – 33 percent
Males, TT	High	5 – 20 percent
Females, TT	Low	5 percent
Males, TT	Low	10 – 18 percent
Females, OPS	High	12 – 60 percent
Males, OPS	High	2.5 – 40 percent
Females, OPS	Low	5 – 57 percent
Males, OPS	Low	0 percent
USMC		
Females, BT	Non	100 percent
Males, BT	Non	0 percent
Females, TT	High	4 – 25 percent
Males, TT	High	10 – 60 percent
Females, TT	Low	a
Males, TT	Low	2 percent
Females, OPS	High	1 – 20 percent
Males, OPS	High	0 – 62 percent
Females, OPS	Low	2 – 7 percent
Males, OPS	Low	0 – 10 percent
USAF		
Females, BT	High	50 percent
Males, BT	High	40 percent
Females, TT	High	80 percent
Males, TT	High	12 percent
Females, TT	Low	a
Males, TT	Low	12 – 30 percent
Females, OPS	High	4 – 50 percent
Males, OPS	High	4 – 66 percent
Females, OPS	Low	4 – 15 percent
Males, OPS	Low	a

a: Question not asked

PART 2

Exhibit 3. Focus Group Participant and Site Selection Plan

ARMY	AIR FORCE	NAVY	MARINE CORPS
BASIC TRAINING			
Fort Jackson, SC, Fort Benning, GA, and Fort McClellan, AL <ul style="list-style-type: none"> • Male only training • Males in gender-integrated training • Females in gender-integrated training 	Lackland AFB, TX <ul style="list-style-type: none"> • Males in gender-integrated training • Females in gender-integrated training 	NTC Great Lakes, IL <ul style="list-style-type: none"> • Male only training • Males in gender-integrated training • Females in gender-integrated training 	Parris Island, SC <ul style="list-style-type: none"> • Male only training • Female only training
TECHNICAL TRAINING			
Fort Jackson, SC, and Fort McClellan, AL <ul style="list-style-type: none"> • Males in none-low gender-integrated units • Females in none-low gender-integrated units • Males in moderate-high gender-integrated units • Females in moderate-high gender-integrated units 	Lackland AFB, TX <ul style="list-style-type: none"> • Males in none-low gender-integrated units • Females in none-low gender-integrated units • Males in moderate-high gender-integrated units • Females in moderate-high gender-integrated units 	NTC Great Lakes, IL <ul style="list-style-type: none"> • Males in none-low gender-integrated units • Females in none-low gender-integrated units • Males in moderate-high gender-integrated units • Females in moderate-high gender-integrated units 	MCB Camp Lejeune <ul style="list-style-type: none"> • Males in none-low gender-integrated units • Females in none-low gender-integrated units • Males in moderate-high gender-integrated units • Females in moderate-high gender-integrated units
OPERATIONAL UNITS			
Fort Hood, TX <ul style="list-style-type: none"> • Males in none-low gender-integrated units • Females in none-low gender-integrated units • Males in moderate-high gender-integrated units • Females in moderate-high gender-integrated units 	Langley AFB, VA <ul style="list-style-type: none"> • Males in none-low gender-integrated units • Females in none-low gender-integrated units • Males in moderate-high gender-integrated units • Females in moderate-high gender-integrated units 	Atlantic Command, Norfolk, VA <ul style="list-style-type: none"> • Males in none-low gender-integrated units • Females in none-low gender-integrated units • Males in moderate-high gender-integrated units • Females in moderate-high gender-integrated units 	MCB Camp Lejeune <ul style="list-style-type: none"> • Males in none-low gender-integrated units • Females in none-low gender-integrated units • Males in moderate-high gender-integrated units • Females in moderate-high gender-integrated units

2.2 Focus Group Protocol

Because the main objective of this task was to compare ideas and issues raised by Service members from a wide variety of subgroups (e.g., men to women, basic trainees to Service members in operational units), it was imperative that the focus group protocol be applicable to all groups. In collaboration with members of the Commission, the research team developed a protocol that addressed the key issues in an appropriate way for all subgroups. In addition, the protocol development process took into account issues such as:

- Encouraging participant response through open-ended questions,
- Appropriately informing participants of our actions to ensure their confidentiality and their rights regarding the tape recording of the group, and
- Instructing participants in focus group protocol.

Exhibit 4 presents the final version of this protocol.

Exhibit 4. Final Focus Group Protocol
Congressional Commission on Military Training and Gender-Related Issues:
Group Session Protocol

Introductions and Purpose

Hello, my name is (your name) from (your organization) and this is (team member and organization), and we're here representing the Congressional Commission on Military Training and Gender-Related Issues. The Commission is reviewing information on various aspects of military training, including interactions between men and women. We are interested in real events that have happened to you, or that you have observed, that provide support for why you feel a particular way.

Project Activities

We are visiting military installations from all four Services. We'll be talking with people from training and operational units to find out about experiences of Service members like you. This discussion today will take about an hour and a half. We'll be tape recording the discussions and using the recordings to help prepare our report.

We want to assure you that we're interested in your opinions on various issues, but not who you are specifically. That is why we've asked that you provide only your first name (or any name you want to use) on the name signs. When we write our reports we will not be using any names, also we would like you not to use any names during our discussion. But if you goof and use a name, we won't include it when we make transcripts from the tape recording. Your identity will be held in the strictest confidence. It is very important for us to obtain your opinions on these issues, and we will do whatever is necessary to ensure the confidentiality of your comments and participation.

Have any of you ever participated in a focus group before? [SHOW OF HANDS]
A focus group is simply a group of people gathered together to discuss a specific topic. The purpose is to gather your ideas and opinions. It is not necessary for you to come to consensus or agreement. In fact, people have different opinions and that's good, and it is important that I hear about all of them.

We just have three ground rules for conducting focus groups:

- First, speak loudly and clearly.
- Second, speak one at a time, no side conversations.
- Third, each of you needs to speak at least once so that we get everyone's views.

Remember, the purpose of this focus group is to find out about your military training and how you see men and women interacting in the military. We especially want to hear about events that have happened to you, or that you have observed, that influence why you feel a particular way.

1. First, we'd like to gather some general information about you. Let's begin by telling us your first name and what MOSs/Ratings/AFSCs (Army & MC/Navy/Air Force) you are [in / training for]?

2. Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?

Probe: Did someone show you the ropes? Describe that person and how he or she helped.

3. What about your unit's performance and things that contribute or take away from it. (Clarify what they consider the unit – platoon/flight/department vs. company/squadron/ship.)

Probe: Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?

Probe: Did you have some individuals go out of their way to help or hinder others? What was going on?

Probe: Do the members of your unit work as a team when trying to accomplish tasks? How does the unit's level of teamwork contribute to performance?

4. What about your unit members? How easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.

Probe: Are all people treated fairly? Are they expected to perform equally well?

Probe: Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? (Consider, for example, the issue of whether favoritism was shown toward one gender compared to another or one race compared to another).

Probe: Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. (Were some individuals held to a higher or lower target of performance?)

Probe: What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit? Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

5. Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit? (on and off work time)

Probe: Do you interact socially with members of your unit? How?

Probe: Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Probe: Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

6. Now, are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions (does this include dating?). Do these social interactions cause any problems? Do you think that military regulations (policy) about male/female relationships are clear? Why or why not?

Probe: Can you give me an example of how military regs have been effective/ ineffective?

Probe: Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled. (Do your superiors have an open door policy?)

7. Is your unit gender integrated? What is the proportion of women? Is/was your basic training unit gender integrated?

8. How big an issue is gender in the military? Why?

9. Is there anything else you'd like to tell me about your (training / job) environment and experiences?

This question to be asked if there is time available.

What would you change, if anything, about policies, programs, or actions related to gender-relations in the military?

(Probe: Let's start with basic training, then move to advanced or technical).

2.3 Data Collection

Members of the research team (combined Westat and HumRRO/Commission staff) traveled to 10 military bases over a 6-week period to conduct the 42 focus groups. For each focus group, two staff members were present, a facilitator and a note taker. The facilitators were always the same sex as group participants. All note takers were female. Two tape recorders were placed in the room and monitored by the note taker. Tapes and notes were labeled with group location, date, time, gender, career level, and gender integration of unit. During the focus group the note taker sat at the back of the room, took notes, and monitored the tape recorders.

2.4 Data Summaries, Transcription, and Coding/Reduction

To prepare for the data for analysis, we:

- Summarized each focus group,
- Transcribed the focus group audiotapes, and
- Coded/reduced the data.

These steps are discussed in more detail in the paragraphs that follow.

2.4.1 Summaries

After the focus groups were conducted, the note takers prepared brief summaries of the major themes that arose during the discussions. These summaries were planned primarily to provide the data analysts with a way to identify the topics and subtopics that should be coded in the focus group transcripts. They also provided a quick way for any interested party to get an overview of the major themes of focus group discussions.

The data analysts used the summaries, focus group protocol, and information from other Commission materials and personnel to develop a list of key issues to be identified in the transcripts. These issues are individual and unit performance, equitable standards, superior and subordinate relationships, social interactions, military regulations regarding cross-gender relationships, and attitudes about gender in the military.

2.4.2 Transcriptions

After the research team conducted the focus groups, the tapes were submitted to a professional transcription company. This company assigned two transcribers and a quality control person to this project. The following steps were followed in the transcription of the tapes:

1. Transcribers used both tapes from each focus group to ensure complete transcription,
2. When the tapes were unclear, the transcribers listened to tapes a minimum of three times before inserting flags to indicate problems, and
3. Quality control staff listened to the entire tape while following the completed transcription to ensure the best quality possible.

Despite these quality control steps, the poor sound quality on some of the tapes made some words and phrases impossible for the transcription service to understand. Members of the research staff who had participated in the focus groups then listened to these tapes again to ensure that all retrievable data had been recorded.

2.4.3 Coding and Data Reduction

Using the list of key issues, two data analysts together coded sections of three transcripts to ensure that they were dividing the data into similar text chunks and coding these text chunks similarly. Next, they coded separately and compared their coding, refining the approach until they were confident that they were coding identically at least 80 percent of the time.

At this point the project team determined that the sheer size of the transcripts would make analyzing data with the coded transcripts unwieldy and extremely time consuming. In addition, it was determined that time constraints prevented the use of computer-assisted coding for qualitative data. In consultation with the project director, the data analysts then began to use a summary method for data reduction and coding. The research team determined that summary sheets would greatly enhance the speed and accuracy of the data analysis.

As they read the transcripts, the analysts summarized significant ideas relating to the key issues from the transcript onto a separate document and marked important examples and quotations in the transcripts. Analysts were not restricted to a single protocol question for information about any of the key issues. The data analysts began coding and summarizing the transcripts when 29 of the 42 were available. (Tapes for the other groups were still in the process of being transcribed and cleaned.) When the remaining 13 transcripts were completed, they were coded into the previously defined categories that were assessed as still valid.

2.5 Data Analysis

Using the summaries and transcripts, the analysts then engaged in a sorting and examination process. For example, the data analyst assigned to compare male to female responses sorted the transcripts and summaries into male and female groups. She then examined the documents for each of the key issues, recording similarities and differences in the group responses and noting examples and quotations that illustrated these similarities and differences. The analysts made the following comparisons for each of the key issues:

- Gender;
- Career level (basic training [BT], technical training [TT], operations [OPS]);
- Degree of gender integration of unit (low and high gender-integrated units [GIU]);
- Gender and degree of gender integration of unit;
- Service; and
- Service and career level.

Once the data analysts had completed their initial analysis assignments, they jointly reviewed and revised their conclusions.

Chapter 3

Results

3.1 Performance

Focus group discussions revealed that unit performance depends on two key components:

- Individual performance of unit members, and
- Teamwork among unit members.

The experiences that Service members related to us indicated that whenever either component does not function well, overall unit performance is hindered. Conversely, when Service members know how to do their jobs well, and teams know how to work together well, unit performance is enhanced.

3.1.1 Individual Proficiency

Service members clearly indicated that their individual proficiency depended on knowing how to do their jobs, and being motivated to do them well. Service members related that physical conditioning and performance are emphasized in training, and much of the discussions of individual proficiency, particularly among BT trainees, centered around physical training.

" A lot of recruits came down and we're out of shape and just from doing regular PT sessions, it really helped out." (Male, USMC BT Non GIU)

" I personally struggled in boot camp with the runs. But, I built myself up and I got myself through." (Female, USMC TT High GIU)

"...the Army is a physical fitness thing. You have to be physically fit." (Female, Army BT High GIU)

Developing Individual Proficiency

Service members at all levels told us that they learned how to do their jobs proficiently from instructors, peers, and practical hands-on experience of actually doing their jobs.

“I have the best drill sergeants. They were there, you know pushed us, even when we were lacking on push-ups and our weapons, they were right there to push us and make sure we would qualify. They were right there every step of the way.” (Female, Army BT High GIU)

“I think my supervisor stands out the most for me... He’s the kind of person, he’ll take you out and he’ll show you how to do a job and next time it comes up, you’re on your own. You got a question, you come find him, but you do the job yourself. I mean, that’s pretty much the only way you’re going to learn how to do something.” (Male, USAF OPS Low GIU)

“You pick up a lot of tips and tricks—little things just like shining boots and making beds and stuff—from each other within your platoon. Everybody had one or two little things that they do better.” (Male, Army BT Non GIU)

“...some recruits are improvisers and they find better ways to do something faster or better.” (Male, USMC BT Non GIU)

“...until we’re doing the hands on stuff, that you’re actually having fun, because you’re like playing with all these little wires and stuff and it’s like suddenly you’re like, the light bulb comes on and you’re like yes, I finally did it. Okay, now, how does the circuits go and you’re like trying to figure out everything.” (Female, USMC TT Non GIU)

“...if there’s one thing that sticks in our minds throughout, you know, from boot camp, it’s going to be the basics of fire fighting, because...we had such, you know, hands-on training, and very engaging curriculum, I guess, we’re probably going to retain that.” (Male, Navy BT Non GIU)

OPS personnel remarked that their individual performance was helped by peers and senior NCOs already on location and more experienced at a particular job. In the Navy, these people helped the individual sailor by sponsoring her/him, helping the sailor adjust to the new ship, teaching the rudiments of the job, and serving as role models.

“In my shop we had senior petty officers who actually go out of their way and take time to show us new guys how to tackle a job.” (Male, Navy OPS High GIU)

In the Army, more experienced people also mentored new soldiers, taught skills, and helped soldiers take care of personal business.

“My platoon sergeant helped me out a great deal. If it was not for him, I’d—I would have been lost...If I needed anything, if I had any questions, any kind of problems... He was like, “This is where you need to go, this is what you need to do...[At work] he showed me

everything. He went around the whole vehicle...going through everything, making sure, you know, services and he went through step by step..." (Female, Army OPS High GIU)

Barriers to Individual Proficiency

Servicemembers also told us that sometimes barriers prevented them from learning their jobs or from being motivated to do them. In both training and operational units, barriers included lack of training and application (i.e., hands-on experience).

"Right now, the military has lost a lot of low-level management workers, so you have nobody to train the younger people the way I got trained." (Female, USAF OPS Low GIU)

"And right now, because our manning is so low, we don't have the personnel to actually sit there and take the time to show you the ropes." (Female, USAF OPS Low GIU)

"They don't have time to take us out there and show us, well, this is what your job's really going to be like here in a classroom. They stuff what they cram in your head before you leave and you really have no hands on until you're out in fleet." (Female, USMC TT High GIU)

"And basically, yeah, they'll hand you something and say this is what you have to do, or this is where you have to be. Nobody explains anything to you." (Female, Navy TT High GIU)

"The best way to become proficient in my MOS is to get practical application on the weapon, is to shoot whether it be the SMAW [Shoulder-Launched Multipurpose Assault Weapon] or the Dragon [shoulder-launched anti-tank weapon]...There's not enough funding, to get enough time on the gun., like we call it. Myself and my Marines aren't getting near as much practical applications on those weapons. (Male, USMC OPS Low GIU)

Army BT and TT participants found that training injuries and subsequent physical profiles hindered their performance. For these soldiers, injury meant training failure and either discharge or recycle. Some tried to work through the pain; some were encouraged not to report the injury; some simply refused to go on profile to avoid the stigma attached to it.

"A lot of privates do get injured here. They're too scared to go to PTRP [physical therapy rehabilitation program] because they want to graduate. Now from my input of the Army, they don't like injured soldiers. If you can't perform your goals or the tasks that they have in there, they don't want to be bothered." (Female, Army BT High GIU)

Servicemembers also described work situations that de-motivated. These could be situations where people felt they could not succeed, were told they were incompetent, did not receive recognition for their work, or were labeled derogatorily.

"No matter what you do they'll nag on you, they'll call you certain names and stuff like that, and all it's doing is bringing down morale, you know..." (Male, Navy BT Non GIU)

“...all the other second classes in that division look at me like, ‘Hey, you know, who’d she blow to get where she’s at?’ And I worked my ass off to get my job.” (Female, USAF TT Low GIU)

“...so the men that have already been out to the fleet and have worked just with all male...they were kind of iffy, you know, if they should accept us into their rank....Because when we first got here it was like, you know, you guys don’t know anything...What are you trying to prove or...they’ll say you get shore duty or you’re either, females get pregnant, so they don’t have to go out to the fleet...It was just little snickering and stuff and it builds up after a while...” (Female, Navy TT Low GIU)

“[If you know] going in, that you’re going to get paperwork or you’re going to get burned for something stupid, you don’t even want to go to work.” (Male, USAF OPS Low GIU)

3.1.2 Teamwork

Focus group participants related many experiences demonstrating that good teamwork is more than the sum of team members’ individual performance. Rather, good teamwork represents a synergy of capabilities, expertise, and performance of individuals who contribute their strengths and compensate for each other’s weaknesses.

“...And like if you’re weak in one area your buddy might be strong in that area and that’s a good thing.” (Female, Army BT High GIU)

"Everybody comes together on everything, like the hikes. The whole series, do it together and everybody pulls through because you have to help the recruits who are shorter, like the other recruits... By the time we got back, we had to help, some of us had to pull another recruit, hold onto their allen packs and carry them so they could make it through." (Female, USMC BT Non GIU)

In relating their encounters with team success and failure, Service members made clear that individually proficient team members are necessary but not sufficient for effective teamwork. Team members also must know each other’s strengths and weaknesses, know how to work together to accomplish the task at hand, and trust each other implicitly. Further, this knowledge and trust have to be more than “skin deep”—members of the military must be able to work effectively as a team even under difficult, stressful, and uncertain conditions.

"...if you're in a situation you have to do something at a fast pace, you pretty much know who's gonna be finished before everybody else, who's gonna be the last one, and then if the recruits that are a lot faster are doing what they have to do to get it done, accomplished or whatever, they'll do what they have to do and then they'll go help the slower recruits." (Female, USMC BT Non GIU)

"You're only as strong as your weakest link." (Male, USMC BT Non GIU)

“...You have to trust the people you’re working with...I mean, you’re working on some equipment and there’s high voltages and if one person messes up, I mean, you don’t communicate one thing and some-

one's going to get hurt. So you really have to be able to trust the people that you're with." (Female, Navy TT High GIU)

"We work well together, we're like one family because in the environment that we have to work, we have to completely trust each other. Because it's, you know, [if] you die, I die, basically." (Female, Navy OPS Low GIU)

Service members' experiences indicate that when a team works well together, team successes provide positive joint experiences that increase team morale and cohesion, which in turn strengthen and motivate the team.

"...but we'd get out in the field and we would work on something, and it's like we joined together to become a team. I don't know, it's just everyone works together we motivate each other..." (Male, Army BT High GIU)

"And now I can do as many, if not more push-ups than the males and run faster than some of the males and it's just awesome. Because the males look up to us you know like, 'Wow, you do a good job.' And they try and motivate us and they motivate me. It just took so long." (Female, Army TT Low GIU)

"Everybody tried so much harder, because they have - because it's something they strive for and something they look forward for and then they say, okay, first platoon won. That makes you feel like so much more, like I don't know ... motivation to go on to the next day of finish the next test for that day." (Female, Army BT High GIU)

Service members also found that when the team encounters difficulties working together, frictions and bad feelings weaken and demotivate, forming a feedback loop that further degrades team efforts.

"It's kind of hard because lot of us come from all different backgrounds and places. A lot of people, everybody wants to be heard. And everybody wants you to know their idea to go here or there and then there's always, like she said, one person who doesn't want to do whatever everybody says or whatever. You can't really come to an agreement because we can't make everybody happy." (Female, Army BT High GIU)

"Also I noticed there are some people in our division that seem to spend all their time criticizing other people when their selves are making the same mistakes, and it really upsets me..." (Male, Navy BT Non GIU)

Learning Teamwork

Service members told us that learning effective teamwork was an ongoing process. They began to learn how to work as a team in basic training.

"They constantly try to promote teamwork." (Female, USMC BT Non GIU)

“We work as a team. That’s the biggest part because I know. [My bunkmate and I] helped each other out. What I was slow on, he picked up the slack and taught me how to do it, and the same thing goes with the marching.” (Male, Navy BT High GIU)

"It’s the whole platoon, it’s like all the team work we’ve learned before, comes together at mess hall duty because all the crew tends to work together to make it run smoothly. And even the ones with the attitudes, and stuff, you still see them putting out in the mess hall duty." (Male, USMC BT Non GIU)

Technical training and operational assignments continued Service members’ process of learning teamwork.

“Teamwork...is something the Army teaches you, that you don’t never [leave] nobody behind.” (Male, Army TT High GIU)

“During that deployment...everybody was on the same sheet of music...and we bonded really strong and by the time we left the place, it was a real tight section.” (Male, USMC OPS High GIU)

Factors Facilitating Teamwork

Based on focus group discussions, we identified a number of factors that facilitated the development of effective teamwork:

- Positive relationships between team members,
- Leadership, and
- Experience working as a team.

Positive Relationships Between Team Members. Service members reported that teamwork was improved when they had opportunities to learn about each other as individuals, both within and outside work environments. When they learned to know each other as individuals, they began to care about each other, to feel comfortable around each other, and to trust each other. Particularly important for BT and TT trainees were down times during training when they could chat and joke around.

"...people are like ‘Oh, where are you from?’ and that’s the first thing they ask. The point I’m trying to make is like you can ask all these questions because you want to know about them like what are, you where you from, you know.”

[Moderator: Trying to learn about each other?]

“Right.” (Female, USMC BT Non GIU)

"...What we done that day or what we’re going to do the next day. How we’re going to prepare for it. How we done on something... We compliment each other and how we done a good job on this and a good job on that." (Male, USMC BT Non GIU)

“You just hang out together and you talk until it’s time to roll.” (Male, USMC OPS Low GIU)

Once team members established interpersonal ties, they began to support and encourage each other in their individual performance, further enhancing overall unit performance.

Leadership. Service members also indicated that leadership helped advance good teamwork. Leadership came both from superiors, such as training instructors and supervisors, and from team members.

“Oh, yes, our drill sergeant...has really helped first platoon and when we got here we were just a bunch of unmotivated. We didn’t really care about anything and he really helped us pull together as a team. There were multiple things we did with him to pull together and now we seem to be one of the strongest platoons. (Male, Army BT Non GIU)

"They work hard. 110, 130 hours a week." (Male, USMC BT Non GIU)

“You’ve got guys who have been in the Navy for 13 or 15 years and you look up to these guys... If you have any questions or you have anything pertaining to your job situation you’re going to have those guys that you can fall back on and say, you know, hey how do I—” (Male, Navy OPS Low GIU)

Team members lead by helping others, setting good examples, learning and doing their own jobs well, working together with others, picking up “slack” when needed, and thinking of the team before their own individual performance.

“...And then there’s the people that really do care about themselves and everyone else who are trying so hard to help everybody out. Because there’s a lot of people that go out of their way no matter what it costs them. A lot of people don’t get their stuff done because they’re busy doing stuff for the division or for other people.” (Female, Navy BT High GIU)

BT and TT participants focused on the importance of helping behaviors to increase unit performance. Unit members band together to help out poor performers. Stronger servicemembers go out of their way to help and encourage those who are weaker, sometimes sacrificing their own individual performance to benefit unit performance. For example, the faster runners in a unit may hold back, pacing a slower runner and encouraging him or her to keep going. These actions improve overall unit performance.

“...I remember one private who had a problem passing the PT test...and they had one private who had a stress fracture...and he had to finish his run and he came back out there...even though that person was hurting, they came out there again and ran that extra lap to get that person going. I’ve seen a lot of that.” (Male, Army TT High GIU)

“Well, we all passed our PT test and a lot of it came from just the different soldiers, helping and encouraging and everything...” (Male, Army BT High GIU)

Experience Working as a Team. Service members related that teamwork improved when the team had opportunities to work together and to succeed. For BT and TT participants, unit successes often took the form of formal competitions.

“When we have a competition or something or a goal to reach, everybody really pulls together and does pretty well.” (Male Army TT Low GIU)

“When we have a platoon competition against each platoon... everybody tries a lot harder because they want to beat the next platoon so bad.” (Female Army BT High GIU)

OPS servicemembers also spoke enthusiastically about team successes.

“We had recently [hurricane relief in] Honduras, Nicaragua and El Salvador, those things that were going on over there. We have to pull like thousands of pieces of gear to send out in the next two days or so. It was constantly everyone was in there...Everybody was working real hard to get the gear going and the correct gear. After that we had majors and captains come down and say how well of a job was done to pull in gear as quickly as possible and accurate.” (Male, USMC OPS High GIU)

Navy OPS participants said their units worked better as a team when they perceived their mission as important, critical, or time-sensitive.

Factors Hindering Teamwork

Service members also reported several factors that played a prominent role in preventing them from working well as a team. These included:

- People who do not pull their weight (“slackers,” “cheesy recruits,” “10 percenters”),
- Resource shortages (staff, materials, and time),
- Not knowing how to lead or be led by peers, and
- Perceptions of unfair expectations or treatment.

Slackers. Most participants told us that individuals pose a barrier to effective unit performance when they are lazy, fail to learn or perform their jobs, or cause friction within the team. This was seen as an even greater problem in light of personnel shortages. Individual failures force others to work harder, thus damaging unit performance, as well as morale and unit cohesion.

“Those are the kind of people I don’t know if I want next to me in fleet on the front lines with me, or going to war with me or I don’t know if they’re going to be walking their post and on fire watch [or] if they’re going to be sleeping on it. You don’t want those kind of people around...I’m like, ‘You didn’t learn anything did you?’” (Male, USMC TT high GIU)

“...You have your people that go out of their way to help the ones that are having trouble with stuff. But, you also have guys in the platoon who couldn’t care if they mess things up for everybody else or not...” (Male, Army BT Low GIU)

“...There are some individuals that hinder it sometimes because they won’t work together. They do their own style of things of formations and marches and that somewhat hinder us...” (Male, Army BT Non GIU)

“People have bad attitudes and don’t—like I said, don’t do their work. And they work, then it puts all that work that they should be doing on their other shipmates and it’s just—it’s a mess.” (Female, Navy BT High GIU)

“So basically, when we have a problematic soldier, they hinder your performance, and your ability to learn and train, because drill sergeants are focusing on trying to give them corrective training instead of training us...” (Male, Army BT High GIU)

“... You got your core people that mostly pull the load. And you got other people riding their coat tails, just here for the ride. Whatever. And the only time these people seem to join the team and want to get something done, is when it benefits them...and that’s a big problem.” (Male, Navy OPS High GIU)

Resource Shortages. OPS servicemembers reported that limited resources (e.g., staff, equipment) and high OPTEMPO hindered unit performance, both by making fewer people do more work, and by creating stress and causing bad feelings within the unit.

“We’re all so undermanned, we have lot of details of cleaning buildings, cleaning aircraft, all this other stuff that goes on, and it’s hard for the new people that come in to get training. Maybe six months down the road they’re finally starting to learn something, where they should be learning as soon as they get there. It’s been hard on the flight.” (Male, USAF OPS Low GIU)

“If we went to war [today], we wouldn’t be ready.” (Male, USMC OPS Low GIU)

“They expect our squadron to do the same thing as two regular squadrons used to do together. But we do double the work and we have half the people, not even close to half the people.”

[Moderator: How does that affect morale?]

“Oh, It’s gone.”

“There is no morale.” (Females, Navy OPS High GIU)

“It will be ‘Hurry up, hurry up and get this done, get this done’ and then, we can’t do anything because we don’t have the parts because we don’t have the money...[or] the manpower.” (Male, USMC OPS Low GIU)

“With lack of personnel you’ll see a lot of tempers flare when things have to get done.” (Female, USAF Ops High GIU)

Peer Leadership Problems. Focus group participants, particularly BT and TT participants, expressed a great deal of animosity towards peer leaders.

“Student leaders are, my feeling is student leaders, well, they’re power tripping. They just, ‘I got a rope on my shoulder and I think I am God’s gift to all airmen. I do no wrong, watch my cape fly in the wind.’” (Female, USAF TT Low GIU)

Many comments suggested that BT and TT men in particular take umbrage at their peers (especially female peers) giving them orders.

“If the superior is female and the subordinate is male, there’s a big attitude there, because the female feels, I guess inferior because she is female, and she feels like she has to pull that rank on you, just to show you that she’s ahead of you.” (Male, USAF TT Low GIU)

“Sometimes I’ll ask [a man] to do something or I’ll tell him to do something in a certain way and he’ll just look at me and do it exactly the way he wanted to do it and not listen to me at all... I personally think it’s a whole thing that we are females and he’s a male and that we’re, you know, superiors and equal to him and I’m like above him and I think he just has like a total problem with that. I really do.” (Female, USAF TT High GIU)

Some suggested that student leaders lack credibility because they are chosen by age and rank, rather than by skill or leadership training.

“They pick people [to be student leaders] their age, age and rank. And sometimes they don’t even know what’s going on because you got to know it’s their first time doing it.” (Male, USAF TT High GIU)

Learning how to lead and be led was indeed a salient issue for many focus group participants.

Perceptions of Unfair Standards or Treatment. Service members told us that when team members perceived that some people received preferential treatment, or were held to different standards, the rest of the team became demoralized and angry. This increased friction within the team, and made subsequent team activities proceed less smoothly. People perceived as benefiting from preferential treatment ranged from women, to men, to people with particular military experience (e.g., fleet returnees), to student leaders and their friends. Service members’ perceptions of unfairness are described in greater detail in the following section.

3.2 Equitable Standards and Treatment

As noted in the previous section, negative perceptions about fairness in performance expectations and treatment present barriers to individual proficiency and team effectiveness. For individual proficiency, perceptions that one is treated unfairly have a de-motivating effect. These perceptions have an even more serious impact on unit performance, by causing friction within the team, inhibiting the development of positive relations between team members and detracting from performance.

Focus group participants repeatedly raised concerns about gender equity in three areas of standards and treatment, including:

- Favoritism in treatment (e.g., privileges, rewards and punishments),
- Physical standards, and
- Work assignments.

While some focus group participants mentioned other groups they viewed as having received differential treatment (e.g., minorities), this section focuses on gender-related standards and treatment.

3.2.1 Gender Favoritism

In general, many men claimed that women were the beneficiaries of unfair standards and treatment. Their examples of such, however, rarely described concrete incidents from first-hand experience. Rather, their claims tended to make vague generalizations about “all women,” or involve labeling, blaming, and grouching.

“You take [a] male Marine and charge him with Article 86 and 92. And you take the female Marine and you charge her with 86 and 92, that female Marine is going to walk and I guarantee that male Marine is going to fry because of the simple fact the male Marine will go in there and thinking, hey, I’d better watch my P’s and Q’s, but the female Marine will either go in there with an attitude, or she’ll go in there whining and crying and she’s going to get off the charges.” (Male, USMC OPS High GIU)

When men did speak of *first-hand* experience, they often said the women with whom they worked were competent and hard-working.

“[The only woman Marine in my shop] pulls her weight... I’m lucky that the one woman in my shop [is good].” (Male, USMC OPS Low GIU)

Women usually reported concrete, personal experiences to illustrate their perceptions of fairness in standards and treatment.

“We used to be on the air base and there was a huge tower. And so if she, you know, slipped in any kind of way, most people would have to do push-ups or whatever. He’d make her carry two 5-gallon things of water up on several flights, just really exhausting for anybody...and I mean he wouldn’t make anyone else do it, and he would push her. And it wasn’t trying to make her improve. It was for a laugh, basically.” (Female, Army OPS Low GIU)

Many men and some women believed that women received preferential treatment, such as less severe punishments, more rewards, and greater privileges.

“I’ve seen girls, you know, get cameras in the mail and be able to keep them. Candy in the mail and get to keep them. It’s just like,

wait a minute, I've seen guys come in here with, you know, a picture of a girl in a bikini and they weren't able to keep it. Or a picture, you know, a picture of a guy holding a beer bottle, and wasn't allowed to keep it." (Male, Army BT High GIU)

"If someone has done wrong, and our drill sergeant says 'you're going to do push-ups, drop,' the females can sit there and say extra stuff to the drill sergeant, and get away with it, and take their time dropping. But if a male is told to drop and he doesn't drop immediately he's in a lot of trouble..." (Male, Army BT High GIU)

"...Because when we first got here, our drill sergeant would go through the barracks and check on the males and the females. But I don't think he checked us, because there were some girls that were caught. Their beds weren't made well and stuff, and he would just leave it. But the males, if they wasn't exactly how they wanted it, he'd rip it up." (Female, Army TT High GIU)

"Nowadays, males have to—they have to work so much harder to beat, you know, the female thing, because I guess commanders in the chain of command, they're all worried about discriminating against females, that now they don't realize you know, even that they do or they don't care or whatever, that males are getting discriminated." (Male, USAF OPS Low GIU)

"We feel that the females in our platoon get babied a little more than we do... It seems like females are given more opportunities to correct the situation or problems they may have, than a man would." (Male, Army BT High GIU)

"We used to get dropped more than the female part. They'd be upstairs; we'd get dropped for something. I can remember when we'd dropped they didn't get dropped." (Male, Navy TT Low GIU)

A minority of men felt that women were treated the same as men.

"I would say ten years ago female soldiers as a rule, I did think got away with more. They were treated better than males in too many respects. And I don't have as strong a sense of that taking place in the [cavalry], at least in our unit." (Male, Army OPS High GIU)

"I haven't seen any favoritism toward anyone at all." (Male, USMC TT High GIU)

"I mean, everybody gets treated equal, which is usually all right, but there's no real favoritism. Although the top person in our class is a female, but she earned it." (Male, NAVY TT High GIU)

Most women believed that women received equal or worse treatment.

"It depends on the person, because my NCO that I got over there, he was just fine with me and everything. I got dropped just as much as the males did..." (Female, Army OPS Low GIU)

"I came from a flight that was coed and I mean, we, the females were almost pushed harder so that our TI would be, 'Look at those females, look how good they're doing. You guys are slacking off.' You

know, he was always telling the guys that how much better we were. But he was just as tough on us.” (Female, USAF TT High GIU)

“There’s also the level of personal things that need taken care of...guys in the work center are like, ‘Well I need to go like run and get my pass for my car or whatever.’ And they’re [male supervisors] like, ‘Sure, go take off. Go have fun.’ But if I have something like the day I had to have the gas turned on in my apartment...They [male supervisors] told me straight up, ‘You can’t go.’... (Female, Navy OPS Low GIU)

“I think, and this is from personal experience, that the females, regardless of your color, we are automatically expected to do better than any of the guys.” (Female, Navy OPS Low GIU)

“[The males] treat the females like they have a handicap.” (Female, Navy OPS High GIU)

Many women reported treatment by male counterparts and male superiors that included derogatory comments, negative perceptions and attitudes, being treated like an inconvenience, and being told, implicitly or explicitly, that women should not be in the military.

“...the people who are in all male flights, they seem to have no respect for the females because they never, they didn’t train with them so they didn’t see them going through the same thing we did and they seem to have no respect for females whatsoever.” (Female, USAF TT High GIU)

“When we’re deploying, it was all Combat Arms [people] over there before we got into Bosnia. And so I was standing there and one of these guys...he was real interested...He was like, I don’t know, infantry or something like that. He was asking one of the guys, the MP...‘So what do you guys do?’ And he’s explaining our mission...Then he turned to me, ‘So what do female MPs do?’...They thought that we stayed back in the rear, the female MPs and wrote tickets. They don’t know we have wartime missions. They don’t think we can participate in anything like that, you know, and it’s really frustrating...” (Female, Army OPS High GIU)

“My [petty officer] had no respect for females. You know, I mean, he’s cool and he talks to you all right. But you could tell, the way he treats you and the way he treats them [males]...” (Female, Navy OPS Low GIU)

“Many males, not only in my platoon, but in other platoons, have told me they, you know, like, I hear comments like, ‘Oh females are weak. I don’t see why there are females in the Army.’...They don’t think of us as equals. They think of us as like—some of them want to take care of us, but on the other hand, some of them want to leave us there because they don’t think we belong.” (Female, Army TT Low GIU)

Career differences in beliefs about favoritism included:

- Across career levels, men believed that women were shown favoritism.

- Women in BT and TT tended to agree with this
- Women in OPS strongly disagreed, reporting that they were treated the same as or worse than their male counterparts.

Service differences in beliefs about favoritism included:

- Army participants reported that men and women were treated equally, and also discussed favoritism in terms of other issues (e.g., new unit members are treated more harshly; people who perform better are treated better).
- Airmen grappled with the complexity of perceived inequities and were more positive regarding women. For example, many observed that individual differences were confused with gender differences. There are bound to be instructors' pets. It is these individuals who "get off easy."
- Navy women were also vocal about the fact that women were somewhat of an oddity and thus misperceived as benefiting from favoritism. One female sailor (TT Low GIU) indicated that student leaders are held to higher standards.

To the extent that men are more likely to be student leaders, this would exacerbate misperceptions of leniency toward women. There is confusion over leniency towards a particular gender vs. rank or position. Further, they lamented instances where women in leadership roles or otherwise rewarded were labeled as whores. Similarly, they mentioned that if women did not attend to men, they were sometimes labeled as "lesbians."

3.2.2 Physical Standards

Practically all participants reported that physical standards for men and women were different. The majority of men perceived women's physical standards as unfairly lower than men's standards.

"I think it's wrong that, you know, females are fighting to get to go into combat situations, but...their physical fitness requirements are so diverse from males." (Male, USAF OPS Low GIU)

"They shouldn't have a double standard [for fitness]. A Marine is a Marine regardless of gender." (Male, USMC TT Low GIU)

The majority of women and some men perceived physical standards as different but fair because physiological differences between men and women require women to work as hard as men to achieve their standards.

"I think a lot of females in the military are okay, because some females can do more push-ups, some females can't. Some males can do more push-ups, and some males can't...I think they have it set up with males and females training together, I think they have it set up pretty good." (Male, Army BT High GIU)

"If the males have to work hard doing [PT] we have to work three or

four times as hard physically, being able to run as fast as they do and that's not that they're trying to be 'guys,' it's just that we're not as strong as they are and we have to work harder." (Female, USMC TT High GIU)

In BT, physical training standards were viewed as different but fair. In TT, participants were divided on the fairness of different physical training standards. For OPS participants, physical strength (e.g., the ability to carry heavy loads) was more of an issue than physical training standards. Men said that women did not have the physical strength to do some jobs. Many women pointed out that men did not have the physical strength either. Some women also said that they *did* have the strength to do some jobs.

"I'll be honest [about physical differences], carrying the same amount of gear I'm a little bit slower [than a man] but you know what? I'll get there, and [my male teammates] understand that. As long as I don't stop and I don't give up. I'm gonna get there sooner or later." (Female USMC OPS Low GIU)

Women in the USMC expressed concern that women's lower PT standards in Basic Training make it more difficult for them to perform as well as men during Marine Combat Training (MCT) and technical training schools. In recalling her gender-segregated boot camp experience, one female Marine in high gender-integrated MOS school felt that men were better prepared physically whereas for women, training tended to emphasize ironing creases in one's uniform.

"Sometimes I can't, I can't keep up with the males in my unit. So that means I have to like run harder...Recruit training is not that physical. We were very unprepared for MCT. We [learned to] iron a pair of pants better than a male, but so what, but we can't keep up with them when we run or we do push-ups or things that really count." (Female, USMC TT High GIU)

"When we got to MCT...humps were literally hell. We weren't prepared for that." (Female USMC TT High GIU)

3.2.3 Work Assignments

Men, most commonly those in low GIUs, charged that women were unfairly assigned desk jobs or limited duty, while the physically demanding jobs are assigned to men. Men viewed this as a benefit for women.

"Like I trained for a while on a [type of] boat. [Women will] use the fact that they're a girl to get you to do work. They'll [say], 'I can't lift trash bags. I can't carry...I don't want to break a nail.' Stuff like that..." (Male, Navy OPS Low GIU)

Women had an entirely different understanding of their work assignments. While they acknowledged that they often are assigned the administrative or collateral parts of the task rather than more "hands-on" parts, they also pointed out that this practice negatively affects women's job skills by preventing them from getting important "hands-on" experience. It also

hinders their relationships with male team members, because the men assume women are slackers, “getting away with” something easy instead of pulling their weight on the team.

“Always the first thing they ask you is they go okay, got a couple new women in so we’ll make them do the paperwork and then they’ll try, every once in awhile someone will complain and they’ll put a guy, and the guy knows all they have to do is mess up or not write so nice so no one can read it, okay, ‘You’re fired. The female can write.’...It did at first [keep me from doing my occupational specialty]. (Female, Navy OPS High GIU)

“In the command we’re in, it’s like a man’s world. It’s the airplanes. It’s the machinery. It’s a man. And we come over there and they’re like, ‘Yeah, yeah, you have to be here. We have to let you be here, but we don’t have to like you. We’ll put you to do the paperwork, or we’ll put you over here or hope you get pregnant.’” (Female, Navy OPS High GIU)

“I work on electronics. However, all my collateral duties involve things like I’m the conference system gelman, I’m the supply PO, which means I do the paperwork for supply. And very rarely do I actually get up and get my hands on the system because I’m so busy writing paperwork for everybody.” (Female, Navy OPS Low GIU)

“I’m good at a lot of paperwork and operation orders...if we have a mission to do...I know how to set it up and write it down and everything...I’ve been up at the company, you know, typing and doing this and my platoon...they do nothing about it...they’re like, oh look at you, you’re sitting on your butt all day at the company... (Female, Army OPS High GIU)

“My first day of work, on the flight line, my husband was also in my squadron, and he does the same thing I do, right? Everybody’s assigned to a person, you know, to go out and do the launch, and stuff like that. Guess what I did? I made new little name tapes for the board. Yeah. And I was like, grrrrr, you know. I was mad. I was like, if they think that I’m just going to be their little secretary, they’re nuts.” (Female, USAF OPS Low GIU)

Women in low GIUs told us that men often were assigned jobs for which women had better training and experience.

“I don’t really think guys have to prove themselves... As much. But the females must prove themselves, especially in the maintenance world.” (Female, USAF OPS Low GIU)

“When I got to the ship, I was the only one who had been to C school out of 15 people, so I was the only—technically the specialist, and I’ve been doing it for at least two years longer than any of the guys that work with me. But I was put way down here because, ‘Oh, well, shore duty’s a lot different.’ Well I just came from C school. (Female, Navy OPS Low GIU)

Women reported that they are assumed to be incompetent until proven otherwise, while men are assumed to be competent.

“I have seen it where there’s a person who’s junior to me coming fresh out of the school coming in, and they’ll trust [him] more because of the fact that [he’s] not female...Right...Over the fact that I’ve been there for a while and I am a female.” (Female, Navy OPS Low GIU)

“I’m an MP...A lot of guys feel uncomfortable working with a female partner because they’re afraid, well ‘You won’t be able to back me up.’ But on the other hand, if you have a hostile male you encounter on the road, they will relax a lot more talking to a female MP than a guy because there’s no machoism.” (Female, Army OPS High GIU)

3.3 Relationships Among Superiors and Subordinates

As discussed in Section 3.1, focus group participants repeatedly told us the critical importance of leaders to individual and unit performance. For individual performance, instructors and other superiors not only train Service members in specific skills, but also serve as role models, communicating appropriate behaviors, attitudes, and values. As a facilitator of unit performance, people told us their superiors provide leadership in accomplishing tasks and, equally important, working together as a team. Thus superior-subordinate relationships profoundly affect unit performance.

Focus group participants generally viewed relationships between superiors and subordinates as professional. Most striking was their almost universal reverence for Basic Training instructors.

“You don’t really have a personal relationship or anything with any of the superiors. You keep it on, ‘I’ll do what you say’ basis.” (Male, Army BT Non GIU)

“The drill sergeants are the drill sergeants and that’s as far as it goes...I mean, you can ask them questions. If you have a problem, you can talk to them. But as far as friendships, no. They’re our drill sergeants. You’re their privates and that’s it.” (Female, Army TT Low GIU)

“Our DS led more by example than by force...He doesn’t show favoritism between male soldiers or between soldiers of different sexes.” (Male, Army BT High GIU)

“We had a First Lieutenant female and she comes in, she boosts everybody and she’ll never knock you down. And, if anything, she makes it so she’s on the same level as you are. So, there’s, it just depends on the person and the way their attitude.” (Male, USAF TT Low GIU)

Superiors have a profound impact on servicemembers’ attitudes, motivation, and behaviors, especially attitudes about women servicemembers. Focus group participants indicated that while some superiors communicated positive attitudes about women in the military, others conveyed the attitude that women are less valuable than male servicemembers. Women were portrayed as unfit for military service, recipients of special treatment by the chain of command, and “dangerous” to male servicemembers because women will unfairly accuse men of sexual discrimination or harassment.

“We competed for the red pennant and the gold pennant and we marched integrated, so [our petty officer] told us, ‘right there, you’ve got strike one, because you’re integrated. Because you’re marching with females, you’re not going to win...’” (Male, Navy BT High GIU)

“Our drill sergeant has a policy: Look at [women] as your mother.” (Male, Army BT Non GIU)

“We were taught [in BT] to be scared of females, double-arms’ distance, don’t look at them. I got back home for leave and I couldn’t even look at my girlfriend like I used to!” (Male, USMC TT High GIU)

“I heard a drill sergeant say like one of the guys that was doing something stupid, and he or she will be like, ‘you’re acting just like a female.’” (Female, Army BT High GIU)

“And you know, it ain’t really us that’s got a problem with [women in the military]. If it’s anybody, like I said, my drill sergeant...he comes from all males and it’s people that’s older than us that are NCOs and stuff. They’re the ones that I think if there’s any issue it’s them...” (Male, Army TT High GIU)

“[One of the petty officers] was telling us this is all politics. I mean he said, ‘The inspectors get together before the inspection and they’re pretty much decided who it’s going to be and they’re already shutting you guys out because you’re integrated.’...He’s like, ‘there’s nothing you can do about it. It’s because you’re integrated and it’s because you have females in your division.’” (Male, Navy BT High GIU)

“They say girls are inferior...” (Male, Navy BT High GIU)

Instructors also shaped more positive attitudes towards women.

“The drill sergeant back at basic, he was infantry [at a gender-segregated BT post], all males. He said he had to swallow a lot of pride because he didn’t believe in females in the military when he comes to [a gender-integrated BT post] as a drill sergeant. Our squad leader at basic training, she was, she maxed the PT test. [The DS] said there is females out there like her that showed him that they need to be here. And so, there, you know, I think [gender integration is] all good. I think I have no problem with it.” (Male, Army TT High GIU)

“But, but I think what it comes down to is when the TIs look at you. They look at what kind of person you are. Regardless of sex.” (Male, USAF BT High GIU)

Although very few participants had had any women superiors, women superiors were generally perceived by men and women as being harder on subordinates.

“Female TIs...will rip you and it does not matter from which end. They will knock you down quicker than you will ever think.” (Female, USAF TT High GIU)

“The only female [superiors] I’ve ever had seem like they’re always out to prove something. They were always meaner. They were always stricter.” (Female, Navy TT High GIU)

“I think the female petty officers...treat the females with more respect than they treat the males...” (Male, Navy TT High GIU).

Some participants viewed women superiors as more fair or compassionate than men superiors.

“My former battalion commander...was looking for reasons to go out of her way to help us, to help morale, or just help us, or just to push somebody to perform their best, and it seemed like it was always top-notch to her... You just want to work hard for her just because that’s the way she was.” (Male, Army OPS High GIU)

“We have a female instructor and I think she is, she’s harder, not just on females and males, but she’s more fair too. She treats [men and women] both the same, but she expects more from the males and the females than what the male instructor expects from us.” (Female, USMC TT High GIU)

Many participants reported that men have difficulty taking orders from women superiors.

“Men don't like to take orders from women.” (Female, USAF OPS Low GIU)

“Every now and again, I have trouble taking [orders] from females.” (Male, USMC TT High GIU)

“You’re in charge... and they are talking about you like you’re too hard or you’re, I’m not going to say the other words that we have been called as females, but they’re just not out there to do what they’re supposed to do...I don’t know what it is about some men sometimes that they make it seem so hard for us.” (Female, Navy TT Low GIU)

Focus group participants talked about superior-subordinate relationships primarily from the perspective of the subordinate. Some participants, particularly OPS Service members, also discussed this critical relationship from the superior’s perspective. Service members were frank about difficulties they had encountered as superiors. Women with leadership responsibilities reported having difficulties with male subordinates not following orders.

“...the whole office was male. I’m the only female in there now. So, to walk in there with them working for me, they had a tendency to just picking up and doing whatever they wanted to, just leave and not tell me what’s going on.” (Female, USAF OPS Low GIU)

Men and women told us that male supervisors and instructors are not allowed to counsel a woman alone, or talk to or tutor female trainees one-on-one.

“My instructor can’t give me one-on-one time outside school. And, I, you know, it’s just to cover his ass to make sure that it doesn’t look bad. (Female, USMC TT Low GIU)

"Our platoon was told in boot camp a couple times, we've heard this subsequently. If you ever have to counsel a female Marine in private, if you're ever in a leadership position and [women are] under you and you can counsel them because their messing up or heck even if they aren't. If you're ever in a room alone with them, we were always told to have another Marine there." (Male, USMC TT High GIU)

These kinds of practices clash with military customs to "praise in public and punish in private." This may be particularly uncomfortable for women. Also, this begs the question as to whether public "counseling" is avoided by supervisors because of the discomfort it causes both parties. If this is the case, such behavior could inadvertently contribute to perceptions of favoritism toward women. Such policies could detract from technical performance and achievement.

3.4 Social Interaction

Social (non-work) interactions, as discussed in Section 3.1, provide an important context for developing positive relationships that facilitate teamwork: knowledge, comfort and trust of team members. Focus group participants reported that social interactions could have both a positive and a negative impact on unit performance. Social interaction increases team cohesion and trust by helping people view each other as individuals and providing a low-risk setting to learn to get along well with team members.

"[Hanging out with your buddies] builds trust with the person next to you." (Male, USMC TT Low GIU)

"The whole trust factor... It's a lot easier to do a job, I know on the flight line, if you can trust somebody... If you're inspecting a jet, it takes a lot more time by yourself than it does with 2 or 3 people. So if you work with a couple people you're friends with, you know, outside of work, you can trust the fact that you know they did their job as well as you would. And you don't have to double check over them as you would with somebody you don't hang around with." (Male, USAF OPS Low GIU)

Social interaction hurts the team when people do not get along, allow personal relationships to intrude on the workplace, or encourage favoritism, both real and perceived.

"Sometimes we get ourselves in trouble, though, because like we're into like looking at each other's pictures or talking about males that like, when they say it's time to clean, we're kind of like, 'Oh, I don't want to,' like we don't want to get out of our little group and stop what we're doing." (Female, Navy BT High GIU)

Women reported difficulty in getting along with other women in some cases, particularly in training environments.

"The females never get along and they never pull together. Where the males will like cover each other if they're like doing something wrong. And they'll help each other out. And the females never help each other out. And they never cover for each other. They narc on each other all the time." (Female, USAF TT High GIU)

Men told us they had difficulty getting along together also, although not as frequently as did women. Women may simply be more open/expressive or “in touch” with such feelings. Men and women both indicated that women were good listeners and this skill could help to alleviate stress within work units.

“I’ve spent countless nights with some people, slower people in our platoon, just studying with them... I’m always helping them and so it’s never been a kind of male/female thing, it’s just we’re all just one trying to do the same thing in my class.” (Female, USMC TT High GIU)

The remainder of this section describes key aspects of male-female interaction, and summarizes Service members’ understandings of military regulations regarding male-female interactions.

3.4.1 Male-Female Interactions

Participants reported that men and women interacted socially, sometimes openly and sometimes in secret. Male-female interactions included both friendships and dating.

“We’re not supposed to talk to [men].”

“But we do.”

“...When we’re waiting for the instructor, or waiting to be picked up by our RDCs, we turn around and talk.”...

“In ranks we’re not supposed to talk to [men] and in galley...”

“We all talk. We all know who everybody is and we talk about all kinds of things.” (Females, Navy BT High GIU)

“We tell each other to get off the phone on patio break.” (Male, USAF BT High GIU)

“[Men and women] have friendships, an occasional flirtation type of thing, but it’s kept very low now.” (Male, Navy TT High GIU)

Male-female interactions were perceived as positive when they helped men accept, learn to work with, and trust women.

“I think there’s things [women] can learn from us and there’s things that we’ve learned from them. Ah, at some instances, I don’t know, we’re better than they are and they’re better than we are. That’s all I care to say.” (Male, USAF BT High GIU)

They were perceived as negative when relationships spilled over into the workplace, or when innocent parties were punished for a couple’s inappropriate or prohibited behavior.

“...Certain people were dating in the line shack and certain people were getting special treatment. And certain people felt like they weren’t getting the knowledge that they needed because they weren’t dating the person who was giving out the knowledge. And you know, it does cause problems sometimes...” (Female, Navy OPS High GIU)

“When people turn on each other and then you have—if it’s affecting either gender, if it affects one side, then the other side gets affected because you have them both in one platoon...” (Male, Army TT Low GIU)

“It’s hard to work with somebody after you’ve, like, when I first got here I dated my section leader and I didn’t like him. I went out on one date with him. Didn’t like him. Well he decided like—I told him I didn’t want to see him any more and he decided to make my life hell until he left.” (Female, Navy TT High GIU)

Army TT Service members thought that strict rules for male-female interactions impeded information flow, teamwork, and trust.

“They train on an equal playing field with us, but you know, I think the fact that the rules are so strict in regards to our relations, it kind of hinders [working] well together.” (Male, Army TT Low GIU)

Women in OPS units experienced a “damned if you do, damned if you don’t” double bind in their social interactions. If they interact with men, rumors are spread about them being sexually promiscuous, whether or not they are having a sexual relationship with a man. If they do not date men, or go out with female friends, rumors label them as lesbian.

“Just terrible rumors...And if you first check into the squadron and you don’t know anybody, and that person checks you in, you know, people are going to start talking about you pretty bad. If you don’t know anything about that person and you’re constantly hanging out with them, you know...all of a sudden...you’re labeled...” (Female, Navy OPS High GIU)

“...and if you hang out with the guys, [they say] you’re sleeping with one of them...” (Female, Navy OPS High GIU)

“[My NCO] literally took me by the hand and said, ‘Look, this is this. This is that. And this is how we’re going to do it.’...I know the reason why I’m succeeding now is because of him. He’s shown me every way that’s possible to succeed. [But in] our company, whenever you get close to an opposite sex like that, you’re automatically sleeping with them.” (Female, Army OPS High GIU)

“I have an E-5. She’s not...in my platoon or anything, but we’ve always hung out. I mean...she comes to my house. I go to her house and we just hang out. But when we’re at work, we’re at work. And a soldier...approached her and, you know, in a sexual way and she told him no. And so because they know that we hang out, he started spreading a rumor that we were gay.” (Female, Army OPS High GIU)

Men in low GIU groups reported limited cross-gender interactions. They told us that they try to stay away from these relationships in order to avoid accusations of impropriety.

“...I know all the guys, most of them are you know, trying to kind of keep their distance...Like the other guys would be like kind of back away...” (Male, Navy BT Non GIU)

“...[women] ask me questions sometimes and I’m kind of afraid...[I] watch out for them...” (Male, Navy BT Non GIU)

3.4.2 Regulations Regarding Male-Female Relationships

Focus groups were questioned about their understanding of military regulations on male-female relationships. Although people said they understood regulations regarding adultery, fraternization, and male-female interaction, their comments suggested that they did *not* always understand the nuances. Discussions illuminated several points.

- A great deal of confusion existed surrounding the nature of fraternization. It was almost universally viewed as affecting male-female interactions, not superior-subordinate interactions.
- Confusion also reigned about the nature of sexual harassment, and men and women received conflicting instructions about how they should handle workplace interactions.
- These confusions contributed to perceptions that regulations are too strict, unfairly enforced, or ineffective.
- Chain of command involvement was viewed as undesirable, ineffective, or unfair.

Fraternization

Despite saying they understood fraternization regulations, servicemembers' comments suggest they did not always understand the nuances of regulations. For example, fraternization often appeared to be misperceived as any male-female interaction, particularly among BT and TT participants. Fraternization was often used synonymously with sexual harassment, or at least was used to refer to interactions *between* rather than *within* genders. A great deal of confusion also was expressed about how regulations are applied in different situations, such as within and outside the chain of command.

“[Moderator: Are regs clear?]”

“No.”

[Moderator: Well, why not?]

“Because sometimes people think, well, is this officer to an enlisted? Is it Sergeant to Lance Corporal? If that Lance Corporal gets promoted to Corporal and then is it all right, or Staff Sergeant to Sergeant...” (Female, USMC OPS Low GIU)

“The Navy has a broad fraternization policy and I think they should delegate, because the commanding officer knows what needs to be done and what’s the best way of doing it...If the commanding officer puts out that there should be no dating in that command, I think that should be the way it is. I think.” (Male, Navy OPS High GIU)

“I think the way the military like makes a big deal of social interaction between male and female is because there is such a big thing about PDA [public display of affection] on base and you can’t hug a girl and just things like that, which affects like how you’re going to act towards a girl.” (Male, USAF TT Low GIU)

Sexual Harassment

Women told us that they had been instructed to report any incident of harassment, rather than try to resolve it on their own.

“The thing is, though, we met him at the BX and that was pretty much it, and then he came—he kept coming over here and it would have been my fault for not reporting it the minute it happened.” (Female, USAF TT Low GIU)

Men told us they were so concerned about inadvertently harassing someone that they feared even being around women.

“[A fellow trainee] was afraid he was going to say something and not know who was behind him, you know, even in the more harmless of comments, could be misconstrued...” (Male, USAF TT High GIU)

Women found that men’s aversions prevented women from becoming part of the unit.

“I’m not necessarily the only female in my shop, but when I first came in to my shop here, all the guys were very careful around me. And it makes it tough for me to get in, get comfortable, get into a routine with the rest of guys and you know, they’re always wanting to be careful, watch what they say.” (Female, USAF OPS High GIU)

“I’m afraid to open my mouth around a woman.” (Male, USMC TT Low GIU)

Some Service member complained that avoidance of fraternization and sexual harassment was stressed but not “how to work together.” Lectures read from a manual on “what not to do” are the norm rather than two-way communication on the topic.

“You go through fraternization or sexual harassment command function. They read you the instruction. They tell you what the interpretation of the instruction is and say ‘okay, see you later’ and that’s it. There’s no back talk. There’s no feedback. There’s no nothing and basically everybody gets read a piece of paper to them, all one hundred, two hundred people step into the auditorium. They get read something to them and then they’re sent on their way. There’s no discussion, there’s no communication... They’re being read information and each individual takes that information and they interpret it their own way.” (Male, Navy OPS High GIU)

Enforcement of Regulations

Some servicemembers said that regulations were too strict, causing people to be punished for innocent behaviors.

“...I got yelled at, taken into an office and yelled at by a chief because—granted I wasn’t supposed to do this, but I was in school and one of my friends—I was in uniform; he was in uniform—he is transferring, and he is going to Japan. So...I gave him a hug goodbye. It was

not PDA—he is my friend. I’m saying goodbye. And I got cussed out by a Chief.” (Female, Navy TT High GIU)

Perceptions about clarity and effectiveness of regulations on male-female relationships varied by career level:

- BT participants felt that regulations were very clear and effective, but had few personal experiences of how regulations were enforced.
- TT participants felt that regulations were somewhat clear, but not very effective because they differed from one unit to another and were inconsistently enforced.
- OPS participants reported that regulations were hazy, unrealistic, ignored, and ineffective.

“That’s why fraternization is so messed up. But they want you to work together, but I mean they don’t want us to be friends. That’s crazy.” (Male, Navy OPS High GIU)

- OPS servicemembers also believed that sexual harassment regulations sometimes required punishing males even when females involved did not feel offended.

“But there has actually been a few situations where something has been said, you know, we’ve been sitting around the table, you know, waiting to go out on a run. Somebody will say something, and I personally have no problem with it, yet a supervisor in his office heard it. He called him into the office and said, ‘Ah, you don’t need to be saying things like that in front of airmen.’” (Female, USAF OPS High GIU)

Men perceived that, in cases of alleged sexual discrimination or harassment, the chain of command privileges the woman’s version of events over the man’s. This caused men to be falsely punished for infractions, and allowed women to “get away with” less harsh penalties for infractions.

“If you yell at a female or anything she might take offense at it, and turn it around to what you’re doing wrong instead of what she’s doing wrong. [Then] they’ll believe the females over the higher-ups.” (Male, USMC TT High GIU)

“...and the thing I’ve noticed about our RDC and the chief upstairs, when they counsel the males, it’s, there’s automatically an assumption that you did this wrong because she said this is what happened, and our RDC doesn’t allow any time for explanation of your side of the story. (Male, Navy BT High GIU)

“They automatically think, you know, like sexual harassment, automatically, you know, it’s going to be the guy, you know making a pass at a woman or something like that...” (Male, Army OPS High GIU)

“...but it seems the burden of proof in these cases tends to rest with the male...” (Male, Navy BT Low GIU)

“So that’s the way it always is, though, it seems like they always believe the female. Even if it’s the female’s fault, you know, it seems like the male always has to pay for it. That’s not right.” (Male, Navy BT Low GIU)

Women perceived that they were punished as harshly as men, or that the more senior person in a relationship is punished more harshly than the junior person, regardless of gender.

“Well two people got caught. A male and a female got caught there and they were both discharged.” (Female Army TT High GIU)

“Well in ALS ah, when we studied unprofessional relationships, it’s the higher ranks that are responsible for the situations.” (Female, USAF OPS High GIU)

“...He was second class and he was cut down to a third class and I think she was a seaman apprentice and she stayed a seaman apprentice. She didn’t lose anything. The only thing she got was put on restriction and he got dropped to a third class and dropped in pay.” (Female, Navy TT High GIU)

“If the staff is caught with the student, the staff is most likely to be given the worst punishment because they’re supposed to be our mentors.” (Female, Navy TT High GIU)

Chain of Command Involvement

In terms of bringing concerns to the chain of command, BT participants had little experience with it. TT participants expressed some concerns that the chain of command showed favoritism towards some groups of people (e.g., Fleet returnees, women, men). OPS participants strongly believed that the chain of command showed favoritism.

“I had one experience where there was a girl...who is dating a guy...she was an airman when she started dating him...he’s a first class or second class...there was this one particular time when she did get in trouble. Where she was on watch and she was drinking and she was found asleep in an airplane, on watch... You could get kicked out of the Navy for that in our command. Well, she got assigned EMI and she had to write an essay...” (Female, Navy OPS High GIU)

“Say a chief and a third class get caught doing it. Well, all right. Nine times out of ten, they’re going to drop it, because he’s a chief and they don’t want to make this big uproar and whatnot.” “It does not apply to everybody. It applies to certain parties.” (Female, Navy OPS Low GIU)

Some men complained that women involve the chain of command too much rather than solving a problem on their own, but women told us that they have been ordered to report “any and all” instances of inappropriate gender “incidents” the first time they occur. Such policies likely contribute to men’s beliefs that there is a *double standard* or a *one-way street* with regard to harassment.

3.5 Attitudes About Gender in the Military

During focus groups, gender surfaced as an issue at different times for different groups. In about half the groups (57 percent), gender issues were raised by participants before questions specifically about gender had been asked. The gender of the group members influenced this. Among female focus groups, 75 percent volunteered a gender-related issue before the moderator specifically asked about gender, compared to only 36 percent of the male groups. Among the Services, Air Force groups least frequently volunteered a gender-related issue prior to a direct question about gender, while USMC groups most frequently volunteered a gender issue. TT groups volunteered a gender issue more frequently than did BT and OPS groups. High GIU groups also volunteered a gender topic most frequently. These comparisons are displayed in Exhibits 5 through 8.

Exhibit 5. Group Gender Differences in Volunteering Gender Issues

Women's Groups	75%
Men's Groups	36%
All Groups	57%

Exhibit 6. Group Service Differences in Volunteering Gender Issues

Service	All Groups	Women's Groups	Men's Groups
Army	63%	100%	33%
Navy	55%	100%	17%
Air Force	40%	40%	40%
USMC	70%	80%	60%

Exhibit 7. Group Occupational Level Differences in Volunteering Gender Issues

Occupational Level	All Groups	Women's Groups	Men's Groups
BT	60%	75%	50%
TT	69%	88%	50%
OPS	44%	88%	13%

**Exhibit 8. Group Unit Gender Integration Level Differences
in Volunteering Gender Issues**

GIU Level	Proportion of Groups
Non GIU	0%
Low GIU	50%
High GIU	73%

Transcripts were examined to identify which protocol question elicited the first gender-related response. The individual proficiency question prompted the first gender-related response in 65 percent of the women’s groups, compared to only 14 percent of the men’s groups. Men’s focus group transcripts indicated that gender issues were most likely to be raised in the context of a direct question about gender-related fair treatment. About 32 percent of the male focus groups responded with a gender issue at this point in the discussion (Question 4 in the Protocol; see Exhibit 4, p. 2-5). These comparisons are displayed in Exhibit 9.

Exhibit 9. Group Gender Differences in First Topic Eliciting a Gender Issue Response

Interview Topic and Protocol Question Number	Women’s Groups	Men’s Groups
Individual performance (Q2)	65%	18%
Unit performance (Q3)	15%	5%
Fair standards/expectations, generic (Q4b)	0	0
Fair standards/expectations, gender-specific (Q4d)	5%	23%
Fair treatment, generic (Q4a)	0	18%
Fair treatment, gender-specific (Q4c)	15%	32%
Proportion of women in unit (Q7)	0	5%

Service members expressed mixed attitudes about gender in the military. Some expressed very positive attitudes, others expressed very negative ones, and still others expressed both extremes.

“...as I said earlier, you have your good and bad workers on both sides of the gender lines there...” (Male, Navy OPS High GIU)

“I don’t think the gender issue has been addressed enough. Because I feel that if they’re going to have integration, that’s fine but they shouldn’t be on ships for one...” (Male, Navy OPS High GIU)

“I think gender related issues are a very big deal in the military, especially the Navy. Why? Tailhook. It’s a big thing that had to do with it. That’s why we have those, things like that happen, that’s why we have to go through all the, you know...we go through so much sexual harassment training, it’s funny.” (Male, Navy OPS Low GIU)

“I don’t think it’s a gender issue, I think it’s an individual issue because, I mean, you know some people can hang and some people can’t.” (Female, Army OPS Low GIU)

“Personally, I think females are needed in the military. I’ve seen more determined women than men, who want to accomplish their goals.” (Female, USMC TT High GIU)

“Certain MOSs, I don’t think it’s an issue as far as females doing, doing their job. In the Combat Arms situation though, which I’m [in], I don’t, do not want females there with me because I would feel very uncomfortable...They can serve in the United States Army somewhere else other than Combat Arms.” (Male, Army OPS Low GIU)

Many participants said gender was not an important issue, or was no different from gender issues in the civilian world.

“It’s a non-issue. If the person can do the job, they should be able to do it.” (Male, Army OPS High GIU)

“I don’t care if you’re a guy or a girl. If you can do the job, do it well and protect me while I protect you, I don’t care if you’re male or female, or if you’re green, you’re black, you come from Mars, who you love and who you don’t love. Just as long as you keep that personal, and you do your job and you do it well, I don’t care.” (Male, USAF OPS Low GIU)

“We’re all soldiers. It doesn’t matter if you’re a man or woman.” (Male, Army OPS Low GIU)

“I don’t see it any different, say than any, than any workplace in this country. There’s rules about that, or customs and courtesies about that stuff. You’re dating someone that you work with you leave it out until you know five o’clock that’s when you leave it. But you know, if you don’t bring that stuff to work, say problems if it happens, fraternization and all those things. It’s the same deal, its really no difference. I don’t think the military’s any different and I don’t think it should be treated any different.” (Male, USMC TT High GIU)

Many others said gender was an issue only because too big a deal was made of it. Sometimes participants thought their Service or their superiors emphasized gender too much.

“It’s not a big deal, but overall I think people like to make it a big deal. Just watch the news.” (Male, Army OPS Low GIU)

“If everybody would just suck it up and treat everybody like a Marine and not a boy or girl we wouldn’t have that many problems.” (Female, USMC OPS Low GIU)

“This gender mess with males and females, that’s what, to tell the truth, it’s emphasized on too much. If we [have] to work together, leave it alone...There’s just so much emphasis put on harassment and fraternization and gender...” (Male, Navy OPS High GIU)

“They obsess over it. They make it more than it really is.” (Female, Navy BT High GIU)

“The Navy makes it more of an issue than it is.” (Female, Navy OPS High GIU)

“And like I said before, personally I don’t have a big problem with [gender], but if it wasn’t a problem with the military it wouldn’t be the subject right now and it wouldn’t have been the subject a few weeks ago at this Consideration of Others class. If it wasn’t a problem in the military.” (Male, Army TT High GIU)

Career level differences in attitudes about gender in the military included:

- Reservations about gender issues increased from BT to TT to OPS participants. OPS groups, however, included participants who had been in their respective Services for as long as 20 years. Differences in their perceptions may be partly due to having come into the military when women were even more scarce and thus have less experience working with women. Their comments tended to be more emotional rather than experiential.
- Male OPS groups were also the least likely among male groups to volunteer a gender issue before being directly asked about gender (13 percent of male OPS groups versus 50 percent of male BT and TT groups). Exhibit 10 displays these comparisons.
- People in OPS expressed reservations about integrated training, but were also less likely themselves to have been in an integrated Basic Training program.

Exhibit 10. Occupational Level and Gender Differences in Volunteering Gender Issues

Occupational Level	All Groups	Women’s Groups	Men’s Groups
Basic Training Units	60%	75%	50%
Technical Training Units	69%	88%	50%
Operational Units	44%	88%	13%

Level of gender integration differences in attitudes about gender in the military included:

- Individuals in low GIUs expressed the belief that segregated training would be better than integrated training because being around the opposite sex would distract them from their training.
- Men in low GIUs expressed more negative views about gender integration.
- Men in high GIUs were less negative than men in low GIUs about gender integration.

3.6 Consequences of Military Attitudes and Practices for Women’s Performance

Men and women expressed sharply conflicting views on women’s performance. On the one hand, women reported that, despite working diligently to learn their occupational specialties and be fully functioning members of their unit, often they did not get credit for contributing to team successes and were blamed for team failures.

“...I went to one school which is my [occupational specialty]-related school...and I was the only female out there with about 20, 25 guys. And even though I could shoot just as well as them, you know, better even, than some of them. Run, move, and act faster. If I screwed up, I did something wrong, the focus was just you know, ‘the female screwed up,’ you know...” (Female, Army OPS High GIU)

Men, on the other hand, negatively characterized service women’s performance in emotional, unflattering, and vague generalities, while affirming just as forcefully the professional and admirable performance of individual service women they knew personally.

“Well, a lot of men are afraid that to tell a woman what to do because if she don’t like it, she’s going to scream discrimination or harassment or what have you.” (Male, Navy OPS High GIU)

“Because they’re lowering the standards because the females are training with us. They’re lowering our standards, our fighting ability, hard, what we have to do because we have females training with us too.” (Male, USMC OPS Low GIU)

“If they want to ...put an 80-pound rucksack on their back and pack it for twenty miles, more power to them, but I don’t think there is a female that would do that. It hurts men doing it.” (Male, Army BT Non GIU)

“I think [women’s performance] is a problem. But all the women Marines I’ve worked with so far have been pretty good. I’m sure it is a problem, but I’m fortunate.” (Male, USMC OPS High GIU)

“The women in my office work pretty hard, except for one pregnant woman.” (Male, USMC OPS High GIU)

“I’ve yet to see a woman at all that couldn’t pull her own weight.” (Male, USAF TT High GIU)

These contradictory attitudes and experiences reflect how the Services’ training and operational practices have unintended consequences for women’s performance. Practices such as restricting interactions between men and women hamper women’s ability to establish good working relationships with their male counterparts, thus marginalizing women in their units.

“And I know when I’m up in the bay, I, we’re with the guys and I bond with those guys. We go train with the females, and I, you know, and I can tell you where almost everybody in that platoon is from, but I couldn’t tell you a darn thing about the females.” (Male, Army TT Low GIU)

So you don't actually get to know your brother flight at all, and you have to depend on them and trust them to work with you when you're in drill or when you're out on confidence course. And how are you really going to trust them if you don't get a chance to know them at all? (Female, USAF BT High GIU)

Meanwhile, learned attitudes that view women as incompetent, inconvenient, unnecessary, or dangerous give men little incentive to act in ways that would bring their

female counterparts from the margin to the center of the team. Women's accounts revealed that their individual proficiency and performance within their units were hampered by a cascade of false assumptions and attributions. For example, women are assumed incompetent until proven otherwise, while men are assumed to be competent.

"I'm just talking about my division, where I feel that like most of the guys, they get the schools, and I ask for a school, and it's like, 'Well, you don't—what do you need this school for?'...I've been passed over twice for welding school and they told me, 'You're a woman. Why do you want to weld?' 'Because it's part of my job.'" (Female, Navy OPS Low GIU)

"Yeah, I do have to work harder with the men. But the men just, they have a very low opinion of what we can and cannot do." (Female, Army OPS Low GIU)

Women, because they are such a small minority of the military population, are highly visible within units. As a result, individual women's characteristics or behaviors are often attributed to their gender, rather than to their individual differences.

"I've been given a lot of opportunities for school and so on, and I bust my ass to get where I am. I mean my PT's been pretty high, my weapons qualifications are good, and those are factors in getting schools and stuff like that. And I've heard so many times from my fellow soldiers that the only reason I get schools I get is because I'm female. I mean my PT outdoes them. And then they go into the subject, 'Well your standards are lower than ours.'" (Female, Army OPS High GIU)

"If one female drops in a hump [long-distance forced march], there could be 20 male Marines dropped behind her but all people remember is that all females can't hump." (Female USMC OPS Low GIU)

Women's failures are attributed to gender, and their successes to luck.

"I took my vehicle down there for an inspection. [The motor sergeant] was like, 'Well, who did your PMCS?' I was like, 'I did.' He was like, '...You know, out of all the vehicles I have had,'—He had thirteen that day—'you have been the [only] one that I've passed all day.' So I went down there [to the platoon] and they're like, 'Oh well, you just got lucky,' and stuff like that." (Female, Army OPS High GIU)

"Certain women make it harder for the rest of us, because if you do mess up...they make a bigger deal out of it than they make [of] a guy who messes up the same way." (Female Navy OPS High GIU)

Service women also found that the behavior of a few women was often generalized to all women.

"...it's the actions of some of those females that, reflect badly on some of us." (Female, USAF TT Low GIU)

"If she does something bad, and there are some women who do get pregnant, and they do it to get out of the Navy. They get labeled and

it messes it up for everybody else.” (Female, Navy OPS High GIU)
 “I mean, regardless, you know, you may have had 80 females, [and only] 20 of them were floozies. It’s those 20 that are going to make you look bad.” (Female, Navy OPS Low GIU)

Service women told us that these assumptions and attributions force them to prove themselves over and over, and to work long and hard to get respect for their proficiency and performance.

“I had to fight there to learn my job and get to know the Marines I worked with... Every male I know thinks females should not be in the Marine Corps.” (Female, USMC OPS Low GIU)

“I had to prove myself to them that I could do the job and I could do it better than what any of the male Marines could, and [eventually] I earned their trust and confidence at that time.” (Female, USMC OPS Low GIU)

“...You have to prove yourself to them. The guys don’t have to prove themselves to them. The guys just have to do the job and whether they do good or bad, you know, it doesn’t matter. But girls, you better do good, you know...” (Female, Navy TT Low GIU)

“One thing that really got me mad was when we took our PT test. We’re like, ‘Well, you know, the only reason why you maxed your PT test was because you’re a female.’ And...just to prove them wrong, I did their standard.” (Female, Army OPS High GIU)

“...when I came in [to my unit], I was a...gunner. Every day I was toting a [big weapon] and all of my ammo and my gear and my bag in a bus, and out of a bus, and over to here, and running over here, and rolling around with it, and everything else, and they did expect me to fail... So it didn’t matter if I was about to throw up because I had been carrying 120 pounds on my back for the last four hours, you just suck it up and you keep going. Because, I mean, it’s like a contest with them...” (Female, USAF OPS Low GIU)

Accommodations made for pregnant service women illustrate how specific practices may present barriers to women’s unit performance. Service members told us that when women become pregnant, they may be given light duty, extra time off, or temporary assignment (e.g., shore duty) to accommodate their physical needs. When women are placed on limited duty, however, their billets are left open, causing their unit to be short-handed. Men, especially those in operational units, perceived this as unfair to remaining unit members and damaging to unit morale and performance, because other unit members have to “pick up the slack.” Women recognized this problem as well.

“If that person gets pregnant, then we don’t have no one else to, you know, pick up her slack...” (Female, Navy OPS High GIU)
 “We have a lot of females but nine out of ten got pregnant. And, seemed like one after the other [were given] light duty shifts...And you know work-wise, you got the males mad at the females because they didn’t have to do any of the work. They’re just going to sit down on the desk and do paperwork while we’re actually taking care of the patients and doing all the hard work. I thought that was a big problem

on our floor.”

“Very big problem because you’ve got somebody filling a billet that can’t do their job.”

“Exactly.” (Males, Navy OPS High GIU)

Along with their concrete concerns about pregnancy’s impact on unit staff shortages, men also raised more fanciful concerns about what working with pregnant women would be like.

“[It’s] the biggest killer of morale—pregnant females. It’s annoying. You don’t want to hear her nagging about how her feet are swollen... She serves no purpose...somebody [else] has to do her job... We’re forced to treat her differently, [which] creates all kinds of problems [and] friction.” (Male, USMC OPS Low GIU)

Women told us that pregnant women and mothers are *assumed* to be unable or unwilling to pull their weight, whether or not they are working at their duty station. The assumption that they were not contributing stigmatized them and damaged their morale.

“Out of 8 people, I’m the only female, and when I was pregnant, you know, I had a lot of problems, I had a lot of premature contractions when I was pregnant. So I was always headed upstairs, you know, to get monitored and everything. And, you know, I’d get comments like, ‘Oh, you going again?’ And like lately I’ve been sick a lot. I’ve a 15 month old child now. He’s in daycare, and there’s always [a virus] going [around]... I mean, I always get comments like, ‘Oh, you’re sick again? Oh, what’s wrong with you now? Oh, your son is sick?’”

[Interviewer: And the guys with young kids?]

“They have their wives. The one guy that really says a lot, his wife has not worked [outside the home] in the past 15 years.” (Female, USAF OPS High GIU)

“I know with the men, well ‘I got my wife at home’ and even though your wife might be military too, she’s got the same mission to do. But they kind of blow it off, ‘Okay, let me go take care of work.’ And there here’s the wife, I got to worry about getting the baby-sitter. I got to work late. What’s he doing?...They need to be a little more sensitive about this. Like I said, there is a mission to be done, but at the same time, we’re human and we do reproduce.” (Female, Navy OPS High GIU)

Other questionable assumptions about women in the military include:

- Women are physically weaker, not “tough” enough, and cannot carry their share of the work. Women told us that men criticized women for not being able to do tasks that even men cannot or would not do by themselves (e.g., lift heavy objects).

“Every time we have to lift something heavy, the female Marines just can’t do it. I mean you’re talking about picking up engineer equipment that is hundreds of pounds. Takes 4 or 5 guys just to get some of the stuff off of the truck and it’s all done by hand when we go to field ops. These women can’t participate in that.” (Male, USMC OPS High GIU)

“...but then again, I think [men] take charge too much, like with the obstacle courses, because they have stronger upper body strength and we didn’t get to try these ourselves—like climbing towers. The males do all the lifting and the females just trail along, so we didn’t get to try.” (Female, Army BT High GIU)

“I know the way I was brought up they told us like in a physical sense, that you naturally expect less from a female...” (Male, Army OPS Low GIU)

“...[Men] just assume that the female wasn’t gonna lift anything heavy, wasn’t gonna do anything like that...” (Female, Army OPS Low GIU)

“[Women] want, yeah, they want you know, the same treatment, but they can’t do it. They can’t physically do it. They’re not built that way.” (Male, USAF BT High GIU)

“They [men] automatically feel like they should help us because we’re supposedly the weaker sex.” (Female, Army TT Low GIU)

- Training with women is too distracting.

“You train with [women in tech school], and you should, because you have to. But we’ve all seen how our focus is dispersed.” (Male, USMC TT High GIU)

- Men will want to protect women in a combat situation.

“...in combat, I’ll run by my buddy; he’s got his arm blown off or he’s dead. I could run by him a lot faster than I could some woman laying there bleeding and dying crying for help.” (Male, Army BT Non GIU)

“I think in a battle situation a man might try to protect a woman than do what he’s supposed to do in his job.” (Male, Army OPS Low GIU)

- Making room for women’s privacy and hygiene needs is too difficult (e.g., in submarines).

“Yeah, [women] all need equal opportunity and everything, but it’s just not—and this is my opinion—it’s just not feasible on a submarine. There’s just not enough room.” (Male, Navy OPS Low GIU)

“You have to make accommodations for them as far as the bathrooms and stuff like that.” (Male, USMC OPS Low GIU)

- Women tempt men to misbehave.

“...I tried my best not even to talk to them [women in boot camp] you know. I didn’t want to know the temptations or nothing like that...” (Male, Navy TT Low GIU)

- “[In my unit] females have male friends, but males just have females that they haven’t had sex with yet... [A] female moves into the dorm and she’s like—it’s like she’s got a bullseye painted on her. And everybody, you know, every male, off duty, it’s just shooting for her.” (Male, USAF OPS Low GIU)
- Women disrupt men’s work and slow men down.

“The females cannot hang with the males. They always complain about it, but they can’t keep up the pace, in marching. They’re just complaining about something.” (Male, USAF BT High GIU)

“If you drew one female Marine into a grunt unit, all hell would break loose, and nothing would get done. You’d have 60 grunts chasing her, all trying to get a date.” (Male, USMC OPS High GIU)
 - Women disrupt male bonding.

“[The presence of women] takes away from the ‘family’ of the team... [When women are around] you can’t do the things that males do together, you know, like when you bond.” (Male, USMC OPS Low GIU)
 - Women’s presence requires appropriate language and behavior from men.

“A lot of times you gotta watch what you’re saying, when you’re around women... When you’re around women, you have to ah, hold back a lot of times. Can’t really be yourself. That’s what I think.” (Male, Army OPS Low GIU)

“There’s a lot of things you can say to a male Marine and cannot say to a WM [woman Marine]... You can say, you know, cuss words, and guys don’t take offense at this.” (Male, USMC TT Low GIU)
 - Women falsely accuse men of impropriety in order to get men into trouble.

“[An allegation of sexual harassment] was really, I believe much of it was a set up. I guess, well she didn’t like him and he didn’t like her, so she was going to try to do something to get rid of him...” (Male, Navy BT Low-Non GIU)

“I was petrified [to work with women] because of the simple fact that you know, if you even look at her a different way or tell her to do something, that she might go around to someone else and say, you know, or make up something and say, you know, you raped me or sexual harassment or something like that.” (Male, USMC OPS High GIU)

“If [women] can, if they can get a male by [his] manhood, then they’ll do it.” (Male, USAF BT High GIU)
 - Women are too friendly and informal with superiors.

“I’ve seen at least four or five females just kidding around and acting like they were like [buddies] with the staff sergeant, or the gunnery sergeant or the sergeants they are speaking with. Talking with their

hands, like they were long lost friends and I mean the way I was trained and the way I was taught was that you have respect for their rank and what they are.” (Male, USMC TT High GIU)

- Women receive special privileges and treatment.

“...it seemed like they kind of just went out there to get pregnant and have the option of getting out or something like that. And you know for work-wise, you got the males mad at the females because they didn’t have to do any of the work. They’re just going to sit down on the desk and do paperwork while we’re actually taking care of the patients and doing all the hard work. I thought it was a big problem on the floor.” (Male, Navy OPS High GIU).

“If I was a general in the Army, the females would cut their hair to standard too.” (Male, Army TT High GIU)

“We’re always complaining about [equipment] money. Like we don’t have any money. Well, now you know where it goes. Porta-johns on the field for [women]. Uniforms.” “Base housing so they can support themselves and their kid because they have no husband because they were sleazing around.” s, USMC OPS Low GIU)

- The military is “a man’s world,” and women have no place in the military.

“I think you should go back to the Women’s Army Corps...That way, when it’s time, they can do whatever they have to do.” (Male, Army OPS High GIU)

“It’s a man’s world, so we have to play men’s games.” (Female, USMC TT High GIU)

“I don’t think men can handle it mentally to be around women.” (Female, Army OPS Low GIU)

Despite these negative assumptions about women, at all career levels and in all Services men and women also expressed positive perceptions about the presence of women in the military and the contributions women make to teamwork and unit performance. High GIU groups (both men and women) described positive aspects of men and women working together, including increased team effectiveness and appreciation for each other’s abilities. In addition, many expressed the belief that gender interactions had improved with time and experience.

“...We support each other. That’s basically how it is. [The men] look out for us and we look out for them. It’s like, we’re a family. Yes, we quarrel like most brothers and sisters does, but you know we help each other...” (Female, Army BT High GIU)

“One of the guys in our shop, his wife just had a baby and she had a C-section, and so, she’s developed an infection. He’s, he’s been allowed to take a few extra days off to stay at home and take care of his wife. And, you know, [we] did a bit of a baby shower for him as well. So I think we have come a long way as far as that’s concerned.” (Female, USAF OPS High GIU)

“But everybody is pushing theirself. I see a lot of females pushing their selves a lot harder than some males during the endurance courses. I’ll see a male give up and our females driving on...” (Male, Army BT High GIU)

“I know of at least 3 or 4 females, no offense to anybody, but I know at least 3 or 4 females that I’d rather have behind me than a male!” (Male, USMC TT Low GIU)

Chapter 4

Conclusions¹

4.1 Issues Beyond Gender

To be sure, gender was a critical concern of the focus groups. Women were more likely than men to mention women in the military as a salient issue early on in the discussion. Yet in some groups, gender did not surface as an issue until the discussion was formally led in that direction.

Teamwork, the quality of instructors, field exercises, and personnel shortages together with high OPTEMPO are key factors perceived as influencing individual and unit readiness. Effective teamwork is a motivator. Further, it builds cohesion and trust. Positive social interaction generally increases team cohesion and trust. A major barrier to performance is the presence of individuals who dodge their duties or otherwise avoid making a sufficient contribution to the team effort. In psychological parlance, such behavior is termed “social loafing.” Such loafers detract from valuable training time and place greater demands on those in operational units. In addition to such active work avoidance behaviors, physical injuries (sustained mostly in training) and pregnancy are seen as more benign or passive detractors from performance. These problems take *people* but not the *job* off the duty roster.

Trainees hold most instructors in high esteem. Basic training instructors are particularly revered. Superiors have a profound impact on servicemembers’ attitudes, motivation, and behaviors. They serve as mentors and role models, aiding individual and unit

¹ The appendix to this focus group report contains an overview of social psychological principles and findings pertinent both to gender-integrated training in general and the findings from the focus groups (Keenan & Laurence, 1999).

performance and adjustment. A concern voiced by those in training and on the job was the belief that there is a shortage of training instructors and supervisory personnel. Laments of limited resources and personnel shortages reverberated along the training continuum. Enlisted members in training and new to the job expressed dismay at not having enough practical application time.

Although trainers and supervisors are regarded positively, and seen as having legitimate authority, peers in leadership roles are not so regarded. From the comments made by focus group participants, learning how to follow (and perhaps how to lead) does not come easily.

4.2 Constraints on Women's Performance

The issues and concerns mentioned above were echoed by both men and women; however, barriers to performance may be heightened for women. The focus group sessions provided many examples wherein women, simply because they were female, were presumed incompetent until they proved themselves competent. Men were presumed competent until the actions of individual men suggested otherwise. Psychological research has shown that such a *fundamental attribution error* is influenced by lack of exposure and familiarity. The limited and constrained interactions between men and women likely contribute to these errors. Recall from the focus group summaries and the main body of the text that a number of men in low- or non-integrated units expressed negative attitudes about the performance of women. Such attitudes, in many cases, were not based upon concrete behavioral observations but were vague and emotional in nature, perhaps influenced by mimicking their supervisors' attitudes. In fact, men in such gender-segregated environments noted that the women they actually knew were indeed proficient. Noncongruent verbal and nonverbal behavior on the part of supervisors may undercut training designed to promote better gender interactions.

Along these lines, it is important to note that formal and informal policies regulating gender make social interactions, conducive to teamwork and performance, more difficult for women. Although men and women alike reported that they do interact socially, men are warned to avoid female peers, whereas instructors and supervisors are prohibited from counseling women one-on-one, to avoid accusations of impropriety. Such strict rules for male-female interactions may impede information flow, teamwork, and trust. On the positive side of gender interactions, some men and women reported that women often served as peer counselors, aiding the adjustment to military life.

Although most women reported very positive interactions with instructors and supervisors, there was the occasional remark that suggested inequitable treatment or at least lower performance expectations of women. For example, questions posed by women in training were more likely to be perceived as a nuisance and their requests for technical training in traditionally male-dominated fields (e.g., welding) were met with a certain degree of incredulity. It is interesting to note that both men and women suggested that women are less self-conscious about asking questions and tend to take copious notes during training and thus serve as good study partners; perhaps this is a result of fewer opportunities to learn traditionally male skills.

Because of their low representation levels, women reported feeling isolated, highly visible, cut out of core assignments, shunted to clerical duties, and devalued. The fact that interactions between men and women are constrained works against reducing gender stereotypes and prejudice. Women reported being labeled with sexual epithets of “whore” if they sought interaction with men, and labeled as “lesbian” if they avoided it. These psychological affronts to self-confidence and cohesion can be expected to take their toll on performance. The feelings expressed by focus group participants regarding visibility, attending to mistakes, and attribution errors are consistent with findings from civilian organizations regarding tokenism.²

4.3 Perceptions of Gender Favoritism

Another major theme to surface from discussions with enlisted members concerned misperceptions regarding equitable standards and treatment. Differences in physical fitness requirements were noted by men and women. In many cases, women reported being motivated by competition with men. Although some men expressed resentment about perceived “easier” physical standards for women, many of them discussed the complexity of physiological differences and gender norms and recognized that “different” regimens could yield equivalent fitness levels.

In multiple instances, men perceived that women levied sex-related complaints too easily. They also believed that in cases of alleged sexual discrimination or harassment, the chain of command tends to “side” with the woman’s version of events. With regard to this perception, it is important to consider that women are more likely than men to feel threatened in an inappropriate sexual situation. Further, they are instructed by their supervisors to report even minor incidents, the first time they occur, or suffer the consequences.

Although most participants stated that they understood the rules regarding fraternization and adultery, their discussions revealed they did not. For example fraternization was used synonymously with harassment. Some military members recognized the role of rank in fraternization policy, but most often, fraternization discussions centered on inappropriate *gender* interactions. Besides expressing confusion about what constitutes fraternization, servicemembers seemed to lack understanding of more subtle forms of sexual harassment (e.g., overheard gender denigration or crude utterances). The lack of understanding regarding harassment may be partly attributable to the means of dissemination of this type of information. Military members expressed dissatisfaction with sexual harassment/diversity training in lecture format; some indicated that a discussion format would be more effective.

Sentiments were mixed regarding whether supervisors were *easier on* men or women. Based on what people said about their perceptions of favoritism, confusion abounds about differential treatment based on individual differences versus gender. That is, servicemembers may have confused an instance of “teacher’s pet” with gender favoritism. Also, the privileges and responsibilities associated with rank may be misinterpreted as differential treatment of

² See for example, Kanter, R. M. (1977). *Men and women of the corporation*. New York: Basic Books.

men and women. Given that supervisors (including peers in roles of authority) are more likely to be men, the privileges and responsibilities resulting from their roles may be attributed erroneously to their gender.

4.4 Observations and Recommendations

More training is not the panacea for meeting all challenges. Instead, targeted training should be designed to model appropriate behavior and foster positive gender interactions rather than to rely solely on lecture and punishment, although punishment may be a necessary intervention for intractable cases. Further, to heighten awareness of problem behaviors such as *quid pro quo* and more subtle forms of harassment, overcorrection may be a necessary initial response. However, it is equally important to promote prosocial behaviors and collegial gender interactions. Punishment tends to lead to avoidance—avoidance of the offending behavior *and* of the target of the behavior, women.

Ideally, training effectiveness would be enhanced by an interactive format to include modeling by those in authority as well as discussions *between* men and women and instructors and students. Together with exposure and experience working with members of the opposite sex, appropriate training should promote cohesion and teambuilding.

In addition to working together as respected peers, another critical ingredient in promoting cohesion between and within gender groups is congruent communication. That is, inadvertent signals that denigrate women, especially by those in positions of authority, can undermine progress.

4.5 Concluding Notes

Among the strengths of the focus group methodology is the depth of understanding afforded by the data. Using such information in conjunction with more quantitative survey data, for example, helps surface the complexities inherent in the topics considered. However, it is important to keep in mind that such research can exaggerate some issues and minimize others. The intentional focus on gender issues may have exaggerated the importance of gender relative to other concerns.

In evaluating the effectiveness of gender-integration, it is necessary to consider potential deficiencies and contamination in measured outcomes. Because military performance and effectiveness are multidimensional, spotlighting one dimension may mask another. With regard to potential contamination, it is important to avoid lending undue credence to negative attitudes devoid of an experiential base. Such attitudes could not only lead to erroneous research conclusions but could also become self-fulfilling prophecies (leading to a “Pygmalion in the Platoon” phenomenon) and have deleterious effects on performance.

Last but not least, it is important to note that, in all Services, positive comments on gender-integration were expressed loudly and clearly by both men and women. Further, focus group participants noted significant improvements over time. Beyond the issue of gender-

integration, an appropriate focus would be on personnel challenges—on specific actionable factors and issues that detract from training effectiveness rather than on broad demographic characteristics. The findings from these focus groups can inform the establishment of more positive gender interactions and hence teamwork, organizational commitment and effectiveness.

PART 2

Appendix A:
Gender-Integrated Training:
A Social Psychological View

PART 2

by

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and
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Since the shift to the All Volunteer Force, an increasing number of women have joined the military. Resistance to this change has focused on the physical ability of women to perform all assignments, a perceived need to provide special treatment for women, a lack of cohesion in gender-integrated units, and problems with sexual harassment. This paper will outline these problems and describe some social psychology principles that underlie them.

Attitudes

An attitude is a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object (Fishbein & Azjen, 1975). In this view, attitudes are evaluations of a particular person, group, action, or thing. Attitudes are developed through many sources, including the behaviors or beliefs of significant referent others.

Attitudes have three major components. The affective or feeling component encompasses the direction (positive or negative) and the intensity of evaluation experienced toward the object of the attitude. The cognitive or thinking component refers to a person's system of beliefs about the attitudinal object. Finally, the behavioral or action component is a predisposition to act in a certain manner toward the attitudinal object. These attitude components are organized, both internally and in relation to other attitudes.

The Armed Services have traditionally been male bastions with women providing stereotypically female support through clerical work and nursing. In the last 20 years, women have joined the military with expectations similar to those of their male counterparts. They expect to become soldiers, not support personnel. This cultural change provides a challenge for many men, who feel that women cannot pull their weight in the military and do not belong. This negative cognitive component is accompanied by a negative feeling toward women in the unit. This, in turn, exhibits itself in the way women in unit are treated. The behavioral component may be expressed through subtle sexual harassment, demeaning remarks, and other forms of discrimination.

Azjen and Fishbein (1980) developed a "theory of reasoned action" to describe more exactly the relationship between attitudes and behavior. In this model, which has proved to be the most influential theory regarding the attitude-behavior linkage, they suggest that behavior is primarily a function of an *intention* to carry out the particular behavior relevant to an attitudinal object. The intention is determined by two factors: the attitude toward the behavior and the perceived social pressure to carry out the behavior (a subjective norm). Subjective norms are based on what the individual feels important others (e.g., parents, superiors, and religious leaders) think about an issue.

In the military, the attitudes and norms held by officers and drill sergeants are important components in the attitudes of enlisted personnel. Recruits take their cues about appropriate perceptions and behavior toward women from these important sources. If the attitudes of these authority figures are negative, then it is more likely that women will experience various types of negative behavior focused on them.

Attributions

A related issue to attitudes is attribution. Attribution refers to an understanding of and judgments about the causes underlying people's behavior. When an individual observes his or her own behavior or that of another, they are likely to make some hypothesis as to why the person behaved in such a manner.

This hypothesis will be based on either some *situational* or external explanation for the behavior or on a *dispositional* or internal explanation for the behavior. According to the "fundamental attribution error," when an individual either doesn't know another person very well, the individual is more likely to make a dispositional attribution, to think that the behavior is caused by some internal mechanism in the person. Conversely, when a person is making an attribution about their own behavior, they are aware of all the external pressures that affect the behavior, so consider these to be the cause rather than some underlying personality trait.

Weiner and his colleagues have identified two kinds of attributional explanations for performance (Weiner, 1974; Weiner, Frieze, Kukla, Reed, Rest & Rosenbaum, 1972). One of the most frequently heard and fervent complaints made by college students to their professors is that a given test was "too hard," and the students did poorly because the test was not properly written. Professors commonly respond that clearly the students had not studied hard enough – or that the students just weren't smart enough. This situation is analogous to that of a particularly rigorous exercise in Basic Training.

These sets of reasons for the poor performance are based on two kinds of attributional explanations. The students' explanation is based on the situation, whereas the professor's explanation is based on factors that are dispositional to the students. Bernard Wiener, who has done a great deal of work on how people explain the causes of success and failure, suggests that the internal-external dimension is a crucial one for understanding causal attributions (Wiener, 1974). But he also adds a second dimension: the *stability* of a given cause. He suggests that causes are either viewed as stable or unstable. The following table summarizes the outcome of this process.

	Unstable	Stable
Internal	Effort	Ability
External	Luck	Task difficulty

If an instructor or drill sergeant believes that females are more unstable than males, he or she is likely to attribute good performance to effort or luck, while good performance from males would be attributed to natural ability or that the task was not difficult enough for the individual. This attribution is probably not fair, in most instances, to either gender.

Aggression

A commonly cited reason for questioning women's ability to serve effectively in the military is that women are thought by many to lack the necessary aggressiveness to take care of themselves and their comrades in dangerous situations. Many who voice this reservation do so in speaking against placing women in combat positions, however, aggressiveness is also a necessary trait for Basic Training in that it motivates individuals to keep going under adverse conditions.

This view is most heavily based in instinct theories that view aggression as being guided primarily by internal, preprogrammed processes that are linked more strongly to males than females. An alternative theory, social learning theory (Bandura, 1973), says that the most basic mechanism for learning aggressive behaviors is through direct reinforcement and punishment. Children, for example, learn that they can play with the best toys if they aggressively react to other children's pleas for sharing, and hit men know they will only get paid if they successfully murder their victims. The rewards and punishment need not be tangible; social approval and disapproval can also be effective reinforcers. In addition, Bandura proposes that a primary means of learning aggressive behavior is through modeling, that is, watching parents, friends, movies or television.

Traditionally, early socialization processes have encouraged females to adopt a nurturing, quiet persona as compared to the aggressive, self-confident image commonly connected to males. According to social learning theory though, females can learn to be as aggressive as males. Changes in the way girls are raised and different expectations for their adult lives are only two ways in which the socialization process is changing. In addition, both boys and girls are routinely exposed to violence on television and in the movies, so they learn the rewards of aggression vicariously. Training that rewards appropriate aggressive behavior in both males and females will increase the likelihood that members of each gender learn appropriate behavior.

Aggression vs. Cooperation. While war requires a high degree of cohesiveness among members of a military unit, ironically it also requires qualities of submissiveness, obedience and fidelity to one's fellow comrades in arms. A spirit of cooperation is the most essential and necessary quality of a soldier. Soldiers are discouraged from acting belligerently or competitively toward one another within a unit. Thus, war and the organization for war brings forth many characteristics that we associate with women—protectiveness, nurturing, self-sacrifice and submissiveness—and diminishes qualities associated with raw aggression.

So, while women may be trained to be as aggressive as their male counterparts, it is important to also focus on other attributes, such as a spirit of cooperation, willingness to submit to orders, and caring for others.

Special Treatment. Related to the idea that women cannot behave aggressively, is a belief that women cannot withstand the rigors of training and need to have some type of special consideration. Women do not join the military because they expected to be treated specially; they expect to be treated the same as their male counterparts. When superiors or fellow

soldiers make exceptions for them, it lessens their self-esteem and places them in a position of second-class citizens.

One reason for this concern may be that women in general are not as strong as men or that they have more injuries. Basic Training is designed only to get individuals into a defined degree of physical fitness; the standards apply to individual fitness, not to being able to perform certain tasks. Once an individual is physically fit, they should not need special consideration, only to be treated as a respected colleague.

Prejudice and Gender Stereotypes

The term prejudice refers to positive or negative evaluations or judgments of members of a particular group which are based primarily on the fact of their membership in the group, and not necessarily because of particular characteristics of individual members. The salient defining characteristic that distinguishes a minority from the majority group is the relative power of the two groups. Stereotypes are the cognitions and expectations assigned to members of groups simply on the basis of their membership in those groups.

Situational views of prejudice emphasize the ways in which a person's immediate environment produces prejudicial attitudes. There is clear evidence that prejudiced attitudes in children are acquired from parents, other adults and peers through the processes of direct reinforcement and vicarious learning during socialization, and that such attitudes regarding objects of prejudice are learned at an early age. The way that parents talk with male and female children, toys, methods of dressing all teach children at an early age that girls and boys are different, that girls are weaker than boys, and boys must take care of girls. Everyone has prejudices of some type; these will vary in intensity both for and against people who have demographic, physical or mental characteristics different from one's own.

Gender Stereotypes. Society's traditional view of appropriate male behavior includes aggression, competitiveness, independence, and ambition. Appropriate behavior for women includes being gentle, quiet, and home loving. Traditional sex stereotypes seem to fit into very regular categories. For instance, in one study subjects were asked to rate the "typical male" and "typical female" over a series of dimensions, such as "very passive" to "very active." They were also asked which end of the dimension was most desirable. Results showed that the traits could be grouped into two clusters, one relating to competence and one relating to warmth and expressiveness. Traits relating to warmth and expressivity were judged most appropriate for women, while competency traits were seen as being most appropriate for men.

As in the case of other stereotypes, there is little evidence that such stereotypes are valid. Over the past two decades there has been a remarkable shift in stereotypes regarding what behaviors are viewed as masculine or feminine. It is much less expected in 1999 that a married woman will remain at home, taking care of the children, while the man is the breadwinner of the family—a view that is congruent with the reality that over 65 percent of all women over the age of 16 now hold jobs. Moreover, as women continue to enter fields traditionally considered male-oriented (and vice versa), sex stereotypes are likely to undergo continuing modification.

One of the most revealing and yet unobtrusive measures of prejudice is the nonverbal behavior of people interacting with targets of their prejudice. While prejudiced people may censor what they are saying fairly readily, it is considerably more difficult to control one's nonverbal behavior. In one study, although highly prejudiced people gave praise to those targets who performed well, observers identified differences in nonverbal behavior toward those targets. This nonverbal behavior may reveal when someone actually harbors negative feelings toward a target.

It is very important to be aware of nonverbal behavior and other unconscious signals. If members of a unit see another male and female interacting, with the male using non-congruent verbal and nonverbal behaviors, they will believe that the nonverbal message reflects the true feelings of the individual. If this individual is in a position of authority, then the message being conveyed to the enlisted personnel is mixed. A male soldier may come to feel that it is permissible to denigrate women in the unit because that is the way everyone truly feels. In this way, the effect of careful training may be undercut by careless actions.

Reducing Prejudice. Research shows that intergroup contact can reduce prejudice if it is structured in appropriate ways. The key to the issue is, of course, identifying the characteristics of "appropriate" contact, because contact by itself does not necessarily lead to reductions in prejudice. In fact, some of the most profound instances of prejudice are found in areas in which there is a high degree of interaction between majority and minority group members.

What, then, is the key to successful intergroup contact? One factor that is of crucial importance regards status: contact is most effective when there is equal status within a setting for people belonging to both groups. Thus, a prejudiced man who hires a female janitor to clean his factory would not be expected to become less prejudiced from the contact he experiences. But if he worked with the woman in some equal status setting, the possibilities for a reduction in prejudice would be greatly enhanced. A similar argument can be made about females in Basic Training. Working together as respected peers should help to decrease the difference between groups.

A second important factor revolves around the familiarity of contact between members of the two groups, with greater familiarity leading to a greater reduction in prejudice. But it is not just a matter of close spatial proximity; the people must be involved interactively in some activity. Close contact helps to individualize the disliked group member (in this case, women), which means that he or she will be perceived less in terms of a stereotype and more in terms of an individual.

Finally, contact is most effective when the two people must cooperate in a mutually interdependent activity whose success depends on both their contributions. In addition, holding a shared goal will facilitate the development of positive intergroup attitude.

Group Characteristics

People join groups either to accomplish a specific goal or because they are attracted to the group members. People join the military for both reasons. Some want to learn specific skills, to establish a career, or to acquire a means of attaining higher education in civilian life. Others look at the traits of military personnel and see characteristics that they wish to emulate.

Group Cohesion. One of the common concerns raised about gender-integrated training is the result of reports of lower morale and unit cohesiveness in gender-integrated unit training than in single-gender unit training. While research findings with regard to this issue are mixed, cohesiveness remains an important consideration. The most important element in military organizations, observed by virtually every theorist and participant in warfare, is the cultivation of feeling of mutual attachment or camaraderie among soldiers. Anecdotal evidence reports that thinking “that you couldn’t let the other guy down” was the second factor (next to prayer) that kept soldiers in the fight.

There are two reasons to think that, while cohesion and unity may make day-to-day training more appealing, cohesion during basic training is not critical for cohesion and effective performance under hostile conditions.

First, just being assigned to the same unit, facing a common enemy, will increase group cohesion. Intergroup conflict increases group cohesion and influences the group to feel more competitive toward the other group (the enemy). The functional effect of conflict on group cohesiveness is stressed in the work of Coser (1956) and supported by later research (Dion, 1979). The ultimate effect on cohesion and other characteristics, such as satisfaction with leadership, will depend on the outcome of the conflict in relation to the goals of the group. Winning results in increased cohesion and satisfaction, whereas losing leads to group disintegration and dissatisfaction. Satisfaction with the outcome of conflict is positively related to group cohesion, satisfaction with group and leader, and self-esteem of group members.

Second, while gender affects the way people react to women in the military, it does not mean that it affects bonding or building unit cohesiveness. There is little information on the experiences of women and bonding in the military and much of the information that is available is anecdotal. Still, what evidence there is suggests that the affective bonds and sense of common identity experienced by soldiers are based on their common membership in a unit rather than in their gender identity.

More recent reports from high-stress field environments and war zones suggest that women are able to assimilate with their units and enter into the web of affective bonds that create group cohesion (Priest, 1997). Captain Barkalow (1991), a participant in the Persian Gulf war attests: “In the desert, I witnessed the same type of relationships forming between men and women as traditionally occur among men—mutual respect and caring born of enduring similar dangers and hardships.”

Women who served in the Vietnam War also reported this same phenomenon: “Life over there was so real and in some ways much easier. There was no such thing as black or

white, male or female. We dealt with each other as human beings, as friends. We worked hard, we partied hard, we were a unit.”

War naturally becomes an in-group/out-group situation. Group cohesion will go up when faced with a common foe. In times of peace, in day-to-day activities, there may be less feeling of cohesion and unity, but when competition or war comes, the group will pull together as a unit to beat the "Other."

Physical Fitness Standards

One goal of Basic Training is to ensure that military members achieve and maintain a standard of personal fitness and health. Basic training is not designed to assess an individual's capability to perform specific missions or military jobs. Thus, having different standards for males and females during Basic Training is not inequitable.

One frequently expressed concern about women in the military is that they lack the strength to perform the work entailed in certain positions. The legally defensible solution to this problem is to objectively determine, through a job analysis, the true physical abilities required to perform a specific job effectively. In this case, if a job analysis says that "an individual must be able to drag x pounds y distance," this is part of the requirements of the job, not subject to different gender norms. In this case, the job analysis led to a specific job requirement, not a physical fitness construct. It would be advisable to determine the actual job requirements and select individuals on the basis of those requirements.

Conclusions and Recommendations

There are many concerns about the ability of the military to absorb and use a gender-integrated force. This paper has focused on the social psychological factors associated with many issues arising in Basic Training.

Attitudes and behavioral attributions are phenomena that are not easily observable, although the behaviors associated with them may be. These are frequently the underlying causes of harassment and denigration of women in the military. Some of these attitudes are based on fears that women cannot be aggressive enough and will not be accepted as part of the group during times of high stress, such as combat-related activity.

Evidence has shown that women can be appropriately aggressive, as the situation calls for it. They have found themselves in the middle of battles and held their own with their compatriots. They have accepted and been accepted as bona fide members of their units, without a loss in unit feelings of cohesion. Other evidence suggests that their ability to cooperate and follow orders make them valuable under duress.

One thread that has been evident throughout this paper is the importance of the attitudes and behaviors of officers and instructors on the attitudes and behaviors of enlisted personnel, particularly recruits. When an individual joins the military, part of the reason is generally because he or she wants to emulate the people at the top of the organization. When these role models behave in ways that are inappropriate or that are inconsistent at all with policy, the message that is communicated very clearly is that although policy states one thing,

“we” know what the real state of affairs is. This attitude then spreads through the ranks, resulting in unpleasant episodes.

It is critical that instructors be trained to monitor their own behavior (verbal and non-verbal), to crack down on inappropriate conduct regardless of the source, and to make every effort to treat everyone under their authority equally. It is also critical that these subordinates be trained to treat each other, regardless of gender or race, as respected colleagues.

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PART 2

Appendix B:
Focus Group Summaries

PART 2

Army

Focus Group Session Summary

Army

December 13, 1998, 1330 hours

Females in High Gender-Integrated Basic Training Units

1. *What occupational specialty are you training for and why did you join the Army?*

Occupational Specialties

- Intelligence Analyst
- Lightweight Mechanic (2)
- Supply Specialist (7).

Reasons for Joining the Army

- Money for Education
- Family tradition
- Job stability and security
- Job experience
- “To prove to my husband I could pass Basic Training!”

2. *Now let’s discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

These trainees said that the buddy system helped them the most. They agreed that it was for protection, but the system also helps them get their work done together. Some felt that having men around hindered them. One said that men assume that women cannot do something, so the men just do it for the women. These women also felt that injuries have hindered their proficiency. Most injured soldiers drop out, giving up too easily. Two recruits felt that approaching some drill sergeants with personal questions or problems was difficult.

These women reported that everything they had learned was from their own mistakes and that it was a guessing game. Some felt that a couple of privates stood out and kept them going. Most of the time, teamwork helped.

3. *What about your unit’s performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

This group considered their unit to be their platoon.

Most of these recruits said that their drill sergeants should weed out recruits who were failing the standards. They felt that some drill sergeants were more lenient than others. Also, some soldiers did not stay focused on training, taking away from unit performance.

When they compete with other platoons, these women feel more motivated to continue and do better than the rest. One recruit said that when they work as a squad, the men take charge, but as a platoon they pull together more and get the work done faster. One recruit described a failure during their basic marksmanship test, where they did not work together and were stuck on individual failures.

Some recruits said that their platoons supported each other, and both men and women looked out for each other. Others disagreed, saying that only about half of the men helped while the other half did not want women around. With the helpful men, they felt they were equal, "like sisters and brothers." They helped each other stay focused.

Some women said rebels within the unit hinder getting a task accomplished. Rebels make working as a team difficult, and they have no respect for the platoon. One recruit felt that bragging about each unit's accomplishments during church forces them to compete more. She thought that competing was not stressed, but it helps them perform better.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

One recruit said that working side by side was difficult because everyone wanted to be heard and no one could agree. If two or three people do not get along, then superiors "buddy them up" together in hopes that they will work with each other.

Drill sergeants treat platoons differently. The recruits reported that some drill sergeants treat a few recruits differently because they just do not like them. For example, one recruit said that if a drill sergeant does not like a soldier (male or female), he will “ride” the soldier until he or she breaks, but if a drill sergeant likes a soldier, he will let things “slide.” These recruits felt that physical training standards are fair and that most of the female recruits work harder to score above the standards.

Several recruits discussed a situation in which two women recruits had the same injury, but their drill sergeant treated them differently. He did not like the attitude of one, so he dismissed her to therapy, while allowing the other woman to remain with the unit. Another group member disagreed, saying that the injured woman was dismissed because the injury needed more physical therapy than the other woman’s injury. The group agreed that the Army does not like injuries, so many recruits hide their injuries in order to graduate.

Some of the recruits felt that men and women are expected to perform equally on the obstacle course, but this is difficult for the women. One explained that near the end of the test, she just could not do it; her muscles were spent. The drill sergeants and the men said that she had given up, but the truth was that her muscles would not do it. Women stated that they would not be able to do the obstacle course without the men’s help.

Recruits indicated that some platoons socialized with their drill sergeants more than others. They felt that this helps build a stronger bond within the platoons. Women said that they can talk to their drill sergeants but the drill sergeants do not let them forget that they are there for training. Women agreed that male drill sergeants are easier to talk with than female drill sergeants. The only problem that they have had with their drill sergeants is that the men do not know female uniform details. During instruction for graduation dress, the men had no idea what the women recruits’ uniforms were supposed to look like. One recruit said that the drill sergeants are very careful about touching women.

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Recruits explained that they do not have time for much social interaction. Women in the two female bays interact, but not with the male bays. They have a little time when they shine boots or go to church, but they do not think of this as socializing.

In one bay, about five groups of females socialize. Women said that this is just like in high school, where everyone had a clique. One recruit worried that hanging out with buddies was beginning to interfere with their work. She explained that graduation is soon, and everyone is getting on each other’s nerves.

Women said that the few recruits who are left out choose to be that way. One or two recruits single themselves out as loners, so they get left out.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

Recruits said that males and females interact with each other on a professional level; if they do not act professionally, they get Article 15s. Two recruits pointed out that this depended on the drill sergeant and the recruits involved. They agreed that regulations on dating are clear. However, they felt that letter-passing had been a problem at the beginning of Basic Training.

These recruits stated that Article 15s are very effective punishment, helping them stay focused and do the best for the team. They stated that they are in boot camp to train, not find husbands. One recruit said that they are training for life and death situations, so they need to stay focused and not let their buddies get killed. They agree that the regulations keep them focused.

A couple of recruits talked about a situation when a woman was serving food and a male recruit brushed up to her and said “Hi, sexy.” Her buddy (a member of the focus group) said she did not see anything because she had her back to them. They knew that he had gotten an Article 15 because the action was brought to everyone’s attention. They said that everyone knows who has an Article 15 and it is like a scarlet letter “A.”

7. *Is your basic training unit gender integrated?*

What is the proportion of women?

These women are in a gender-integrated Basic Training unit, with proportion women ranging from 24 to 50 percent.

8. *How big an issue is gender in the military? Why?*

These women agreed gender is not supposed to be a big issue. Some felt that they are treated equally but the drill sergeants make the impression of gender differences. For exam-

ple, the drill sergeants make comments like “Don’t act like a girl” or “You guys are crying like girls.”

Some of the group disagreed. They felt that it did not matter that they are all equal. Some men believe that women do not have to work as hard as men because the women do not have the same standards. These recruits felt that maturity level is the real issue. They said that because men’s maturity levels are lower, they are on an “ego trip” that interferes with teamwork.

9. *Is there anything else you’d like to tell me about your training environment and experiences?*

These recruits thought that Basic Training should be more physical. Some felt that it was disappointing because the training was so basic, but one recruit reminded them that they are in *Basic Training*.

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

One recruit suggested balancing the physical strengths of individuals within a platoon, rather than balancing the number of men and women in the platoon. Some thought more competition between platoons would help and hearing about their platoon’s successes would be encouraging.

Focus Group Session Summary**Army**

December 13, 1998, 1330 hours
Males in High Gender-Integrated Basic Training Units

1. *What occupational specialty are you training for and why did you join the Army?*

- Occupational Specialties
- Tank Systems Mechanic
- Satellite Communications Specialist
- Bradley Systems Mechanic
- Mechanic (3)
- Hospital Food Service Technician
- Ammunitions Specialist
- Light Wheel Mechanic.

Reasons for Joining the Army

- Money for college
- Benefits such as retirement
- To support a family
- Training
- Travel.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

One trainee said, "Something that hindered me was my age and not taking care of my body. I was overweight and out of shape. I was more laid back and had lost some of my quick reflexes." Another recruit agreed, "I feel the same. Because of my age, I've worn my body out over the years by playing sports. I have aches and pains, but I know that I must keep up with these younger guys."

One soldier mentioned problems with other soldiers, "I'm not as old, but I see problematic soldiers, who are given too many chances. For example, there's the [Uniform Code of Military Justice]. Most of these problem soldiers haven't seen disciplinary action. The drill sergeants focus on giving them corrections training. These soldiers only give 50 percent. I thought that the Army, as strict and tough as what it is, would have filtered out these soldiers!"

Some trainees considered the lack of physical training a hindrance. One man remarked, “We can only do certain things. We can’t go out and run on our own. We can only run three times a week, in a group that sets the pace for us.” Another recruit agreed, “When I came in, I was in better shape. I spent two weeks in Reception Battalion, where I couldn’t run the track or work out. All I did was eat, sleep, and sign papers.”

Another recruit explained their unusual circumstances with reception: “Two weeks in Reception Battalion is not common. We came in on the wrong day, so to speak.” Another soldier added, “That’s something that can be corrected through recruitment. They should stop sending soldiers for one or two weeks. Maybe that would take care of the problem.”

Soldiers commented positively about people who showed them the ropes. One recruit said that his drill sergeant (DS) helped to prepare his platoon for what to expect. Another recruit added, “Our DS led more by example than by force. He shot 40 out of 40. He’s not too stringent and not too laid back. He doesn’t show favoritism between male soldiers or between soldiers of different sexes.”

3. ***What about your unit’s performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***
Did you have some individuals go out of their way to help or hinder others? What was going on?
Do the members of your unit work as a team when trying to accomplish tasks?
How does the unit’s level of teamwork contribute to performance?

This group considered their unit to be the platoon.

Talking about factors that contributed to their platoons’ success, one soldier said, “On the last PT test, 100 percent passed. It came from helping and encouraging everyone. Soldiers ran extra laps or did extra push ups, to keep the slower ones going.” Soldiers also thought that competition contributed to success. One said, “On the Fit-to-Win course, we competed against another platoon. There was a lot of motivation that day.” Another soldier commented, “On our PT test, we got 100 percent. Our last PT course was not very good, so we did extra PT and ran extra laps.”

The soldiers discussed teamwork within their platoon. One said, “At Drill and Ceremonies (D&C), our platoon had people in trouble. Two days before the competition, we worked as a team to progress our performance. That last week helped a lot. It was our best performance.” Another said, “We’re trained that we’re only as strong as our weakest link. The weaker get motivation from the stronger as a whole. The unit performance, especially if [the unit is] gender-integrated, gets different motivations. It’s a way of learning strengths and weaknesses.”

Some people help on PT. One recruit said, “I was helped by my Battle Buddy on push-ups.” Another recruit added, “There were four or five of us that helped one person learn D&C

and weapons training, no matter how long it took.” Another man had trouble on a PT run, but “friends pushed me and motivated me. Your mind says no, but you really can do it, if you give no less than 100 percent.” Another trainee said that people fall back to motivate other soldiers in a PT run. One soldier described how he helped motivate a fellow recruit: “On our first PT test, a soldier told me he wasn’t going to make it. After his second lap, he was in tears. I talked him through six more laps. I didn’t pass, but he made his laps and passed PT training.”

The group also discussed soldiers who hold the group back. One said, “A problematic soldier isn’t here for the right reasons. He upsets the DS and other soldiers. This soldier hinders our time to work on PT. This soldier can do push-ups, but he doesn’t care about the others. It’s been like this up until the last day.”

One man described how his platoon transformed into a team: “With our platoon, everyone started out alone. Once we got out on the field, though, we became a team and joined together, giving everyone motivation. For example, on the confidence course we had teams of 5 or 8 and we overcame obstacles with teamwork.”

A trainee talked about the emotions underlying teamwork: “A lot comes from pride in your platoon. You want to be the best in the Team Development course and the Confidence course, to make your platoon come out on top.” Another talked about the benefits of this teamwork: “In terms of time, the better the teamwork, the quicker you get it done, no matter what the task. When you get things done quickly, you have time for more training or free time. Without it, we would be in trouble.” Another recruit added, “As an individual, you can get down on yourself if you fail. But, as a team, you feel more motivated.”

Recruits said that teamwork was essential in training: “The FTX shows teamwork. You go through the woods as two teams or one squad. One person gets up, while another covers. You rely on each other to watch for enemy fire, just like in real life.”

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Soldiers discussed problems that make teamwork difficult. One said, “With the problem soldiers, they think they know it all. They cause problems and slow the team down.” Another remarked, “Everybody wants to be the DS, no one wants to take orders, so nothing gets done. If one person says he’ll do it, then it’s fine.”

Soldiers complained about the Battle Buddy System used at Basic Training. “In the beginning, everyone was assigned a Battle Buddy. Some of us had already made friends at reception. I’ve worked with my Battle Buddy, but it’s stressful and I don’t like him. If we could pick our own Battle Buddies, it would work a lot better.”

Another recruit discussed their living situation, “There are 60 guys in a bay (housing), so it’s stressful and there are arguments. People give orders, but nobody follows them.”

Within the platoon, specific situations require teamwork. One man explained that if the drill sergeant is present to enforce teamwork, then they eventually work well together. If the drill sergeant is not there, however, then teamwork does not happen as readily. A tug of war ensues between two groups with two different ideas. “If they could just take half of each idea and make a third idea, it would work better.”

One trainee summed up the positive transformation that occurs in training: “At Reception, people come from different backgrounds and are individuals. In my platoon, with the more team stuff that we do, the more people realize that they need other people. We’re around each other so much that the differences start to break down.”

Recruits expressed conflicting views about performance expectations for men and women. Some said that women are not as competent as men. Others said that women are coddled by the drill sergeants. “[Women] get babied more. For example, the time allotments for certain tasks and the PT standards are different. There are more opportunities for females to correct a situation and it is less of an issue if they cannot correct it. The females get away with more. For example, the way they speak to the DS and the way that they act.”

Still others said that, although the PT standards for women are lower, women hold their own on the Confidence Course.

Some soldiers thought a double standard existed, “Females abuse the way they can talk to the DS. Females say worse things to the DSs.” Another soldier agreed, “In my platoon, the females would say extra stuff to the DS. They would holler, make comments, and take their time completing their tasks.” A third recruit spoke about a woman who “falls asleep very easily. If a male did it, even though I hardly ever see it, they would have something said to them. But she won’t answer the DS back.”

Several group members felt that women were given more encouragement than men received. “There’s the encouragement factor. For example, a male ran 2 miles in 12 minutes and nobody said anything to him. But a female ran 2 miles in 16 minutes and she got much more encouragement, with much lower standards. They congratulate the females, but would have criticized the males. We [the males] push ourselves twice as hard!”

Recruits said men and women were treated differently in other ways. One said, “The first couple days, the treatment was equal, just as they had said it would be. But over time, the discipline became more lenient.” Another added, “Smiling is frowned upon. For males, it is a serious issue, but for females, they make things the DS says a lighter, joking, laughing matter.”

Trainees also felt that men and women were treated differently in terms of how injuries were handled. “There are both males and females with minor injuries. With the females, the DS knows about it, won’t say anything, but will take their rucksack or even let them ride on the truck. With the males, they’re still out there marching.” Another recruit added, “With a female who has a bruise or twisted ankle, the DS stops to check and ask her if she’s okay. With a male, the DS yells, ‘hey, get up,’ or ‘you’re burning daylight,’ or ‘quit wasting time.’” One trainee complained, “You see the same females in sick bay all the time. They’ll be on crutches in front of the DS and not other times.” Another recruit summed the issue up: “They are little things, but when you add them all up, there is a major difference in the way females and males are treated.”

After this discussion, one soldier remarked, “Let me just clarify something. I’m not against integrated training. It gives extra motivation and gets the game going. A lot of females are upset with the different treatment.”

The issue of haircuts was raised as another example of differential treatment between the sexes. One recruit said, “The females should have to shave their heads, too. Their hair gets in the way. We pay for our own haircuts. I’ve had five haircuts at \$5 each.” Another recruit said that hair did not make any difference to him, while a third recruit said that females should shave their heads, since their hats “won’t stay on with their hair piled up in a bun.”

One recruit pointed out that in some respects, men and women are held to the same performance standards, “On the grenade course, the rules were changed so that both males and females must throw the same distance in the same amount of time.” Another respondent said, “The DSs and cadres are to blame for the unequal treatment. The way they do things makes the difference in treatment.”

Recruits had mixed feelings about interactions between superiors and subordinates. One said that superiors and subordinates do not have any interactions. Other people said that some superiors and subordinates talk about sports, but friendship bonds do not exist between trainees and trainers. One soldier said that some people talk to the DS, but they are not “buddy-buddy.”

Soldiers thought that some people were shown favoritism because they were friendly with a DS. One said, “We’ve got one DS who is buddy-buddy with one of the trainees. That trainee gets away with a lot more.” Another group member added, “One DS has a favorite of the females and uses her as an example all the time.”

One trainee pointed out the down side of being treated favorably: “You see favoritism in high school, the workplace, and in the Army. I get favored in my platoon. I don’t get

picked for a bad detail. It hinders my training because I lose points with fellow soldiers. They're not as friendly and nice as they used to be. It stretches up to cadre, too."

5. ***Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?***

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

A soldier said, "Well, you can interact in certain formations." Other trainees said that people sit and talk to their Battle Buddies during personal time. One soldier said, "It helps in our training, to unwind and talk out problems. Talking to a friend prepares you mentally and offers you encouragement." Another commented that people are "tight" in his platoon. "In the evenings, we shine our boots together."

However, trainees learned certain unwritten social rules in the army. One person said, "Social interaction is frowned upon as not healthy. You get in trouble for socializing with people from other platoons. The DSs say we should bond with our own platoon, making us a stronger team. That's good and bad." Another soldier remarked, "People are from different places. I'm from Arkansas and I rodeo. I still talk to everyone, the rednecks and the cowboys. It's not racially integrated where I come from."

Another remembered a change that occurred: "In the beginning, we may have had different backgrounds, but everyone put aside their differences because they wear the same colors and uniform."

6. ***Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?***

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

One trainee summarized the rules, "Dating is not allowed. There is zero tolerance in interactions between males and females. We talk [only] about training and where they're from." Another soldier disagreed, "We're not [even] allowed to talk about where they're from. You can't even have a conversation. A DS will accuse you of fraternizing, even if you're just laughing and joking." Another group member added, "When there's a large num-

ber of people together, such as the whole squad or platoon, people carry on little conversation. You rarely see four people together (two males, two females) working or talking.”

Soldiers had mixed feelings about whether socializing caused problems. One said, “It’s more of a problem for the people who are talking. It’s a bad judgement call. They’ve brought it on themselves. The male or female may be warned by their battle buddies.” Another argued, “If a male or female is fraternizing and they don’t show it during training, then I don’t care. They’re not hurting me. But if they’re caught, it’s on them.”

Still another disagreed with the second: “With fraternizing, one person might upset the other, ruin that person’s mood. This person would not get the most out of training. It could hurt the unit because this person might not give it 100 percent. It could also effect the person’s emotional chemistry, especially in tense situations.” One soldier related, “I became good friends with a female, without having a relationship. It didn’t affect my training. Actually, it helped. We were last in the PT run, but we ran together and her time improved by four minutes.”

When asked if regulations about male-female interactions were clear, group members responded, “Crystal.” Situations which involved kissing and letter writing have been brought to the attention of the chain of command. In terms of the open door policy, trainees had mixed feelings. One recruit said, “If you bring up certain instances, the door is shut.” Another soldier remarked, “It depends on gender. I can’t talk to the DS about things that females probably could.” Another group member agreed, “A female having a problem with something a male said to her can go to the DS. But vice-versa, the DS would say, ‘suck it up.’ We’re expected to be the stronger sex. But everything should be equal. If we’re all green soldiers, why the discrepancies?”

The discussion returned to training differences between the sexes. One soldier said, “Training is easier on the female because their bodies are built differently. I think that overall, it’s about fair. It’s harder for females to build muscles.” Another argued, “I have yet to see a female strain themselves on PT like males do.” A third countered, “There are some females who push it, and some males who slack off, too.” Another group member added, “I heard that some of our activities are harder. For example, if they’re short. PT test is not that big of a deal.”

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

These trainees are in a gender-integrated Basic Training unit. Proportion of women in their platoon is about 35 percent.

8. *How big an issue is gender in the military? Why?*

Many in the focus group stated that gender played an important role in the Army. One soldier said, “It doesn’t bother me. We run and do the same things. Their PT standards are lower because their bodies are different.” Another soldier agreed: “It’s mandatory to have integration, in preparation for war, even if there are minor discrepancies [in standards]. But these can be dealt with. There are more positives than negatives.” A trainee stated, “When [Basic Training is] mixed, everyone is getting the same training.”

One recruit said that it was a big issue to him because his DS did not care if a soldier was male or female; everyone was held to the same requirements.

Trainees also discussed the motivation provided by a mixed gender military. One soldier said, “Going to war, we’ll be with the females. That gives us more motivation.” Another soldier agreed, “Females motivate me, really. All of us guys came from places where we talked to them like [they were] nothing. We’re more hardcore soldiers, get dirty. Since females are here, we’re more laid back.” A third also agreed, “With integration, the females have kept the males in line, so to speak. We’re more careful in terms of our actions. In the old Army, you could use foul language, fart, and belch. This was taken away, including the commando effect, loaded with testosterone and ready to fight.”

Another recruit disagreed about the beneficial effect of having women around. “In my platoon, males don’t care. It bothers me because I’m a gentleman—the foul things that they do! Because I’m older, I have more respect for people, especially for females.”

Other soldiers felt that integration was necessary as well. One said, “I agree they should be integrated. [Otherwise] we wouldn’t concentrate as well in [technical training]. We’ll be more social, more soft in how we deal with society. It’s a different mentality. If I didn’t see a female in two months...”

Another recruit had different perspective. “Some females get uptight about being able to do the same as males. It’s their opportunity to show them.”

Focus Group Session Summary**Army**

December 13, 1998, 1300 hours
Males in Non-Gender-Integrated Basic Training Units

This focus group was held in a conference room in the barracks. The young men entered and sat down. Immediately, one asked the research staff what the focus group was all about. He said that they had not been told anything about what was going on. The men cooperated throughout the session, although one young man fell asleep near the end of the session.

1. *What occupational specialties are you in training for and why did you join the Army?*

Occupational Specialties

- Antitank Missile (3)
- Ground Infantry (3)
- Mortarmen (3)
- Bradley Tank Operator (3).

Reasons for Joining the Army

- To serve as a role model for children and siblings
- To earn money for college
- To travel
- To do something for his country
- To get the military discipline
- To have something to do with his life
- To provide a future for his family
- To fulfill a lifelong dream
- To support pregnant fiancée
- To live the lifestyle that he loved.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

The young men talked about having problems in two areas, physical fitness (e.g., running, injuries) and adjusting to the lifestyle (e.g., getting up early, chow). Several mentioned the drill sergeants had helped significantly during basic training. Also mentioned as a source of help were the First Sergeant and friends in the platoon.

The men said that the following people showed them the ropes:

- Drill Sergeants—helped them pull together as a team and showed them everything they needed to know;
- Other platoon members—all pulled together to solve problems rather than going to the Drill Sergeant; and
- Restarted soldiers—told them what to do so they stay out of trouble.

3. ***What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

This group considered their unit to be the platoon.

When asked about their unit, the men said that the platoon pulled together. “We may not get along but we work together.” But they also said that individuals hindered performance because they wanted to do their own thing. For example, if they were marching and someone was messing around, it was the unit’s responsibility to make sure that that one person is okay. They also mentioned that violence in the platoon affected performance; individual disagreements “messed up” a whole platoon.

The men talked about three areas where performance had improved: rifle marksmanship, marching, and running. In each of the areas, other platoon members had helped those who were faltering. Often those helping took time out of their free time to help the less successful platoon members. One young man said that his platoon had a lot of platoon members falling out of the runs. He said, “Now we put them in front of the line so we can push them when they start to fall out.”

Several incidents were mentioned where individuals either violated the rules or refused to cooperate resulting in the entire platoon being punished. In other platoons, there were assigned tasks to avoid problems with voluntary cooperation. One man said that in his platoon, they had a private who was waiting for his paperwork to be straightened out. This private helped them to figure out how to get things done.

One young man said that it was hard work in the bay as a team because a lot of people did not want to do it. They do not want to help out. The drill sergeants sometimes tried to make them work together by putting a really messed up person in charge. This forced the rest of the platoon to work harder together

The drill sergeants taught that teamwork was the key to survival here and in war. They took a “battle-time” perspective.

When basic training first began, the focus was on the platoon working as a team, now the focus was increasingly on the company working as team. For example, one platoon helped another set up “half shelters.”

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

One way these soldiers worked together was through the “battle buddies” program. Battle buddies were from anywhere or of any race but the recruits learned to depend on them because someday they would save your life. The men also told us that more than race, regional differences often made teamwork difficult.

The men said that everyone was expected to give 110 percent all the time. If it appears that someone was not being treated fairly, it may be because they were not trying.

At first the soldiers stated that everyone was treated the same. Then as the discussion progressed, they indicated that very physically fit soldiers could get away with more infractions.

These men had no females in their units. They did not have contact with women in the chow line, medics, and at the Post Exchange. They were not allowed to look at or speak to the women. These soldiers believed that female scores were lower than men’s.

Basic trainees’ relationships with their drill sergeants were positive. The drill sergeants talked to them and practiced with them to improve their performance but kept the relationships very business-like. The one female superior that any of the men had observed was treated differently than male superiors by the recruits. One recruit told us that they did not always call “at ease” when she came into an area even though they were required to call “at ease” for all sergeants entering the area.

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Most social interactions involved talking, during evening or Sunday free time. They also talked to each other while cleaning their weapons, at the recreation center, and at the main post.

Basic trainees interacted socially with members of their unit. This helped their work performance because they were around people who were motivated. Over time, everyone in their unit has found buddies with whom to socialize with during free time, “horse around,” or order a pizza.

People who got other recruits in trouble were left out, not just those who made mistakes but also those who did not take responsibility for their mistakes. “If you are pretty squared away, you are accepted, if not, you are blackballed.”

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

The military regulations were very clear to the men—basically, they could not do anything. They had been told to look upon women soldiers like they view their mothers. They were not allowed to have relationships within their units. They may be married to other soldiers but personal relationships may get in the way of work.

The men had been briefed and trained on these regulations but so far, discussions had been theoretical, since they had had no interactions with women during basic training.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

These men are in male-only basic training units.

8. *How big an issue is gender in the military? Why?*

The men provided personal opinions about women in the military but did not respond to the question.

9. *Is there anything else you'd like to tell me about your training environment and experiences?*

The men repeatedly stressed the importance of the drill sergeants to their success.

Focus Group Session Summary

Army

December 13, 1998, 1500 hours

Females in High Gender-Integrated Technical Training Units

1. *What occupational specialty are you training for and why did you join the Army?*

Occupational Specialties

- Systems Administrative Specialist
- Legal Specialist
- Personnel Administrative Specialist
- Light Wheel Mechanic (7).

Reasons for Joining the Army

- To get money for college
- Had always wanted to join the Army
- “To see if I could make it through Basic Training”
- “To serve my country, like my dad did.”

2. *Now let’s discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

One woman said that having all the other soldiers around helped motivate her. Several recruits commented that people in the senior classes helped them, but they rarely see them. They added that they learned from soldiers three classes ahead of them, by learning from their mistakes. The older students also gave them advice.

One woman described how she got through the physical training. “I don’t like running. During the PT test, I kept looking at the person in front of me and it kept me going.” Another recruit said watching someone else fail hindered her own performance. A third woman commented, “I like to run, but the stress fractures in my legs are physical hindrances!”

Several people said that upper-class men and women showed them the ropes. “One girl, when we first got here, told us how to make the bed, what you can and cannot say and which DSs to avoid.” She added that it was now her class’ turn to pass on the knowledge, “We are instructing the next class now.”

3. *What about your unit’s performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully.*

What contributed to these successes/failures?

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

This group considered their unit to be their class.

One woman said, "Our [Drill Sergeant] is a PT freak. We got our second banner and we have the most streamers." Another woman explained, "We do everything within our classes, which include males and females. In the dorm, there's one floor of females and the other floors are males. There are eight soldiers per room."

Two women said that on the second day they were here, nobody told them what to do. They had to do seven different exercises and ten sets each to punish one for having a piece of paper sticking out of her pocket. Commenting on another incident involving punishment, one recruit said, "A couple of males got in a fight and they sent everyone home."

Another woman clarified the issue of rules by saying that they have the same rules here as they did in Basic Training. A trainee noted that they still have a buddy system, or they can have a group of three.

One woman described how people tried to help a particular recruit, but to no avail. "One woman with stress fractures hasn't taken the PT test yet. The other soldiers try to get her to go around the track, but she had to go home because she failed." Another soldier said that her classmates get up and run with the last two people to help them finish.

A soldier described another woman trainee as a 'superstar,' helping people clean and running laps and doing push-ups with them. This woman has the highest average on PT.

One recruit said that when she came here, she knew how to change a tire and that was all. Now, she's a mechanic. The men in her class stayed and helped her study on the weekends.

There was a general consensus that working as a team is a must.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some indi-

viduals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

One woman noted that in her class, some of the men do not get along with each other, creating problems. Another soldier added that some of the men have trouble working with women, because they think the women do not know anything. One woman remarked, "That motivates me. If they can do it, I can do it, too."

Several trainees said that their drill sergeant hates all of them equally. They know because he told them so. Another came to the defense of the drill sergeants; she explained that they acted that way because they try not to get attached.

One woman thought that the atmosphere at technical training was more relaxed than in Basic Training. She said "It's more down to earth and you can talk to the DSs." Another woman, talking about her drill sergeant, said, "We're his last class before he goes to Warrant School. He wants us to be the best." Several soldiers disagreed about the atmosphere. "For us, the DS marches us to school, comes and gets us after chow, and then again in the evening."

A woman said her drill sergeant treated men and women differently. "The DS didn't check our beds. He would leave the beds alone of the females, but he was harder on the males." Another woman disagreed. She said that her drill sergeant has really high standards, and held them equally high for men and women.

Trainees thought that different drill sergeants have different styles. One woman mentioned that her drill sergeant leaves little notes. "Once, he tied my boots up and hung them from the rafters with a suicide note." Other drill sergeants were harder on trainees. One woman explained that her drill sergeant throws laundry out in the hall when she does not like the way the beds look. In addition, this drill sergeant rips up their beds and puts the linens in their lockers.

Women felt that in terms of punishment, men and women are treated equally.

One woman stated, "We're treated the same, except our PT standards are different." Another woman added that the men complain that women have an easier time. A third stated that the standards are unbelievably unfair and that women had "such a big break."

Another agreed that the standards were unfair. "I have a problem with it. One woman is in the baby class. She's 34 and has 23 minutes to run two miles. What good is it going to do us?" Another woman countered, "My DS is 55 and can run 2 miles in 15 minutes!" One woman said that the standards were not that different, as long as people take and pass the test for their own occupational specialty

Trainees discussed how their occupational specialties differed in terms of course format. One said that her class started a new program in which they change classes every 3 to 4 days. Classes A through F have a book test, while classes F through K have a hands-on test. Another trainee explained that her specialty did not have a set schedule for each test; rather, they have 52 hours of instruction and then take a test. Each person is assigned to a different task.

When asked about supervisor/subordinate relationships, one woman started the discussion by stating that the people in command have their favorites among the NCOs and the privates. One trainee described a difficult superior. “Three of our DSs don’t like our senior DS. The latter doesn’t like our captain. For example, our senior DS rolls her eyes. She’ll apologize, but then talk about him behind his back, but in front of our unit. She also teases the blondes because we’re stupid. She has a way of keeping us on our toes.”

Another woman described how her drill sergeant treats trainees. “He’s a hard DS, but nice and protective. If he likes you and if you’re a good soldier, he’ll help you out.”

A trainee related her experience with a helpful drill sergeant. “Every Annex I was in, I got in trouble. I got one of those articles. I was sent home, but my DS stuck his neck on the line for me. I got caught up in peer pressure. He says I have a cocky attitude and that my mouth is going to get me in trouble. I have 14 extra days of training.”

Another trainee said of her male drill sergeant, “He does favor females and is more protective of them. He’ll pick on you more, just to have fun.”

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Women overall were positive about the social interactions within their units. One said, “We all get along,” while another said, “We all love each other.” A third explained that this was the case because everyone came through reception to Basic Training. Another woman felt the friendliness was due to the fact that they can eat together and must always have a buddy with them.

One woman countered, “There are cliques or groups in each unit.” Another woman added, “There are screaming matches, where people try to be individuals. When we’re in trouble, we all hate each other.” A trainee complained that some people are stragglers; they separate into five or six groups and, “It breaks us all up.”

A woman explained that cliques and small groups will always form. “There are only eight females in my class. We go off and have fun together and then come back with the males. I bounce around.”

Some people were perceived as left out of groups, resulting from their own desire to be alone. One woman described another soldier. “She has such a negative attitude. We stay away from her, but work with her if we have to.” Another woman described another trainee who sat with another class, telling this woman later that she hated their whole class. This woman concluded that the recruit had ostracized herself.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

Many trainees described positive associations with men as friends. One woman remarked, “They’re like my brothers.” Another said, “We go to the mall and clubs together.” A third said, “We’re like friends hanging out. We want to spend time together before people leave for other installations, like Korea or Germany.” She added, “I felt so badly [when they left], we were such good friends.”

Other trainees mentioned problems with social time. One woman said, “People go out drinking and come back drunk. My company has a big problem with that.” Another woman felt that socializing was not an issue for the Army. “We’re here to get training and move on.”

Trainees discussed the Army’s regulations on socializing. One woman said they were clear: “No fraternization or improper association.” Another said that talking to a man without your buddies is not allowed. A third trainee added that talking to men about something that has nothing to do with the Army is not allowed. A fourth added that a man and woman cannot be isolated together.

At first, trainees said they thought that regulations had been effective. Trainees had heard of a man and woman who were caught misbehaving a week before their graduation. Because their offense was punishable under the Uniform Code of Military Justice (UCMJ), they were kicked out of the Army.

A woman suggested that regulations were not always effective. She recalled that a man was caught at a woman’s window and nothing happened to him. Another trainee concluded that enforcement was not consistent. She felt that it depended on the drill sergeant and whether the person was good soldier. Another woman said that the Army looks at the Uniform Code of Military Justice to see if the crime fits; the action may not fit the written requirements for the offense.

The women discussed possible repercussions mandated by Article 15, which include serving an extra 14 days, taking money out of your paycheck, and getting restrictions.

One woman related a story about a man she felt was unfairly punished. He was in his second week and had already accrued 45 days of extra duty. A woman turned him in for making her do something she “didn’t want to do.” The woman had left, but he was “still stuck here.” Several other trainees agreed that this was very unfair for him.

These women thought that their superiors had an open door policy. “You can go to your DS with any problem, personal or otherwise.”

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

These trainees had all been in gender-integrated Basic Training units. Their technical training units were also gender-integrated, with proportion of women ranging from 2 to 50 percent.

8. *How big an issue is gender in the military? Why?*

Women were divided on the “bigness” of the issue. Some said that gender was not a big issue, while others said that it was a big problem. For example, in the infantry, no women are allowed on the front line. One woman said, “I would like to be at the front, or a Ranger, which is closed to women as well.” Another woman supported her by saying, “If you can meet the PT standards, you ought to be able to do it.”

9. *Is there anything else you’d like to tell me about your training environment and experiences?*

The group discussed the buddy system at length. One woman said, “I would change the buddy system. For example, I want to go work out in the weight room and can’t. I understand that some people aren’t mature enough to handle it. All females must have another female or two males go with them. In Basic, you were assigned a buddy; here, it could be anyone.” Another woman pointed out that they could do things with three males and one female.

Another woman argued, “Without a buddy, there would be rape, chaos, and just not safe. There would be a lot of people lying and saying that things happened.” Another woman agreed. “Some females, who are ‘hot in the pants,’ need their buddies to keep them in line.”

Another woman thought the buddy system was unnecessary. She said, “In terms of fraternization, we’re all adults. We sign up to get ourselves killed. We should be able to talk to males.”

A trainee, arguing for the buddy system, observed that some females “can’t control themselves, lose their focus, and get into trouble.” She also thought that it was easy for women to claim sexual harassment, so the buddy system actually protects both women and men.

The first woman insisted, “We should be able to talk to men freely.”

Focus Group Session Summary**Army**

December 13, 1998, 1500 hours

Males in High Gender-Integrated Technical Training Units

1. *What occupational specialty are you training for and why did you join the Army?*

Occupational Specialties

- Lightweight Mechanic (7)
- Administrative Specialist (2)
- Airborne.

Reasons for Joining the Army

- Money for college
- Job experience
- Travel.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?****Did someone show you the ropes? Describe that person and how he or she helped.***

Trainees agreed that having respect for their peer superiors helped. They also felt that their non-commissioned officers (NCOs) helped deal with problems better. Trainees said that their roommates and drill sergeants help them with discipline. One man stated that during Basic Training, individuals that did not want to be team players were a hindrance.

One man said that their female drill sergeant told them everything they needed to know to help them get promoted and achieve Regular Army status. Others agreed and said that their drill sergeants always show them how to capture things and not to become captured or become casualties.

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?****Did you have some individuals go out of their way to help or hinder others? What was going on?******Do the members of your unit work as a team when trying to accomplish tasks?******How does the unit's level of teamwork contribute to performance?***

These trainees thought of the class as their unit. They were in classes with 50 to 70 members.

Trainees talked about setting a new standard for physical training for their unit. Their unit academic standards average is 99 percent. They agreed that they have been able to pull together to get the better scores. Their unit was rewarded by participation in a Veterans' Parade.

Trainees said that they are more motivated now that they are in advanced training than they were in Basic Training. Most of the soldiers went to boot camp together at Fort Jackson and know how to work together. They reported that they can put aside all of their differences to get their work done.

Trainees agreed that soldiers are in advanced training because they want to be. Other privates and drill sergeants know that and want to help them succeed. Also, they said that they look out for each other. For example, one soldier could not pass PT because of an injury, but he still went out to the field to push the other soldiers to pass.

These soldiers agreed that teamwork was the best and only way to complete tasks. They said that when a soldier sits out for some reason, the work takes longer to complete. They also said that during Basic Training, how they did work did not matter, just that the work got done. Now, most of their NCOs help them find the fastest way to finish tasks correctly. They feel that the instructors take the time to help and that shows in the end results.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

One soldier said that working side by side is difficult because some feel that they can get the job done faster by themselves, while others know that working together is better. Another soldier agreed and added that it depended with whom they were "buddied up."

The mechanics believed that women are treated differently. During Basic and Technical Training, men must look the same, like soldiers, but women do not. All the men have

short haircuts, but the women get to keep their hair. They agreed that they did not expect the women to shave their heads, but thought that women should get shorter haircuts, more like the males have.

These soldiers complained that their drill sergeants do not fairly divide duties between men and women. For example, on a physical labor detail, men dig trenches while women tape the perimeter; on kitchen duty, men wash pots and pans while women serve and clean tables. These men said that some women can pull their own weight, but “if [the men] use teamwork to help females keep up, why can’t the females do the same?”

These men stated that women should be held to the same PT standards. They said that one of their female drill sergeants can do PT above the standards and pushes them to do the same.

One man expressed some frustration that he had with women in the chain of command. During Basic Training, all of their platoon leaders had been females. But regulations were very strict about talking with females, so the men had difficulty discussing problems through the chain of command. He admitted that in advanced training, regulations are not as strict so it is less problematic now.

Group members agreed that the only appropriate relationship to have with superiors is respect. They believed that their superior’s gender was irrelevant. They had already learned to respect rank in Basic Training.

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Soldiers said that they have more free time than they had during Basic Training because they are more responsible for themselves. As training has proceeded, they have earned more free time. Most of the time they sit around and talk, telling jokes and so forth.

Trainees reported that some people are buddies, but everyone in the unit interacts with each other. They live in small bays. Soldiers said that the men in their bays also make up their team, and they can move between the groups of buddies. Having groups of buddies does not affect their work; rather, it helps.

Men said that one or two soldiers are always left out. They believed that those few *chose* to be left out. One soldier gave an example of a soldier with whom he has tried to interact, but the other soldier seems not to want to talk to others.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

Soldiers agreed that groups of women and men interact while they are on pass. They get passes for off-post activities, but they know they have to be “professional.” Regulations during Basic Training did not allow any dating, only professional relationships. Regulations in technical school allow dating off-post. Trainees reported that they have women and men friends, and these relationships are more personal but still professional.

These trainees stated that regulations are clear. One soldier said, “It is a white, gray, and black area. The white is what’s written and the black is what you know, but isn’t written. The gray area is what the drill sergeants teach us, or we learn from each other’s mistakes.”

Soldiers explained how they had learned about some gray areas. Some men started a playful wrestling match that turned into a “jovial” riot. Afterwards, their drill sergeant said that he could “throw the regulations” at them and they all would be out of the Army. He made them understand their mistake and he said they would have to work harder during PT to make up for it, but that he was going to deal with it and not send it up the chain of command. Some of the soldiers said that the regulations were there to protect them because some drill sergeants are not fair.

They agreed that their superiors have an open door policy and that they use it.

7. *Is your unit gender integrated?*

What is the proportion of women?

Was your basic training unit gender integrated?

Their technical training units are gender integrated, with proportion female ranging from 32 to 70 percent. In Basic Training, their units included between 10 and 16 percent females.

8. *How big an issue is gender in the military? Why?*

These soldiers said that gender was not a “big deal.” They just want to get the work done. They stated that women can work as well if not better than men. They thought that dur-

ing Basic Training, gender had been an issue because they did not know how to work together, but in technical school, it has not been an issue. Some felt that having women in their chain of command helped. A couple of soldiers admitted that some male soldiers still have stereotypes, but they felt that those few also had stereotypes about other different groups of people. Some stated that the “Old Army” might have a problem, but that the “New Army” (i.e., themselves) did not have a problem with gender.

9. *Is there anything else you’d like to tell me about your training environment and experiences?*

Two soldiers suggested that recruiters should be clearer (or have standards) about what is going to be expected from new recruits and which occupational specialties they would enter. One trainee said that “90 percent” of what his recruiter told him did not happen. They also thought that the “hurry up and wait” activities were the hardest because they did not know what they were waiting for.

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

One soldier said that the gender issue does not matter. As long as everyone knew what he or she was doing, “they could save each other’s body parts, and then go home and sleep at night.” These trainees agreed that they are “all little green persons” that work together.

Focus Group Session Summary

Army

November 30, 1998

Females in Low Gender-Integrated Technical Training Units

1. *What occupational specialty are you in training for and why did you join the Army?*

Occupational Specialties

- Chemical Corps (6)
- Military Police Corps (6).

Half were active duty soldiers and half were reservists.

Reasons for Joining the Army

- To get money for education
- To obtain experience for a future job in law enforcement
- To travel
- To support their families
- To make their parents proud of them.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

The soldiers felt that their drill sergeants helped them. They said the drill sergeants would not let them fail. Some of things the drill sergeants did, like assigning a physical activity for discipline (e.g., pushups), helped the soldiers do things correctly. They agreed that when a drill sergeant is pushing them, trainees want to push themselves and then they feel good when they pass. They seemed to agree that if it wasn't for their drill sergeants, they would not have achieved all that they had achieved. The drill sergeants taught them about Army values and pride and how to work as a team, supporting each other to get the work done. A couple of the females said that other soldiers and teamwork helped them. Two females felt that the males motivated them more. One admitted that when they first arrived the males thought that they were better than the females. She said their attitude helped her work hard to out perform the males. The other female said that if someone fell behind in physical training, other soldiers (mostly the males) would fall behind to help push her (or him) to pass or finish.

They agreed that next to their parents, the drill sergeants deserved the utmost respect. They felt clueless when they first arrived and the drill sergeants used their fear to motivate

them. One female felt that her drill sergeant was so motivating that he set the example to do the right things.

3. ***What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***
- Did you have some individuals go out of their way to help or hinder others? What was going on?***
- Do the members of your unit work as a team when trying to accomplish tasks?***
- How does the unit's level of teamwork contribute to performance?***

This group considered their unit to be the company.

The MPs talked about their success during BRM (basic rifle training where they learned to fire the M16 out at the range). Their unit was having problems and their Captain talked to the whole company. They were motivated by what he said and qualified. Then they pulled together and got so motivated that they broke the company record. Another female talked about the Phase 3 test (Physical Training). They were nervous about it. They wanted the whole company to pass, male and female. They worked together and pushed each other. Although they were sore after the test, they admitted that coming together to achieve the task was "awesome."

One female said that in the platoon, some soldiers do not like those in the position of authority. She explained with the story of two soldiers who got into a pushing match. The one soldier who started the altercation told the drill sergeant that the other soldier was not a team player. The female relating the story felt that this hindered more than it helped. Another female told about how their unit came together. She said a soldier was recycled into their platoon. (A recycled soldier is a soldier who fails a major test or portion of training. Her or she is put into a later class.) Everyone in the new unit encouraged him and drilled him and helped him to pass. They all agreed that if someone is having trouble with something, everyone gets behind and helps that soldier.

The women said there were not enough drill sergeants to help all of the soldiers. This shortage of drill sergeants forced the soldiers to work more as a team. When they were asked what they meant about so few drill sergeants, the females said there was about 9 drill sergeants to 250 soldiers. Each platoon has 2 drill sergeants to about 55 privates, but usually only 1 is on duty at a time. The females felt they pulled together because there are so few drill sergeants. They called their drill sergeants the "Dream Team."

4. ***What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.***
- Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether differ-***

ent kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

One female said that in her platoon, one private wanted to go home for the holidays, but he did not have enough money. To help him, the platoon collected money from their platoon members. They raised \$1000 for him to use to go home. When he thought he couldn't get home, his work and behavior was less than favorable and he was difficult to work with. He saw how they pulled together to help him out and he now works better as a team player. Another woman observed that it was difficult when they did not get a chance to talk with soldiers in the different bays. However, she felt that their bay works better as a team than others do.

Some of the soldiers felt that the females get left out of activities. Drill sergeants will give orders to do a task and they tell the soldiers in the male bays first. The females find out last and often are left out. In the female bays, there are seven to eight soldiers from each of the four platoons. The men in each male bay are from the same platoon. For instance, drill sergeants will call for the second platoon bay (males) and they forget to call for the females (who are in a different bay from the men). The female soldiers feel that they are treated the same as male soldiers in their Company. They know that PT is different, but fair. Sit-ups are equal and they feel that they are just as capable as the males. However, some males think differently. When they first arrived, the males felt that the female standards were too low. Now, half of the females are better than the males.

The women agreed that some males still hesitate with the females, but the drill sergeants expect the same performance standards from both the males and the females. One female said that she has heard comments from the men like "Oh, females are weak." She admits that they can not change the attitudes. She also knows that the chain of command does not feel the same as the new male recruits. Some of the new male soldiers wanted the women to leave or fail. However, she now feels that the women get more respect from males because the women work hard to compete with the males and males push hard not to let females do better than them. One female mentioned that some battle buddies get left out of some activities. A battle buddy is a soldier of the same sex who is assigned to you as a partner for the duration of training. The battle buddy is always within arm's length. This system was explained by the soldiers as a system of protection. However, the women also said it becomes a problem seeing the same face day in and day out.

A few females agreed that the members of their platoons all get CAPEd (physical activities that are used for discipline) the same and pushed the same. Some of these things are negative; some of them are positive. One soldier talked about their platoon's success in the Phase 3 test. The military leaders were very happy with their performance. Another woman said that after they passed their BRM (rifle test) and broke the record for marksmanship, the drill sergeants bought a cake for everyone. Trainees are generally not allowed to have sweets. Giving the troops cake was something very special. Another woman agreed. She said they were rewarded for succeeding as a team.

The women generally agreed that they are held to the same standards as the men. They all have to look the same as a Company and the bays all look exactly the same. They agreed that the female bay is the best out of all (the females from all four platoons make up one bay; the males have one platoon per bay). The women also admitted that there is competition between different bays and platoons.

The females observed no relationships between superiors and subordinates. They said that they can talk to their drill sergeants on a professional level. They also stated that there are no friendships between superiors and subordinates. They know that "someone is always watching." One female said that after doing well on the BRM, she smiled and the male drill sergeant told her not to smile at him to avoid giving the wrong impression. Another female said that was true for all male and female soldiers. They are not supposed to smile at each other.

5. *Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

The soldiers said that social interaction between males and females was limited. One woman said that she has always gotten along better with males, but she is not allowed to talk to them on a one-on-one basis while they are in basic training. They agreed they have groups that talk while they shine boots, but at least two females and two males are always in a group. Some of the females feel that their battle buddies are the hardest people to deal with. They observed that being with the same person all the time and having little contact with other people is difficult. The women also said that it is not fair that the males in one bay can interact with the males in other bays while the females can only talk with the other women who are all in the same bay.

The women said that cliques develop within the platoons, but like a family, the platoon is a tight team. They are there for each other. They observed that having buddies within the unit helps. They also felt that they work together better when they have buddies helping each other. One woman said that she understood why they have battle buddies, but she did not agree with segregating training because she knew that men and women must work together

after training. They admit that towards Phase 5, the battle buddy system eases up a little. They will have groups with one female and two males or two females and one male, but no male/female one-on-one groups. They said that it is not easy, but they must focus on training and not on how they look or who they can talk to. They agreed that social interactions with men can be distracting and that it is better to control those people who are easily distracted by using the battle buddy system.

A few women said that some soldiers are left out if they fail the physical training test. Soldiers who do not maintain the same standards as the rest of the team are left out. They agreed that social interactions in the platoon were similar to those in high school. Some people were always less popular than others. One soldier gave an example of two soldiers who did not pass physical training. She said they were not coordinated and were less physically capable than the other unit members. She observed that they were left out of unit activities because they did not excel at any particular activity (like a particular physical training exercise) or have anyone encouraging them to pass. A couple of women disagreed with that. They said that when people do not pass, the platoon comes together to help them to pass. Some felt that when males and females tease those who need help, it is really a method of encouragement.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

One soldier thought that there are groups which included both men and women. She said that these groups interact on a professional level. A couple of women admitted that some soldiers (male and female) have made plans to meet during the holidays while they are on break. They said they wanted to have male/female friendships with other soldiers in the future. They agreed that they are looking forward to future duty stations where they believe there will be fewer restrictions on female/male relationships. The women described the training restrictions. They described the goals as team building and bonding as a unit. They were not satisfied with the social interaction restrictions (not being allowed to socialize with everyone). A few agreed that sometimes their battle buddies caused problems with each other because one battle buddy hangs out with males when the other battle buddy does not want to socially interact with the same men. They observed that this type of situation causes stress between battle buddies. Most felt that female and male friends do not cause problems because drill sergeants are so strict about fraternization. If the soldiers were not training all the time, it could become a problem. The women said it was okay to have male friends, but the friendships had to be kept on a professional level.

The women indicated that the military regulations were clear, but they felt that the regulations were not always consistently enforced. Some agreed that the female drill sergeants do not allow talking between two females and two males, but that the male drill sergeants did allow this type of interaction. They also said that there were ways to sneak around the regulations. They knew how to set up meetings with friends (male or female) so that it was not suspicious. Some felt that the regulations were ineffective. If someone wants something they will get it. If they want to fraternize, they will find a way. They said the Army could make one fear things like fraternization, but some soldiers did not care. The females also said the regulations were effective because the Army did not allow fraternization to interfere with training.

They all agreed that letter-writing and note passing between males and females was an issue. The letters usually invited an improper relationship with a soldier of the opposite sex. Letters are passed in class and are forbidden. One of the women gave an example of punishment received for breaking the rules. She and her battle buddy each received an Article 15. She explained that her battle buddy ran into a male soldier on the female stairwell. (He was not allowed to be on this stairwell.) Instead of staying with her battle buddy, she left her buddy alone with the male soldier. The male and female soldiers were caught by the drill sergeant. The male soldier told the drill sergeant that the female's battle buddy left them alone. The two females received an Article 15 and the male soldier received "a slap on the hand." The female soldier discussed the inconsistency of the punishment. Also, she explained that the Article 15 would negatively affect her future in the military. The women agreed that there is an open door policy.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

Their units are integrated at both the Company and Platoon level. These women's companies range between 10 and 20 percent female, while their platoons ranged from 12 to 20 percent female. Each platoon started out with eight females but some drop out and some move to different platoons.

8. *How big an issue is gender in the military? Why?*

Soldiers said that gender is a big issue in the Army. One example they gave was of the initial uniform fitting. They said the male drill sergeants were cautious about touching the females' uniforms for fear of being accused of improper behavior. They explained that the drill sergeants, both male and female, always asked for permission before touching a male or female trainee. They also felt there was a problem with the uniform protocol. During hot weather and during physical training formations, it is generally acceptable for soldiers to take off their uniform shirts and keep on their tee-shirts. The drill sergeants allowed the men to take off their shirts, but they would not let the females do so. The females think that as long as

they all look alike, they were all just soldiers. They also gave an example of a male soldier who was disciplined for catching a female soldier who fainted.

9. *Is there anything else you'd like to tell me about your [training/job] environment and experiences?*

The women said that they liked the way the training is done now. They have learned to work together and trust each other. They feel that even the males who do not want females as team members learn to respect the women. This, in turn, makes the females respect the males.

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

Trainees discussed the battle buddy system and felt that it needed modification. Some females expressed concern about learning to work in a male/female environment after the conclusion of the training.

Focus Group Session Summary**Army**

November 30, 1998

Males in Low Gender-Integrated Technical Training Units

1. *What occupational specialty are you in training for and why did you join the Army?*

Occupational Specialties

- Military Police
- Chemical Corps.

Half of the group were training to become military police (MPs), while the other half were training for the Chemical Corps. The MPs were mixed between reserves and active duty. The Chemical Corps was mostly made up of active duty soldiers; one was in the National Guard.

Reasons for Joining the Army

- The MPs had joined the Army to gain experience for future careers in law enforcement
- Chemical Corps trainees were interested in the technology that the Army had to offer
- Most said they needed money for college
- A few needed a change of career
- Three soldiers felt that the Army was good place to become disciplined and physically challenged.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

One man felt that the size of the classes hindered their proficiency. He continued to state that the drill sergeants are overworked and overwhelmed with the larger classes and that they needed to have fewer soldiers or more drill sergeants. Soldiers agreed that their class size was above normal.

Another felt that when they started basic training, the drill sergeants broke them down and built them back up as a team and that had helped their proficiency.

Some of the soldiers agreed that personal dedication was the one thing that helped them and that it was not just one person. A few soldiers thought that their drill sergeants did not help and that they depended on one another. The older soldiers also help with the details. Looking out for each other builds strong team bonds.

3. ***What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***
- Did you have some individuals go out of their way to help or hinder others? What was going on?***
- Do the members of your unit work as a team when trying to accomplish tasks?***
- How does the unit's level of teamwork contribute to performance?***

This group considered their unit to be the platoon.

One soldier felt that there is a lot of "peer pressure to do the job good and to reach their goals." They felt that to look good and be the best is a positive peer pressure.

During basic combat training, they studied together and quizzed each other to help pass the tests. They felt that they had worked as a team and other soldiers helped pull together to make the team a success. One of the soldiers gave an example of a failure of their platoon. During their basic rifle marksmanship test, the platoon failed, and they had no excuse.

One man said that some soldiers spent their extra time cleaning. During the extra hours (personal time), they would make the extra effort to help as a whole.

They all agreed that they worked as a team to accomplish tasks. One soldier felt that those in his bay were his family, and that they worked together rather than as individuals. Another man pointed out that the Army broke them down as individuals then built them back up as a team. If one soldier got in trouble, they all did.

4. ***What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.***
- Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.***
- Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?***
- What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?***
- Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?***

One soldier stated that some soldiers may not get along with other soldiers in their units, but they set those issues aside in order to get the work done together. They all agreed on the ease of working side by side to get things done.

They agreed that during physical training, everyone was treated the way that they wanted to be treated. They felt that some soldiers singled themselves out and that was not the way it was suppose to happen. During probing, one said that everyone met the standards and tried to work to exceed them.

Because everyone has to pass the standards, the soldiers all agreed that everyone is pushed physically and academically. One male described it as a “strongly encouraged push.” They felt that they do better in physical training and work together better because they are pushing each other. One man pointed out that even the drill sergeants help urge them to go above the standards and told them to work together to get the job done. The man continued to say that one of his Drill Sergeants had personally helped out their bay immediately before an inspection.

One man remembered an incident that occurred during morning physical training. He described the events where a female soldier said she was on profile, but the drill sergeant did not have this on record. The female insisted, so the drill sergeant told everyone to continue with physical training and for her to wait while he checked it out. When he returned, the drill sergeant informed the female soldier there was no profile on her and that she was to do physical training. As punishment for trying to get out of physical training, the drill sergeant made her do all of the physical training exercises while the rest of the unit finished up and watched. Another trainee agreed with what had happened and said there is no picking and everyone in the squad has to do it.

All of the soldiers agreed that whether the superiors were male or female did not matter. Also, they felt there are no social relationships between their superiors and subordinates.

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

They agreed that they bowl or play pool, but that there was not a lot of time for social interaction. They usually sit around during CTA, shine boots, and tell jokes. A few said that there are always friendships within occupational specialties and Companies.

Trainees have groups of buddies that help them release the stress and monotony of basic training. They agree that they all have small groups to relax and tell jokes in and this

helps them deal with stress. They also feel that working with their buddies is less stressful and makes getting the work done easier.

The soldiers said that those who get their passes taken or are being punished get left out of activities. This happens when they do not pass the tests or meet the standards. One male said it was just like when they were in high school. He continued to explain that there are groups of people who have “different mentalities and are socially undesirables.” He felt that it is only natural for them to want to be left out. Another soldier said that those few do their portion of the work and they do not go out of their way to help others. This does not help them to work as a team.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

One man said that the Chemical Corps is very strict about developing any kind of relations, even social ones, with female soldiers. He continued to say that the soldiers in the Corps were warned not to have relations with women because of the pressures of the environment there and any kinds of relations were considered vulnerable to problems. Another soldier said that fraternization was something they just did not do. He also said that the Army “put out that there is a line, it is not a thin line, it is a LINE.” The only time they do socialize with women soldiers is during CTA, when they shine their boots. Even then, they know it must be on a professional level. They agreed that if relationships went to another level that they would just cause problems.

All the soldiers said that the regulations are very clear and effective. One felt that people can not fight human nature and that the regulations must be clear. Another male gave an example of how a male and female soldier went on pass together and had taken pictures of each other. The drill sergeants found the pictures and questioned the soldiers about their relationship. The male continued to say the two soldiers were disciplined and the situation was brought to the attention of the unit. A couple of soldiers agreed that even with the regulations, some soldiers do what they want and in the end, that effects morale. The biggest problem the soldiers agreed on was “false mail.” False mail is letter writing and note passing from person to person. Usually, the letters are introductions for personal relations. Another male gave an example about how the regulations hinder everyday duties. He said that the soldiers in his bay “hang out” on the patio in front of the bay and the female soldiers across from their bay were doing the same thing. He continued to say that they were having conversations with each

other by yelling across a field. Their drill sergeants did not approve of the behavior, so now the patio is off limits during free time.

One soldier recalled a situation that occurred between a male and female soldier who were dating. They got into a name-calling fight during physical training. The female wanted to press charges against the male, but the male telling the story knew that the female was equally as guilty because she had sent him false mail. The soldier telling the story told the male soldier “to cover his butt and show someone that it was a mutual relation.” Another male remembered an incident where a female soldier accused a male of kissing her and the male accused the female of kissing him. They argued back and forth. All soldiers agree that it was not good for the unit. During probing about the “open door policy,” the soldiers agreed that there was an open door policy and that drill sergeants would rather take care of situations before they went too far down the chain of command.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

Their units range from about 11 percent female to around 20 percent female.

8. *How big an issue is gender in the military? Why?*

The general consensus of this group was that gender was not a big issue. Some soldiers admitted to hearing about some other soldiers having problems training with female soldiers. One felt that there is a problem when some women complain about doing some of the work. However, a few soldiers disagreed with that and said they have heard an equal number of male soldiers complain about the work as well. Some of the soldiers felt that training with women was a good thing and it helps build a team. The soldiers also felt that the women are just as capable as they are, they respected the women in same way they do other soldiers, and they trust women just the same.

9. *Is there anything else you'd like to tell me about your training environment and experiences?*

All of the soldiers agreed that they would not change anything, and one male said he would do it again. They agreed that it did not start out easy, but as they worked together, it became easier. A couple of soldiers said that they did not know what to expect from day to day and that fear of the unknown made the experience exciting. They all agreed that basic training was more of a mental than a physical builder.

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

Some of the soldiers felt that the Army should do away with the critics and complaints. The military listens to them and makes things too easy. Most of the soldiers think that if men and women could socialize more on a professional level it would help build a better team. Some of the Chemical Corps agreed that it was too strict and that they do not work well with women soldiers. They all agreed that in the future they would have to work with women so they know that learning to work with them now is helping. Finally, one suggested that they be able to change occupational specialties.

Focus Group Session Summary

Army

January 5, 1999

Females in High Gender-Integrated Operational Units

1. *What occupational specialty are you in?*

Occupational Specialties

- Radio Communications (2)
- Chemical (2)
- Truck Driver (2)
- Military Police (2)
- Voice Intercept (2).

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Women soldiers said their proficiency was helped by:

- Platoon Sergeants
- Supervisors
- Squad leaders
- Friends.

One woman said, "I pretty much felt like an outsider in my platoon. I still do." Another soldier said, "People told me to read. Read. Read. So whenever I go somewhere new, I get the book and learn the right way."

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

This group considered their unit to be the company.

One woman said that male leaders and female leaders are “totally different. I have a female platoon sergeant now and you can talk her out of stuff.” Another woman reported, “My company has a lot of esprit de corps.” A third woman agreed: “My company is great.”

Not every soldier agreed with this perspective. One woman reported, “My company is horrible. People won’t help each other out.” Other women agreed with this soldier.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Women soldiers said that they had difficulties because their male counterparts assume they are lazy, incompetent, or receiving favoritism. “My squad leader knows what I can and can’t do. He’ll say ‘You carry one bag; you carry two.’ [The men] think it’s favoritism.”

Women found that they were doing jobs that were not a main part of their occupational specialty. For example, one woman said, “I thought I would be translating Russian. But I’m a manual laborer. I’m under the Humvee all the time...because nobody in [this state] speaks Russian.” Another woman agreed, “We don’t do what we were trained to do.”

Being assigned work out of specialty can have a negative effect on women’s proficiency and their relationships with their male counterparts. “I’m good with paperwork, so I do typing at the Command. Then I’m criticized for sitting...all day.” Another woman reported that her vehicle was one of only 2 out of 13 to pass inspection one day; the men said she was “lucky.”

Another woman said, “I’m the only female on my team. During evaluations, I do comm while the guys do physical labor. Once comm is done, I get out of the van and help. I don’t let them see the weak side of me. If I know I can’t do it, I ask for help. They know I’m not being lazy.”

Another soldier said she works hard, while the men in her unit say she only gets schools because she is a woman.

Women had mixed experience with relationships between superiors and subordinates. “I’ve always gotten along with males better,” said one woman. Several other women nodded agreement.

“I had a male friend and people assumed we were sleeping together,” said a woman. Another soldier commented, “There are some women who are sleeping around. Those women give us all a bad name.” Many of the women agreed with her. Another added, “It all depends on what kind of female you are, yourself.”

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Women reported that they socialize with other people in their unit off work time. One said, “I cook in the barracks. Guys stop by. It’s good; I can get to know how they are.” Another woman said of her buddies outside of work, “I don’t care if last night I went to the movies with Tim and Bob—the next day they’re Sgt. This and Sgt. That.”

Women reported that when a new woman joins the company, other women will not talk to her, but “the guys swarm around.”

Women think that social interactions make the military an easier place to be, but when they are at work, they work. One commented, “When I have my uniform on, I’m here to work.”

These soldiers said that men and women mix socially, and date, but rarely. One reported, “I dated my Supply Sergeant. And then I found out he had to sign for me. So I got around it and got somebody else to sign.”

The women all agreed that military regulations were clear.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

One woman reported that, during a deployment, her platoon Sergeant was sleeping with a PFC. “They started kissing in public and all hell broke loose. If you keep it quiet, it’s okay.”

Another woman reported that an E4 and an E6 were dating. When it became public, the E4 was moved. “Now they’re married.” A third woman said, “I had a roommate who was sleeping with two of her Sergeants. When she was accused, she made accusations about other females. It caused a lot of problems.”

“Men will always see women as sex symbols no matter what they have on their collars,” pointed out one soldier. “If you *don’t* sleep around, they think you’re gay!” exclaimed another soldier. “They don’t want women to get along in the military,” replied the first. “We have to start learning to defend each other.”

Another woman experienced rumors about her sexual orientation. “I have an E5. We’ve always hung out. A...soldier approached her and she said no. So, he spread the rumor we were gay.” Another soldier commented, “Guys don’t get labeled.”

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

These soldiers were in gender-integrated units, with proportion of women ranging from 15 to 20 percent. All but one had been in an integrated Basic Training unit.

8. *How big an issue is gender in the military? Why?*

Women disagreed about whether Basic Training should be integrated. Comments in support of integrated Basic Training included:

- “Males need to see females in positions of authority.”
- “Personally I had no problem with gender-integrated training. We were 50-50.”

Comments in favor of segregated Basic Training included:

- “You can focus more on discipline and training.”
- “I would rather work with a group of women... What do I have to talk to a man about if we’re not talking about sex? You cannot have a conversation with a man that doesn’t lead to sex. I get so tired of talking about sex; that’s why I read.”
- “A lot of guys think it should be segregated.”
- “You should segregate Basic and integrate [technical training]. I did male standards in PT just to prove the males wrong.”

- “Segregated Basic would have been better for me. I tried really hard, then I would hear the males mocking it.”

One woman pointed out that men were not that much different than women. “My first day at PT, I cried. The two guys next to me cried, too.”

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

- “It’s all attitude. You can’t come into a predominantly male military and expect not to be discriminated against.”
- “[As an MP] if you encounter a hostile male, he may relax more with a female MP.”
- “A lot of guys look at women as counselors.”
- “The guy I proved myself to in my squad treated me like a mom after I earned his trust.”
- “I want to do my [occupational specialty]. The last time I set up a bivouac was BT. You need to keep your skills fresh.”
- “I’m an excellent linguist—top of my class—but not so good at PT. Why not have [occupational specialty]-specific PT standards?”
- “There are differences in wartime versus garrison duties. It’s good not to have to set up a bivouac. I can go home at 4:30.”
- “We did field training here when I got here—not just Thursday. There are a lot of new people who don’t know what they’re doing. If it had been wartime they would have died. We did the only nighttime decontamination exercise and it went great. We knew where everyone was.”
- “My recommendation: enlighten combat arms. Women in the military do the same job as men in their occupational specialty. In Bosnia, someone asked a male MP what MPs do. Then they asked the female MP, ‘What do female MPs do?’”

Focus Group Session Summary

Army

January 6, 1999

Males in High Gender-Integrated Operational Units

1. *What occupational specialty are you in?*

Occupational Specialties

- Chemical Operations (2)
- Military Police (2)
- Heavy Vehicle Operator (2)
- Arabic Voice Intercept (2)
- Multi-channel Communications Specialist (2).

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Many soldiers reported that they learned their occupational specialty on the job. This was not always easy. Sometimes they are the only one in their unit with their particular occupational specialty, so no one can give them on-the-job training. At other times, their unit's optempo was so high that they did not have time to learn. People reported that one way they learned to be proficient was by watching their superiors make mistakes. One man said that the non-commissioned officers (NCOs) in his unit "act like older brothers. You learn respect for them when you see what they go through."

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

This group considered their unit to be the company, which included between 100 and 250 soldiers.

Soldiers reported that due to high optempo and understaffing, their units had to work as teams; otherwise, the work would not get done. Battalion command officers and NCOs

work hard to motivate and reward people. Competition between units also acts as a force to motivate and encourage teamwork.

One soldier reported that their battalion chaplain also planned special events and activities to boost morale and provide opportunities for rest and relaxation.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates—can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

These soldiers thought that working together was critical to getting work accomplished and maintaining good morale.

Soldiers reported that some people are not treated as well as others, because some people are not as good soldiers as others. One said, “Speaking as an NCO, it’s impossible to treat everybody the same. One may be a dirt bag. One might make a rare mistake. I can’t treat them the same. [But] we need less tolerance—[we should] treat trouble soldiers tougher.” Another soldier said, “In my experience people who feel they’re being picked on generally deserve it.”

Soldiers disagreed about how equal treatment *should* be. One said, “If you have a soldier who’s good—always on time, always on top of job, who is late once—you don’t punish him the same as somebody who always messes up.” Another demurred, “Two equal soldiers shouldn’t be treated different. In my opinion, you don’t punish the soldier, you punish the offense.”

When asked if women were treated differently than men, the soldiers were also divided. Some stated that women get better treatment for equal or lower quality work. One stated he thought that if he treated men and women the same, he would “get an EO call. That tears the fabric of the Army itself. We should go back to the Women’s Army Corps. I’m very bitter about it. A lot of guys in my unit feel the same way.”

Other soldiers strongly disagreed. One said, “I feel fortunate I’m not in the same situation. We’re 50-50 and I haven’t seen any problems. Our Company Commander leads EO training and consideration of others.”

Another soldier mused, “I think the pendulum has started to swing back the past couple of years. [We’re] being tougher on females now. Some [of that] is driven by female NCOs.”

Some men believed that women use their menstrual period as an excuse not to do the work. Other men disagreed with this position. One said, “There’s a lot [of women] who want to be treated as a soldier, not as a female.” Another said, “We have a female E-6. She’s total soldier!”

These men perceived that pregnancy was a problem, particularly pregnancies of single women. One man complained, “We walk on eggshells—race and gender. So that makes it easier on females.” Another said, “[The chain of command is] afraid of EO—and they always think it’s the guy’s fault.” A third added, “I think all the EO programs to make us a kinder, gentler Army have gone too far... We’re all soldiers. We should be treated the same.”

Soldiers also reported that different PT standards were “plain ridiculous. I got to do 42 pushups compared to her 18.”

When discussing superior/subordinate relationships, soldiers were similarly negative about women. One talked about a woman platoon leader he had had. She “wasn’t very good. People honed in on her flaws even more because she was female. And she always assumed she was right! This soured first termers [in my unit] on female platoon leaders.”

Another soldier reported, “As a squad leader, I treated females different. Looking back, it was probably because of my background, but there was no pressure from my unit to do that.” Another agreed, “The way you were brought up, in a physical sense, you naturally expect less of females.”

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

These soldiers reported that their units had social interactions off work time. “I get along with my soldiers. They come to my house for dinner or cookouts, but if I give them a job at work they do it.” Another explained, “You don’t have to be buddy-buddy with them; you don’t have to be mean to them. It’s just like my kids—I play with them but when I tell them to clean their room, they do. There’s a time to relax, and there’s a time to be profes-

sional.” A third added, “It makes the squad more tight-knit. It helps to know there’s a person beyond the uniform.”

Soldiers did not say that anyone was left out of social interaction. They said that E4s get along better with E5s than E6s or E7s, because “they are worried about other things.”

- 6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating? Do these social interactions cause any problems? Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective? Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled. Do your superiors have an open door policy?***

Soldiers reported that some dating occurs within their units, but people usually try to keep it “on the hush.” This does not always work. One related, “We had a male Staff Sergeant and a female PFC [dating]. People suspected it for a long time. He’s separated. [The relationship] came out recently. It’s a touchy subject now.”

Some soldiers thought that dating caused problems. One said, “It depends on the maturity of the people involved.” Another interjected, “I agree, but it also depends on the maturity of the people around them.”

Soldiers reported that regulations were clear but “fuzzily enforced.”

- 7. *Is your unit gender integrated? What is the proportion of women? Was your basic training unit gender integrated?***

These soldiers are in gender-integrated units, with proportion of women ranging from 10 to 40 percent. Eight men were in gender-integrated Basic Training; two were in gender-segregated Basic Training.

- 8. *How big an issue is gender in the military? Why?***

Soldiers’ comments included:

- “I think it’s a big deal. Women should have their own separate entity Army.”
- “It depends on who’s in charge—if it’s handled right, it’s not a problem.”

- “Females in our unit are pretty good females to have. [They’re] good soldiers, but too many pull pregnancy to avoid deployment.”
- “It’s a big issue, but it’s downplayed.”
- “It’s a real big issue. At Air Assault school, females break down in road marches. Could she carry me out of combat?”
- “It’s a big problem. I don’t know what a solution might be. I guess leadership. A lot of the Army’s problems today were caused by male-female problems. If there were a clearer dividing line it wouldn’t be that big a problem. [But] I like working with females. Sometimes it’s entertaining.”
- “Given optempo and reductions, gender will be more of the top readiness issues for years to come. Sooner or later, it’s going to hit the breaking point. The Army is being used as a social experiment by people with no military experience.”
- “The shortcomings that women evidence are very, very apparent in a tactical environment.”
- “There’s a few females who give other females soldiers a bad name. My female NCO is one of the top soldiers in the world. I can’t say it’s a big problem.”
- “I think it’s a big problem. The presence of females distracts the males from what they’re doing.”
- “I reiterate that right now it’s not a big problem. An equal number of [women soldiers] are excellent as there are male soldiers.”

Focus Group Session Summary**Army**

January 5, 1999

Females in Low Gender-Integrated Operational Units

1. What occupational specialty are you in?

Occupational Specialties

- Bridge Crew Member (4)
- Field Artillery Surveyor (5)
- Meteorological Crew Member (2).

2. Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?***Did someone show you the ropes? Describe that person and how he or she helped.***

Some women reported that their section chiefs helped them become proficient. Other soldiers said that they already knew their jobs when they came into their units. Women said that even when they were proficient, they had to prove themselves to the men in their units. "A lot of soldiers stereotype females, so you have to prove yourself."

3. What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***Did you have some individuals go out of their way to help or hinder others? What was going on?******Do the members of your unit work as a team when trying to accomplish tasks?******How does the unit's level of teamwork contribute to performance?***

This group considered their unit to be the battery.

Women reported that poor leadership had a negative impact on unit performance. Some women said that their units did not work together well when they were in the field, but they worked together better when they were in garrison. They also said that some team members do not contribute, which hinders unit performance.

4. What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.***Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue***

of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates—can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

These soldiers said that people can work side by side, but some of their peers do not have proper respect for people. Women reported that they were not held to the same performance standards as men. Some women said that they had been held to a higher standard; some were held to a lower standard because the men assumed that the women could not do their jobs.

One woman reported, “It depends on individuals. In one group, females got away with murder. In others females got every single detail because they’re female.” Another woman disagreed. “It’s not a gender thing—we do stupid things in my unit to new people, like telling them to ‘get hay for the water buffalo.’”

The moderator asked if problems are the failings of individual women or of the Army. Women said that they thought some women misbehaved, such as dressing provocatively or wearing too much make-up, but sometimes they were judged unfairly. A section chief reported, “I have 5 guys under me—they have lots of physical complaints!”

One woman related her experience in technical training. “I couldn’t ever do anything right. ‘Just because you’re the only female here, private, don’t think you’re going to get special treatment.’ It made me mad.”

Women thought that superior/subordinate relationships were affected by gender. One woman said that her female NCO “is tougher, especially of female soldiers, so [that] she can’t be criticized.” Another woman reported, “Sometimes NCOs use their rank to get stuff from females.” A third woman, an NCO herself, disagreed, “All I see is green. Male, female—all I see is green.”

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Women said that their units interact socially off work time. “There are rules [against dating]. But it goes on and nobody says anything.” Another woman said that if the dating parties were in different sections, dating was viewed as okay.

One woman reported, “In my section, I’m the only female. We get along. I go to strip clubs with the guys. We’re all R4s and when they get promoted to NCO, we won’t stop. It’s professionalism—we work better together because of socializing.” Another soldier said, “If it’s at work, it’s at work.” The first added, “You have to act mature.”

Another soldier said that in her unit, “NCOs are not to hang out with their soldiers, unless it’s the holiday season. If they do, it’s their job on the line.”

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

Women said that social groups included both men and women. One said, “No one’s ever had a problem with it as long as you’re professional at work.”

Women were unanimous in agreement that regulations are clear. When asked about open door policies, one replied, “We have an open door policy, but nobody uses it.”

A woman who had been in Korea described a situation she had experienced with bringing a problem to the chain of command. “Korean males thought American females had no values. [A Korean civilian employee] gave signals that he wanted to have intercourse with me. I brought charges and he was fired.”

“I’m engaged, so I have no relationship with any man,” said one woman. Another added, “If you tend to be an outspoken female in a company full of males, they’ll leave you alone.” Another participant agreed: “Hoo-ah.”

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

These women served in units with low gender integration. Proportion of women in units ranged from 3.5 to 20 percent.

One had been in an all-female Basic Training unit. The rest had been in integrated Basic Training units, with proportions of women ranging from less than one percent to about 20 percent.

8. *How big an issue is gender in the military? Why?*

- “It seems like pregnancy is a problem—young single soldiers. This may not be an issue with males, and may affect their attitude toward females.”
- “I don’t think it’s a gender issue, I think it’s an individual issue because, I mean, you know some people can hang and some people can’t. There’s men that can’t do it. In our [occupational specialty], there are men who can’t lift what we [are supposed to] lift. I don’t think it’s the gender issue at all!”
- “It’s only as big as they make it.”
- “When I work with the guys, you know, I work a lot harder so I can try to stay to their standards. Like with push-ups, you know. I can out-do half the guys.”
- “It’s really important. Not actually for the females, I think the majority of us know what we have to do. We know the standards we have to reach. We know we’re gonna have to work harder. But going into [integrated Basic Training (IBT)] a lot of the men are kind of, ‘ooh, females’ [and] stereotype us. So I think it’s important that we get in [IBT] and we share what we can do and it’s easier for [men] to get out into whatever job they are and [IBT] helps them work with females. Cause now they know.”
- “[IBT] helps the men more than you know. I mean it helps me because I push myself, probably 110 times harder than I ever would if there was just a bunch of females. Yeah, I do have to work harder with men, but the men just, they have a very low opinion of what we can and cannot do. If you go out there and just let them know what you can do then I think it helps them when they get out and work with women.”
- “When you go to the field... women have different hygiene [needs] than males. And when you’re out there [a week] they bring in clothes every, what, three days? Clothes every three days, every four days a shower. You have to take soap and all that and whatever you can to keep clean. That’s the only big issue as far as gender. Besides that I don’t have problems. But sometimes, you have to speak up. Especially when you’re in an all male environment out there...it’s like sometimes they...forget that you’re out there. But if you speak up there’s no problem.”
- “I have mixed feelings... They all said when they came to Basic that they worked harder and the guys worked harder cause they didn’t want to get showed up. But then there’s the other side of the coin, the sexual harassment, fraternization and all that. And I think, in my opinion, I don’t think men can handle it mentally to be around women.”

9. *Is there anything else you'd like to tell me about your training environment and experiences?*

- “In my [occupational specialty], females don't go on the gun lines. Males can. Why let females into an [occupational specialty] if they won't be allowed to do it?”
- “I go out with those guys all the time, but the paperwork says I'm only attached to those guys, I am not a part of their unit. That's where the difference comes in. You can go out there and work with them and stuff...but [in your personnel records] you gonna be 'attached'...”

Focus Group Session Summary

Army

January 6, 1999

Males in Non to Low Gender-Integrated Operational Units

1. *What occupational specialty are you in?*

Occupational Specialties

- Gunner
- Field Artillery (2)
- Surveyor (2)
- Mortarman
- Bradleys
- Cavalry Scout
- Bridge Crew (2).

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Soldiers said their proficiency was helped by:

- NCOs
- Squad leaders.
- Their proficiency was hindered by:
- Equipment shortages
- Lack of training
- Downsizing, which forces people to do extra work
- Family needs.

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

This group considered their unit to be the battery.

Factors contributing to unit performance included:

- Formal unit competitions
- Teamwork
- Group training, especially “training as we will fight”
- Safety
- NCOs.

Factors hindering unit performance included:

- Disinterested superiors: “I’m around a lot of higher ranking NCOs and officers. They don’t seem to care about lower enlisted. We have to keep our mouths shut and do what we’re told.”
- Staff Sergeants: “If [your] job performance isn’t there, they can move you out of your [occupational specialty], so if he’s a dud, it hurts morale.”
- Lack of teamwork between officers and enlisted: “The officers work as a team and the enlisted work as a team. It’s like two different teams!”

One soldier described a problem his unit had encountered with their squad leader. “Our squad leader, a ‘short-timer,’ had six months left [on his enlistment]. We were dealing with live mortar rounds. He answered every question with ‘I don’t know, I’m too short.’ It really affected our squad’s teamwork. We shot a round completely out of the impact area because the [artillery piece] hadn’t been bore-sighted.”

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Soldiers said that working side by side was easy with some people, but difficult with others. “If you’re around the same rank it’s pretty easy, otherwise you’re trying to get ahead or impress.”

Men were divided on whether performance expectations were equal for men and women. Men said women had different PT standards: “On PT, females are held to a different standard and it kills us on PT because we train to [the women’s] standard.” Another man said, “We use ability groups for PT. I believe in it.” A third added, “A lot of [women] are pretty tough. I don’t know if they’re struggling, but they really put forth a lot of hard work.”

In terms of work expectations and performance, men had positive perceptions about women. “When I was in Germany...sometimes a team would come down to check on Bradley night sights,” one soldier related. “A female came down to check it out and she did a good job.” Another added, “The females who work with us on maintenance, I think they’re some of the best mechanics.”

One soldier disagreed. He thought that women did not perform as well as men. “If I walked off guard duty because I got hungry, I’d get chewed out. A female was confronted for this, and she just cried and said ‘you’re scaring me. Kind of weird.’” “A lot of females don’t know their jobs straight out of training,” added another man.

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Soldiers expressed mixed viewpoints about social interaction within their units. They said that superior-subordinate interactions could be problematic. In some units, NCOs are not supposed to interact socially with their subordinates; in other units, this is acceptable behavior. “The problem comes if you treat them differently at work,” said one soldier. “You have to be able to separate personal from duty day.”

Soldiers said having buddies within the unit could be helpful, especially during deployment. “[Being friends with] someone in your own section—it can make [deployment] more bearable. NTC is 30 days away from your family,” said one. “It helps you learn how people operate,” said another. A third pointed out, “It can not only benefit the soldier, but the soldier’s family too. When I’m gone at NTC, my wife knows other wives.”

Sometimes people are left out—“If you don’t like them,” said one. “I get left out of a lot of things because I don’t drink,” reported another.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

These soldiers said that groups include both men and women. “After work, we play basketball...a lot of women play b-ball,” said one soldier. Another reported, “Three couples have been married in our unit in the last year.” In another unit, an E5 was dating his soldier and “was busted down to E1.”

One soldier expressed concern about dating. “Some NCOs want to be a ‘player.’ In Germany, when a new female came in, all the NCOs went to see who could date her. It’s a game to [the men]—no commitment. I see no problem if there’s a commitment and a couple gets married, but otherwise she could get hurt.”

Soldiers had mixed responses to questions about regulation clarity and enforcement. Some thought that people did not know regulations, while others thought that people did know. One soldier related that an NCO in his unit was “Article 15ed for his conduct.” Others said that the Uniform Code of Military Justice “has to be fair across the board.”

Soldiers told us that their chain of command had an open door policy. For example, one man asked to be transferred to a different section so he could date someone in his current section. His request was granted.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

Six of the men participating in the focus group were in all-male units because their occupational specialties were restricted to men only. Among the men with women in their units, the proportion of women in those units ranged from 5 to 15 percent. Eight out of ten men had been in gender segregated Basic Training units.

8. *How big an issue is gender in the military? Why?*

- “It’s not a big problem, except when sex harassment comes up.”
- “I don’t think it’s an issue, really. We’re all soldiers. It doesn’t matter if you’re a man or woman.”
- “It’s not an issue in certain [occupational specialties], but females shouldn’t be in combat arms. I’d feel very uncomfortable. I take care of my soldiers, but I don’t have a motherly instinct. I don’t have time to stop every 15 minutes on a patrol to wait for someone. My life expectancy is only 30 seconds on the battlefield.”

- “I don’t feel it...makes too much of a difference. Men and women should have same standards though—even in PT.”
- “It works out, but it can be distracting at times. You have to watch what you say. You can’t really be yourself.”
- “It’s not an issue at all. In infantry, female mechanics do fine, but I wouldn’t want females in combat arms [occupational specialties].”
- “I agree [that women should not be in combat arms]. In battle situations a man might protect a woman rather than do his job.”
- “I really don’t know. Sometimes it’s not a big deal, but overall I think people like to make a it big deal. Just watch the news.”
- “I think it’s somewhat of an issue. PT differences are fine, but preferential treatment—it’s pretty common, and that’s a problem.”
- “They can do their jobs, but sometimes—I had to dig a foxhole for some females too lazy to do it. They make extra work for other people.”
- “It’s not a problem. I work with them. They do their jobs. Even in combat arms. Watching your language isn’t a big deal for me.”

9. *Is there anything else you’d like to tell me about your job environment and experiences?*

- “Being actually on the ground in a mission—some females can handle stress, but on the ground, being on foot and carrying equipment, a few females could probably do it, but generally letting women in would be wrong.”
- “If the female can do it, handle the stress, it’s fine [for them to be in combat arms], but physical stuff, things are mechanized so there’s not a lot of lifting, but when it breaks down, it’s heavier because it’s mechanized.”

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

- “We need a bigger pay raise.”

Navy

Focus Group Session Summary

Navy

December 8, 1998, 0800 hours

Females in High Gender-Integrated Basic Training Units

1. *What occupational specialty are you training for and why did you join the Navy?*

Occupational Specialties

- Advanced Electronics Computer (2)
- Dental Technician
- Hospital Corpsman
- No rating – Apprenticeship School
- Yeoman (2)
- Mess Specialist
- Seaman Apprentice
- Diesel Mechanic.

Reasons for Joining the Navy

- Money for college
- See the world/travel
- Always wanted to be in the military
- Benefits
- Family was in the military/show family a girl can do it
- Need for self-discipline.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Recruits mentioned the following as factors that helped them do their best:

- Family support and high expectations
- Support of shipmates when trying to pass Battle Stations
- Motivation of Recruit Division Commanders (RDCs) (e.g., who do things like run with the recruits even though they do not have to)
- Support and motivation provided by their brother division.

Recruits also mentioned some factors that hindered them from doing their best. One thing that hindered them was fear of breaking the fraternization rules. After the fraternization

rules were explained, everyone was afraid of breaking them. Also, recruits who “tattled” on each other for the smallest infractions hindered success. The recruits also told us that some shipmates are uncooperative and do not have a team attitude.

Recruits did not feel that someone had shown them the ropes. They said they had to help each other learn what they needed to do.

3. ***What about your unit’s performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***
- Did you have some individuals go out of their way to help or hinder others? What was going on?***
- Do the members of your unit work as a team when trying to accomplish tasks?***
- How does the unit’s level of teamwork contribute to performance?***

These recruits thought of their division as their unit.

These women reported that their whole division worked as a team only when they had to do Battle Stations and Captain’s Cup (tests that come near the end of Basic Training). For Captain’s Cup (the physical tests), everyone worked individually, but had a feeling of teamwork because they were scored only as a team. They encouraged and cheered each other on.

Women recruits felt that while they have performed as well as men on the academic tests, the men have more cooperative and productive, even fun, study groups. They told us that women’s study groups often deteriorate into conflict. They said that many of the women only care about whether they themselves pass academic tests, and so do not try to help their shipmates who may be falling behind.

The women also felt they did not resolve problems among themselves as well as the men did. Sometimes women shipmates take problems up the chain of command when they could have been handled by the recruits. These women feel that the female Head Recruit reports division members simply to get brownie points rather than trying to address the situation herself.

These women perceived Battle Stations and Captain’s Cup as team successes because they worked together as a team. They felt that academic tests were team failures because they do not study together well and some people look out only for themselves.

The focus group participants felt that some smaller groups within the division do work as teams, but the whole division rarely does. In fact, they often only come together after they have been warned repeatedly about poor performance and are given one last chance.

4. ***What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.***

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Participants felt that they work better with men than with other women. For instance, since the males are generally faster, doing physical training with them pushes the females to work harder.

In terms of performance expectations, these women feel that everyone is expected to pass, but not everyone has to pass well. The Recruit Drill Commanders (RDCs) want the whole division to pass, but do not necessarily care if some score high and some score low.

The women felt that some favoritism is shown in their division. Recruits who are in the chain of command (e.g., student leaders) do not have to work as hard as regular recruits, and those with staff jobs that seem hard are not expected to work as hard at other tasks. Recruit leaders who work closely with the RDCs are not held to the same standards of behavior that regular recruits are, and rules are not enforced as strictly with the leaders. At the same time, recruit leaders sometimes treat more “lowly” recruits poorly.

Recruits perceive that men and women are held to the same performance standards except for physical training. These standards also differ by age.

The women told us that male recruits and their superiors have more positive interactions than those between the female recruits and their superiors

5. *Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Social interactions mostly happen in the compartments (dormitories), which are gender-segregated. Recruits are not supposed to talk to anyone, male or female, outside their own compartments.

While women are not supposed to talk to the men, they do. Men and women eat together, which provides an opportunity for socializing. Also, men and women mix when they march because they line up by height. Often, the recruits end up hanging out with the people they stand near in the height line.

People become buddies primarily with those in their compartments. They also end up talking to those who are going to the same technical school after Basic Training. People tend to hang out with those with whom they are comfortable. Not everyone is accepted. Some people are left out because people do not like their hairstyles, body odor, or dental work. However, when work needs to be done, everyone works together, even with the outcasts.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

Some participants feel they get along better with men than with other women. They said that some females are “rotten.” “Males don’t have the [bad] attitude and the back-stabbing that females do.” The women told us that there was less competition between men and women than among the women.

Women feel that they can talk to men without fraternizing. They mostly do this in class or when they are “out and about.” This can cause some problems, though. Some women have crushes on the men and get jealous of other women who talk to the men just as friends.

There was general agreement that military regulations are clear—do not talk to, look at, or touch those of the opposite sex. Focus group members felt that this made teamwork more difficult. They posed the question, “How can you have teamwork when you are not allowed to talk to some of your teammates?”

In the beginning of Basic Training, women felt some tension because the recruits were afraid that they would violate the fraternization rules. In addition, some women were extremely vigorous in reporting even the smallest infractions committed by other women. Once the men and women were allowed to talk to each other and get to know each other more, the tensions have eased. Women reported that they all look out for each other, and they do not “tattle” as much.

Some situations that have been brought to the attention of superiors are when males and females pass letters to each other or spend too much time together. Women explained that

some of the fraternization rules are used by recruits, particularly women, to get each other in trouble. In these instances, the rules are twisted around to the advantage of the person looking for revenge, and small things are made to look bigger than they really are. Also, when women hang around the male recruits too much, even as just friends, other women joke about them and accuse them of being loose.

7. *Is your unit gender integrated?*
What is the proportion of women?
Is/was your basic training unit gender integrated?

Their division is about 50 percent female.

8. *How big an issue is gender in the military? Why?*

“How are you supposed to work with someone you can’t look at, talk to, or touch?” For example, some people pass out after standing in line for a long time. But a male recruit can get in trouble for catching a female recruit who passes out because that violates the no-touching rule. This conflicts with something else they are trained to do— help out their teammates and look for solutions within the unit before turning to superior officers.

One recruit said the gender issue is worse in Basic, and is justified at that time because the point is to learn, not write letters and have crushes. Once Basic is over, however, dating is okay and more integration is actually encouraged.

Others in the group think a bigger deal is made of the gender issue than is necessary.

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

These recruits felt that the Navy should fix the inconsistencies in how males and females are treated. They think males are treated better than females, especially in terms of privileges. Women who march under the males’ flag (when the divisions switch to become integrated) are given better and more frequent privileges than those (male or female) marching under the women’s flag.

One woman thought that they should allow males and females to study together so that they can take advantage of each other’s strengths.

Focus Group Session Summary

Navy

December 9, 1998, 1230 hours

Males in High Gender-Integrated Basic Training Units

1. *What occupational specialty are you training for and why did you join the Navy?*

Occupational Specialties

- Fire Controlman
- Radioman
- Construction Mechanic
- Aviation Electronics Technician (2)
- ETS on submarine
- Sonar Technician
- Electronics Technician (2)
- Machinist.

Reasons for Joining the Navy

- Advanced technical training
- Money for college
- Nothing better to do
- Learn a trade
- Become an officer and fighter pilot
- Family in military
- See the world/travel
- Get out of small town
- Serve country
- Provide future for family.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Trainees reported the following factors as helping their performance:

- Paying attention in class
- Listening to the RDC because they know what they are talking about and will keep you out of trouble

- Working as a team; shipmates helping each other with marching and studying
- Motivation and dedication
- Staying committed and working hard.

These factors were mentioned as hindrances to performance:

- Hostility toward shipmates given leadership roles
- Being treated like children
- Shipmates who do not like to be told what to do
- Attitude and ego
- People who do not want to integrate their schedules with the team.

3. ***What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

These trainees felt that they were not rewarded for doing jobs well, especially compared to their sister division. The sister division is allowed to have hour-long phone calls when they do something well, but the men only get 10 minutes for good performance. To these men, it seems like their sister division gets rewarded even when they do worse than the brother division. It is not so much that these sailors want the reward, they just want the acknowledgement. As the discussion evolved, the trainees said that this might be due to a difference in RDC styles. The sister division's RDC encourages both the males and females, but the brother division RDC doesn't encourage anyone.

Captain's Cup and Battle Stations brought the division together. Sailors thought that there should have been more group activities with women earlier in the training, more opportunities to come together and work as a team. After all, "They [the women] are as much our shipmates as the shipmates we sleep across from every night."

The group pointed out the irony of being taught for 7 weeks to help your shipmates, but then getting punished for helping a female shipmate who passed out while in line (in this case, both the male and the female were failed). "They were expecting us to change everything that we'd learned... It made it kind of haywire for the first day or so after that."

The respondents felt that being integrated is beneficial because the males and females compete with each other, which makes them all perform better. However, sometimes there is "trash talk" between the sister and brother divisions, and this can be hurtful and divisive.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Participants decided that this question referred to their bunkmates. They reported that it helps to have a bunkmate who is highly motivated. In most cases, new bunkmates eventually get on the same track, although some never learn to get along.

These trainees did not feel that all people are treated fairly or expected to perform equally well. Recruits who are given leadership roles are perceived as not being required to live up to the same standards as the rank-and-file recruits.

There used to be stiff competition among divisions, but that was stopped when it was discovered that RDCs were helping the divisions cheat. However, enough underlying competitiveness remains such that RDCs try to pawn poor-performing recruits off on other divisions. Sometimes, poorly performing students are given extra time to study so they will pass.

There was some disagreement in the group about the position of recruit leaders. Some felt that recruit leaders should not have to be responsible for anyone under them who messes up, especially if the behavior continues after repeated warnings. Others asserted that the section leaders' job is to be responsible for those under them. They all agreed that those who repeatedly hinder the division should be kicked out of the military.

One respondent who works in the Post Office has seen women and men from a variety of divisions and feels that women are allowed to keep packages (like candy and cameras) more often than guys are (like pin-up pictures, pictures of alcohol, and compact disc players). Also, one female recruit described to him all the things her division gets away with.

There was general agreement in the group that women get better and more frequent rewards than the men do.

5. *Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Groups form throughout training, but whole divisions do not socialize together. Several times the male division did try to sit down together to figure out what they were doing wrong, but it always ended up in conflict. Marching competition (men and women together) is the biggest thing that has happened to them. At first, they were raggedy and the women were angry with them about it. Then, they had to help out the women on runs and encourage them to do their best. After getting to know the women in that context, things seemed to go better when they were marching together.

Not being able to socialize together is perceived as a detriment to being able to work together as effectively as possible.

One respondent mentioned that some social groups are divided by race, and seem to not want other races to intrude.

One recruit stated, “Smaller groups tend to break up the division rather than bring it together.” The “cliqueishness” makes it harder to work together because some of the cliques make fun of each other and then have lower opinions of each other when they try to work side-by-side. Having something in common helps in forming social groups, but some people have nothing in common with anyone and so they remain outcasts.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

During service week, males and females interacted socially. One sailor admitted that he had been counseled for his social interactions with women.

Male recruits have been told from Day one to keep everything on a business level, and not to interact socially with women. One man got in trouble for asking a female shipmate where she was from. He felt that it was “weird” to be around someone all the time and not know anything about them. The male division had a day where they all sat down and talked about where they were from and why they joined the military. That helped a lot in fostering teamwork and camaraderie, but they do not know anything about their sister division.

The majority of social interactions take place in the classroom for 5 or 10 minutes at a time. Recruits are really only allowed to talk in their compartments, and the compartments are segregated.

Sailors were divided on whether regulations were clear. Rules in the fleet are different because sailors are allowed to socialize more there than when in Basic. Most agreed, though, that the rules are clear as far as how they are expected to behave, whether dating a military woman or civilian. The sexual harassment policy has been drilled into them, and they are expected to be gentlemen at all times.

They may date someone in the military, but she cannot be in the man's chain of command and they must not engage in public displays of affection while in uniform. "If they're in your rank, there's nothing wrong with that [dating]." These trainees say they know the rules and guidelines as far as their job and when they are on-duty, but when off-duty anything goes. One said that, when it comes to fraternization, the same rules apply off-duty and on-duty.

One trainee said he was once dragged into a Chief's office because his friendship with a female recruit was distracting her from her studies and affecting her performance. He heard that if she had not failed her test, he would not have been singled out "as a motivational tool for her, like if they scream at both of us, she'll get better."

During a closed ranked march, the short people were pushing the tall people forward. A tall sailor was pushed into a female master-at-arms and she made a noise. A sexual harassment investigation was launched that went on for a week; but was finally resolved at the individual level. There was the perception that the male was being singled out for something over which he had no control. But some respondents pointed out that it is understandable that the woman felt uncomfortable getting slammed into by someone who is not supposed to touch her.

One respondent said he was present when his shipmates were counseled about their interactions with women, and he noticed that RDCs automatically believe the woman's version of the story and assume the man did something wrong. Men are not given time to explain what happened; their only choice is to accept responsibility for the situation. When women are counseled, however, they are given the opportunity to explain exactly what happened and describe how it made them feel.

7. *Is your basic training unit gender-integrated?*

There are approximately equal numbers of men and women in their training division.

8. *How big an issue is gender in the military? Why?*

These trainees felt that gender is perceived as a big issue. One recruit was told by a superior that integrated marching units rarely win competitions because the all-male divisions are preferred.

“It’s a big issue where you don’t know what to do about it sometimes.” Recruits discussed the tension between treating the women like shipmates and treating them the way a gentleman is supposed to treat them. One male recruit “got ripped” for wanting to let the women go first during a physical exercise.

The group pointed out the contradiction between being told by the Navy to treat women as regular shipmates and the differing physical standards for men and women. “The Navy wants us to do one thing, but they don’t do it themselves.” “They’re teaching us one thing and doing another. It’s wrong.”

9. *Is there anything else you’d like to tell me about your training environment and experiences?*

One respondent said he is definitely in favor of having a sister division. “I’d learned how to work as a team with guys [before coming into the military], but never before with women and it’s helped me out.” Another said, “In a fleet, you’re working with a woman and taking orders from a woman, so it’s good to learn about that in training.” Another chimed in, “It’s definitely given me a new respect for [women].”

Focus Group Session Summary

Navy

December 9, 1998, 1430 hours

Males in Non-Gender-Integrated Basic Training Units

1. *What occupational specialty are you training for and why did you join the Navy?*

Occupational Specialties

- Aviation Hydraulics (2)
- Engine Specialist
- Hospital Corpsman (2)
- Sonar Technician
- Air Traffic Controller
- Damage Controlman
- Gas Turbine Engine Technician.

Reasons for Joining the Navy

- For the benefits and to get experience
- Money, travel and education
- For opportunity
- Support family
- To work on an aircraft
- To become an aviator
- Training in the fire-fighting field
- To get motivated
- Navy career and job security.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Recruits mentioned the following as factors that helped them perform their best:

- Hands-on training
- Clear explanations
- Help from shipmates
- Motivational awards
- Having a sense of pride

- Service week
- Feeling like they were doing a real job for the Navy

Hindrances included:

- Pride
- Not working hard enough
- Impatient instructors
- People not helping each other
- Tests used as teaching tools, “because we just try to pass the test and then forget the material.”

3. *What about your unit’s performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit’s level of teamwork contribute to performance?

This group considered their unit to be the division.

One participant stated, “Battle Stations, Service Week and Captain’s Cup really made the division come together.” Recruits felt that they performed the best as a unit during Battle Stations. They said that the war games were good for team spirit, but also provided them with a good example of how someone can bring down the whole team if that person does not pay attention.

They believed that Captain’s Cup represented a major turning point for the whole division’s attitude. One said, “Even though we competed individually, in the end everything counted towards the team. That’s what brought us together and got us cheering for each other. That’s also when you realize that all the things you were doing during training, that seemed annoying or pointless, has meaning.”

Trainees felt that some go out of their way to help others because that is just the way they are. “I feel like I wouldn’t have made it through here without them [shipmates].” Others help only because it is their responsibility to help. Some people spend all their time criticizing others, according to these recruits, which decreased their morale.

Recruits felt that they required time to get the “hang” of teamwork. “We’ve been like a team ever since Captain’s Cup [the last two weeks of training],” said one. They also said that they finally realized it does not matter whether they like some team members, they still have to work with them.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Recruits felt that working with others was sometimes difficult because many people have dominant personality types. “Too many chiefs and not enough Indians,” said one trainee. Everyone is expected to reach the same level, but not all people do. When one person makes a mistake, however, the whole division is penalized.

Recruits felt that some of the staff received special privileges, but also perceived that staff had to work a lot harder than others. They thought that gender-integrated divisions were treated the same as all-male divisions.

One recruit stated, “I don’t have any problem at all with women being in the military, and they seem to be holding up to the standard. A lot of them seem to have light duty, but then so do a lot of males. I’m sure there are quite a few of them that could out-PT us. I saw a girl in Service Week who did 80 push-ups. Another girl finished a whole Battle Station course with a broken leg!”

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

In the beginning of Basic Training, recruits mostly socialized with the people closest to them (i.e., in their compartment), but over time they began to socialize with others in the division. “All the section leaders tend to get pretty tight,” said one trainee. “It’s more or less who you’re around all the time.”

Trainees felt that social cliques did not hurt the division because they functioned primarily when the division was not doing training work. They said that during training, RDCs

try to arrange for people to work with different individuals instead of just working with one person all the time. Trainees felt that no one was completely left out, except for those who did not contribute to the team on a regular basis.

While trainees said that staff mostly keeps itself separate from the rest of the division, “it’s still a pretty friendly atmosphere compared to when we first got here and it was pretty hostile. There’s still hostility, but the division is pretty good at diffusing bad situations by talking it out and reminding each other that it’s not worth getting set back two weeks.”

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

These recruits reported that regulations required absolutely no interactions. During service week they were given the opportunity to interact with women recruits but were watched closely. One recruit was punished for “messing with a woman’s hat, and that pretty much scared us away from all females.”

Trainees said that fraternization was completely forbidden and the consequences were severe. They thought that regulations were very clear, but did not think that the female recruits were clear on the rules. “The girls didn’t seem afraid to come up and talk to us during Service Week!” Some in the group thought the fraternization regulations applied depending on the rank of the female only. Recruits felt that fraternization should not be a problem, unless the superior involved showed favoritism to the subordinate. They thought rules against talking to women recruits were pointless: “There are girls that have asked me questions and I want to help, but I’m afraid of getting in trouble. It’s hard.”

Sexual harassment regulations also were made clear to these men. The RDCs told them that if some behavior seemed questionable, it probably was and so they refrain from it. Recruits found this reasonable; they thought that this advice was much the same as would apply in the civilian world.

Recruits felt that regulations make people behave themselves better. This group had few stories about rule-breaking male/female interactions. One shipmate was accused of sexual harassment, but they have not heard anything more about it since it occurred. One recruit said he thought the charge was a set-up because the accuser did not like the defendant and wanted to get rid of him. In these situations, these recruits felt that the burden of proof rested more with the male.

Another respondent observed a flirting incident in the galley. He heard later that the man got into trouble but the woman did not. “They always believe the female, even if it’s the female’s fault.” Another participant disagreed, saying a woman is simply more likely to report an incident than a male, who may just walk away. He also pointed out that a woman is more likely to feel threatened by a man than the other way around.

Some in the group had heard about a male RDC who was caught engaging in inappropriate behavior with a female trainee. The RDC was “busted down to an E1.”

7. *Is your unit gender integrated?*

These men are in an all-male recruit division.

8. *How big an issue is gender in the military? Why?*

“I’ve never heard one person express the sentiment that women shouldn’t be in the Navy—they’re shipmates like the rest of us,” said one trainee. Another said that many recruits are happy about women being in the Navy, while a third responded that “they do improve the scenery.”

One trainee stated, “I don’t have any problem with [women in the Navy]. I get along good with women, and I can work good with them. It shouldn’t be made into such a big issue.” Another said, “You should mind your own business when people are dating instead of spreading rumors around the base. It’s worse than a high school here!”

Another group member went on: “It’ll be uncomfortable to work with women on the fleet after hearing [in Basic Training] so much about staying away from the women and not talking to them. They say we’re equal, but yet we have to stay so far apart and can’t talk to each other. Our behavior patterns for the fleet are being formed here. We need to get used to being around and working with females.”

Other recruits agreed: “A lot of people who come here haven’t had a lot of job experience where they’ve had to work with women and know what’s appropriate.”

The focus group was asked how they think their experiences would have been different if their basic training had been integrated. One replied, “Training probably would be better if we were in an integrated unit because we’d be more motivated. But we’d also be faced with different challenges.”

Another disagreed: “Integration would’ve hindered us because of the way the policy is about male/female relationships. We would’ve lost out on a lot of interesting conversation, wouldn’t have been as open, and would’ve had to be more toned down. You don’t have to watch what you say around a guy same as around a woman. You really have to watch what you say because a joke could be taken the wrong way and someone could really get in trouble.

This is true not just for gender, but for race and ethnicity as well. That's why I didn't say a word during Service Week, because I didn't want to get in trouble."

"We all bleed red," said another trainee, "and that goes even for the females."

Other comments included:

- "Gender, and drugs and alcohol, are the two biggest issues. I don't think it's such a big issue having women in the military; it's conduct. The military is trying its hardest to change as women are taking a bigger role in the organization, and that's going to take time."
- "The military doesn't want anyone to feel uncomfortable. The rules exist because you're there to do a job, not get a date. You get liberty; there's a place and time for everything."

Focus Group Session Summary**Navy**

December 8, 1998, 1430 hours

Females in High Gender-Integrated Technical Training Units

1. *What occupational specialty are you training for and why did you join the Navy?*

Occupational Specialties

- Electronics Technician
- Fire Controlman
- Hospital Corpsman
- Radioman.

Reasons for Joining the Navy

- To learn a trade
- To attend school
- To get a different experience
- To earn money for college
- To do something “interesting.”
-

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?****Did someone show you the ropes? Describe that person and how he or she helped.***

The women described their instructors as both a help and a hindrance. They explained that the better instructors worked with them and showed concern for their progress. Hindrances to success were described as lack of sleep, negative reinforcement, and compressed time schedules (i.e., too little time to learn all of the required rating skills). One woman mentioned that her shipmates influenced how well she could perform in her leadership position. Some people refused to pull their weight. One woman explained that the age of the sailor could also be a hindrance because it was more difficult for older trainees to adjust.

Some mentoring was mentioned, such as Petty Officers or instructors who helped after class, but the general tenor of the comments was that no one really explained things to them. The example given was this focus group. They were given no information about the reason for this focus group prior to coming to the meeting. One woman said that the leadership did not explain consequences to them. They seldom understood how something worked until they did it wrong.

3. ***What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***
- Did you have some individuals go out of their way to help or hinder others? What was going on?***
- Do the members of your unit work as a team when trying to accomplish tasks?***
- How does the unit's level of teamwork contribute to performance?***

First, the group discussed the unit. They described five different units, with the first four being gender integrated. The units were described based upon function. First, they described a work group which contained people on hold and waiting for orders. Second, they described the duty section which is determined by qualifications. Third, they talked about the class unit (broken out by ratings). The fourth unit, school, was a combination of all of the classes in a particular set of ratings. The fifth unit the women described was the housing unit, or deck. On the deck, men and women are separately housed on different passageways.

In the workgroups, performance was hindered by bad attitudes, which placed additional burdens on shipmates. Deck leaders did not always contribute to the work effort and this hindered unit accomplishment. Performance was helped when shipmate leaders worked as part of the team. During field days, the deck works together. This contributed to unit accomplishment.

Teamwork was discussed in terms of the difficulty of getting everyone to participate, the difficulty in handling slackers, and the negative effect of slackers on the unit. In many of the ratings, there was little opportunity for teamwork in class. However, when an opportunity presented itself (e.g., such as learning how to draw blood or work on a piece of equipment), the women noted that teamwork was essential and successful. They noted that they had to learn to work together and trust each other to accomplish tasks. Failure to work together could result in the injury of a classmate.

Participants reported that some individuals tried to hinder others. One example the women used was the issue of one individual on the deck who tried to get by without doing her work and without participating with the team. The sailors explained that this hindered the team and it also encouraged others not to participate with the team or to follow the rules.

Several women gave examples of working together in the class setting. They worked together in class labs because failure to work together or messing up during some labs could result in the injury of a classmate.

4. ***What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.***
- Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue***

of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Some women said that it was difficult to work side by side in their unit. Others had no difficulty with it because of the friendships they had formed. In class, the women got to know their classmates and were able to have an opportunity to choose who they wanted to work with. In the housing unit, the turnover was high and the women had to learn to constantly deal with new people. Since they had no choice in unit of assignment, they explained that they had to put personal issues aside and learn to work with each other.

Some women explained that fair treatment depended upon the relationship with superiors. While others agreed that superiors tried to treat each person fairly and without favoritism, they also agreed that this did not always happen. Some women said that knowing the right person could keep them out of trouble. There appeared to be some favoritism for pregnant sailors in that they were excused from morning muster.

Different expectations exist regarding performance. According to one woman, the better they performed, the more was expected of them. Superiors expected less of those who did not perform well. For example, some of the sailors in the class got into trouble for doing some of the same things that others were not punished for doing. Also, participants said sailors with higher rank were treated differently than sailors with lower rank. A discussion ensued about whether the favoritism-by-rank issue was different in training than it was in the fleet. One person summed up by saying that lower rank was bad, regardless of location.

Some women said that in school, men and women were held to the same standards. When men failed their studies, they were put back in another class or kicked out, as were women. The women also stated that some people believed that women do not perform as well as men. The women talked about equality in terms of the physical training standards. They said that the performance standards for physical training were different for women and men. They also remarked that some billets were opened for men but not for women. Additionally, participants said that in the duty sections, men did the heavy lifting and did not ask women to lift heavy objects.

Some of the women said that in boot camp and in technical training they were constantly lectured on trainee-to-trainee fraternization, yet they observed that high rank to lower rank fraternization occurred all of the time. They observed from the way the rules were enforced that fraternization between male instructors and female trainees seemed to be considered more of an infraction than same-gender fraternization (female instructor to female

sailor). The women defined some of the fraternization rules as follows: students and staff did not associate. Relationships between sailors within the same chain of command were considered fraternization. A trainee was forbidden to go out with an E5 or higher. Different rules applied to a couple outside each other's chain of command.

The women stated that instructors generally taught and went home. They observed that the instructors had no relationships with the trainees. They generally followed the rules.

The women said that the gender of the superior mattered. They felt that women were more strict than men. Male instructors appeared to care more about the students than did the female instructors. However, the women in the group had very little experience with women instructors. Most of the women in the group had not been taught by female instructors. They felt that the women instructors did not want a reputation of being easy and were compensating by being harder on the women students. Another woman said that there were only a few female instructors and that there were many male instructors. She commented that she thought the few women instructors had to prove that they could be as good as the men. The women commented that the gender of the subordinate did not matter.

5. ***Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?***

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

One woman stated that too many social interactions occurred in her class. She said that two people had already gotten married. Another woman talked about the ratio of women to men and stated that her class had 6 women and 40 men. In this situation, everything seemed to focus on the women. Another said that there were equal numbers of men and women in her class. One woman described the deck as "one big love triangle."

Social interactions in class included talking with their classmates during breaks, hanging out with people in their classes, and having someone from the same boot camp in class with whom to pal around.

The women agreed that there were groups of buddies in the unit. Some people get together with others from their boot camp division. Others said that they "hung" in a group with the same intelligence level. Still others said that people were left out of the group because they were considered to be weird. They compared this with high school and said that the maturity level was low.

According to some of the women, people were left out of groups because they acted stupid or because they were not as intelligent as others in the group. One woman said that people were really not left out of a particular group, but that people were in different groups and were friendly with other groups. Sometimes, students got into "fights" between classes

over academic averages. They competed with other groups or classes for the best academic average. This was encouraged by the instructors.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating? Do these social interactions cause any problems? Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective? Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled. Do your superiors have an open door policy?*

There were groups that include both men and women. Men and women mixed socially. They went to clubs, went out as a group of classmates, bowled together, and hung out as a class. Sometimes this resulted in problems. For instance, it was difficult to work with someone after a relationship has ended. One woman said that after ending a relationship, she got the “bad watches,” and so forth. Another woman said that this had more to do with the lack of maturity. She likened it to the high school attitude of “he dumped on me so I will get him back.”

One woman discussed a relationship she had with one male sailor. She said they realized that they had little chance of being stationed in the same place, so they had an understanding from the onset of the relationship that it would be short term.

Some decks had a bad reputation. The women described one as being labeled a “whorehouse.”

While the women generally agreed that the regulations were clear, they also agreed that they were not always followed. The women said that if both individuals were in uniform, no touching was allowed. If one person was in uniform and the other was not, they could be escorted, but could not touch. If both individuals were in civilian clothes and were on the installation, they could not touch. If both individuals were off the installation, no one cared. They said that the regulations were clear but that they were not equally enforced. For instance, the women felt that superiors got away with more.

Some of the women felt that if there were no restrictions, more women would become pregnant. They believed that enough women were pregnant now with the restrictions in place. One woman disagreed and said that while some of the rules were good, not all of them were. For example, she felt that the 9:45 p.m. curfew for A school was too restrictive. When asked if regulations helped, the women responded that they were good because they kept some types of behavior from becoming public (e.g., “making out” in public). The implication was that most women did not want to observe others’ public displays of affection.

The chain of command had been informed about some behaviors and was strict on some types of behavior. It appears, from the discussion, that the rules were enforced inconsistently or at least differently. One deck was described as a tough place, ranging from a Chief yelling at a person for hugging a shipmate goodbye to “writing people up” to taking away privileges. Participants said public displays of affection with an individual of the opposite sex were enforced while public displays of affection with a person of the same sex were not. Generally punishment occurred when sailors were caught. Shipmates did not usually tell on each other.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

The women in this focus group were all in units considered to be moderately to highly gender-integrated. Participants said there were very few women in each class. In one class, there were 2 women of 30 students. They said workgroups also were integrated. In one school the proportion was 3 to 1, men to women, and in another it was 10 to 1, men to women. Duty sections were different. One had 100 percent women, but most were 3 or 2 to 1, men to women.

Basic training divisions were gender integrated. There were the 900 divisions which had 30 men and 30 women. The other divisions were integrated/split divisions. Eighty women were on one deck (40 in each passageway) and 80 men were on another deck (40 in each passageway). Half of the men (the 40 on one passageway) combined with half of the women (the 40 on another passageway) to make one division for training. The other 40 men and 40 women also combined to create another 80 person division.

8. *How big an issue is gender in the military? Why?*

These women felt that gender was not as big an issue as it was made out to be. They said that problems between the ranks and between military and civilians were bigger than those between males and females. One woman said that in the year she had been on station, she had constantly been required to attend sexual harassment training and focus groups or seminars while the men were not required to attend.

The women also discussed receiving mixed messages. On the one hand, women were told to “suck it up” (i.e., don’t complain). On the other hand, they got the message that they must be protected by (or from) the men and were constantly told to report an incident that could be construed as sexual harassment, rather than to resolve it themselves. Some women also seemed to blame other women for sexual harassment (i.e., it was their own fault that men were attracted to them).

Women described inequalities they had observed. Men and women had different physical training standards. Women had fewer job opportunities than did men. Women had

no choice of ships, and frigates and submarines have no billets for women. Women had heard that ships were not open because “it is not cost effective,” or “women get pregnant,” or “women have female problems.” Participants said women waited longer than men for orders because there were not enough billets opened for women.

9. *Is there anything else you’d like to tell me about your training environment and experiences?*

Some women reported that the civilians who worked for the Navy treated them like “dirt.” Others felt that the Navy was making a bigger deal of gender than other things that they perceived as bigger problems, such as military/civilian relationships or rank relationships.

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

One woman suggested that the Navy make it an option to allow women to have any job for which they could meet the physical training standards.

Focus Group Session Summary

Navy

December 10, 1998, 0930 hours

Males in High Gender-Integrated Technical Training Units

1. *What occupational specialty are you training for and why did you join the Navy?*

Occupational Specialties

- Electronics Technician (3)
- Fire Controlman (4)
- Radioman
- Technical Corps
- Hospital Corpsman.

Reasons for Joining the Navy

- Money for college
- Switched from another Service
- Get technical training and skills
- Seemed like a good thing to do.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

These trainees said little about factors that helped them perform well. Factors that hindered them from performing well included people who do not want to be in training or do not take the training seriously, and people who would otherwise be in jail. Trainees said that instructors and other students end up spending time quelling disruptions or helping trouble-makers with their studies, and this takes away from the good students.

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

The term “unit” was not clear-cut for this group of trainees. In Navy technical school, people participate in many groups, including schools, classes, barracks, decks, and other combinations of groups, not all of which are made up of the same people. When talking about academic work, trainees referred to schools or classes as their units.

Most in the group said that they have had fewer opportunities for teamwork in technical school. Students compete against each other for the highest grades (which, in turn, will lead to the best orders after technical school), although this seems to vary by class.

In some classes, students help each other academically. Also, some classes have lab assignments, for which students are required to work together in teams. These trainees said that some students go out of their way to help those who are motivated and want the help.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates—can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Trainees felt that working side-by-side was easy if people are motivated. Otherwise, they found it difficult.

One man described an incident where, after room inspections, the only students rated as outstanding were males. The inspectors then went back to the rooms again and rated a few females outstanding even though, according to this trainee, their uniforms were wrinkled. He went on to say that he believes women get off with warnings when they have done something wrong, but men get punished right away. Another group member disagreed; he thought that punishments are distributed “pretty evenly.”

Trainees reported that, in one class, men who do not finish physical exercises are berated and called wimps by the instructors. But when women fall out, instructors rush over to see if they are okay. The Hospital Corpsmen said that in their school, no one is allowed to fall out, and everyone is treated the same.

Sailors related another incident where two class leaders—one male and one female—allegedly committed the same wrongdoing. The male lost his leadership position but the female did not.

Several men felt that women’s complaints were addressed more quickly than men’s complaints, because instructors and other superiors are afraid of sexual harassment charges. Others felt that, in the schools in general and in classes, superiors treat men and women equally; rather, people get treated differently based on their attitudes, not race or gender. Not so in housing, however. One sailor felt that staff women treat women class leaders with more respect than they do the men, although he suggested that perhaps they remember what it was like to be in that position (as a woman).

Some men felt that male mentors and authority figures sometimes act inappropriately towards the female students. But they said, “the female students are pretty good about it; they don’t want anything to do with fraternization.” One man described a female assistant class leader who gets “whatever she wants because she’s pretty,” while the male class leader cannot get what he requests in a timely manner.

5. ***Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?***

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

These sailors reported that some social interactions happen across ranks. Certain groups “hang out” together (e.g., smokers with smokers; Fleet returnees with Fleet returnees), and some people have friends only of their own race. Trainees said this does not affect their job performance. In some cases, in fact, it may help because it can foster healthy competition among the groups.

Trainees said that no one is left out on purpose, but then they reported that some people who are overweight, have body odor, or are different in other ways get picked on or left out.

One sailor commented that student immaturity causes some problems. Others agreed that some people seem to take pride in how much punishment they can accumulate. This sets a bad example because others see how much the offender gets away with and start violating the rules themselves.

Sailors said regulations are enforced, but enforced unevenly. Staff often do not seem to care when someone is arrested for driving while intoxicated or possessing illegal firearms. These men think that staff are partial to the more experienced students (i.e., Fleet returnees) and fail to communicate among themselves about infractions, contributing to inconsistent

enforcement. Sailors also pointed out that this varies by school—one trainee said the chain of command works in his school.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

Group members said that men and women trainees mix and date. “If both are willing, then anything goes.” They believe that this creates problems sometimes. Many people violate the “PDA” rule (no public displays of affection while either or both of the couple is in uniform), and the boundaries of other rules are pushed. Sailors reported that sometimes their whole class or school gets in trouble for something a couple does; at other times, one or both of the couple will simply get a slap on the wrist. Trainees also said that a few students had to get restraining orders against former paramours who did not want the relationship to end.

Most agreed that military regulations are not clear and that personnel of different schools and compartments interpret them differently. Some argued that everyone knows what the regulations are, but many just do not care to follow them. A few men commented that people on base for only a few weeks are most often the ones violating regulations. A Hospital Corpsman said that, in his school, regulations are very clear, and if sailors violate them, they are caught and punished.

There was general agreement that the manner in which regulations are enforced depends on the staff enforcing them. One sailor, who had been in an all-male Basic training unit, said that if he or his fellow Basic Trainees even talked to a female, they were set back in their training schedule. But he thought this had not been so for the integrated divisions.

Trainees said that primarily accusations of rape or sexual harassment get immediate and formal attention. They feel that their chain of command has an open door policy about these issues because staff wants to avoid media attention or “another Tailhook.”

These sailors expressed many negative feelings about sexual harassment regulations; they described these regulations as too open and having no real guidelines. Some resented the fact that sexual harassment classes are mandatory for women but not men; they feel this puts men in a weaker position. “They gave [women] ammunition; they know what they can get us on [and we do not know].” These trainees gave many examples of women allegedly using the sexual harassment rules to their own advantage. “[Women] can dish it out but they can’t take

it,” complained one trainee. “Sometimes it’s a set up, just to see the attention [the woman] can get.”

7. *Is your unit gender integrated?*

What is the proportion of women?

Was your basic training unit gender integrated?

All of these trainees are in gender-integrated units. The proportion of women in their units ranges from 5 to 20 percent.

Three of the 10 group members had been in gender-integrated Basic training divisions.

8. *How big an issue is gender in the military? Why?*

Trainees discussed in depth the position of women in the Navy, and made the following points:

- Physical standards should be the same for men and women because they are preparing for life and death situations. These men want to feel they can rely on the women as readily as on other men.
- Social interaction and sexual harassment regulations are unclear. One man wanted to know if a woman being cursed out by her commanding officer on the Fleet constitutes sexual harassment.
- These trainees claim that men who “can’t take it” get kicked out of the Navy, but women who cannot take it get help. Also, women do not have to run for PT, but men do not have that option.
- Men cannot curse or tell dirty jokes now that women are around. This is perceived as a loss.
- “Women in the military use their ‘whatever you want to call it’ to get by.”
- Some sailors defended women, pointing out that small or overweight guys have trouble meeting the military’s physical standards.
- Women make up for their physical limitations with brains. People should be able to contribute according to their abilities. “I’ll do the grunt work as long as she’s doing *something* to contribute.”
- If the military is going to be equal, then everything should be equal, and men and women should take showers together. As it is, women are treated differently because they are separated from the men and not seen as the same. “Nothing would be wrong [with women being in the military] if everything were equal.”
- Women get easier assignments than do men.

- Some wondered if women would be treated differently out in the Fleet. One trainee said he had been brought up his whole life to protect women, and thought that instinct would “kick in” if he were with a woman in combat.

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

One trainee stated, “There needs to be equal access across the board. Right now men and women are treated differently.”

Another trainee complained that it is too easy for women to “climb up” [succeed] in the military just because they are women. “It’s almost as if the Navy has quotas to fill.” A few participants said that feminist groups are meddling in military affairs on this issue. “The problem is that the people who make the rules and fight for equal rights for women have never worked in our shoes, been to our school or in the rating we’re in.”

One participant commented positively on changes in regulations that require pregnant women to stay in the Fleet, and allow women to stay in the Navy when they marry.

Another reiterated that men and women should not have different PT standards, and “if a woman can’t do her job, she shouldn’t be kept in that job. The rules should be applied consistently to men and women.”

Focus Group Session Summary

Navy

December 8, 1998, 1230 hours

Females in Low Gender-Integrated Technical Training Units

1. *What occupational specialty are you training for?*

Occupational Specialties

- Gas Turbine Mechanic
- Gas Turbine Mechanic, electrical
- Engineman
- Damage Controlman.

Reasons for Joining the Navy

- To take advantage of the College Fund
- To get a different kind of career
- Because their fathers had been in the military
- To earn money.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

The women described four different influences on their success. Male classmates in low gender-integrated classes were credited with helping the “only” woman in the class. The Senior Chief (in the school) and the instructors influenced success because they conducted voluntary and mandatory study halls for the sailors. The women also credited their own skills that they learned in boot camp for their success. Finally, they commented that support from people at home was important to their successes.

One hindrance to success appeared to be the rumors that circulate within the unit about the shipmate (trainee) leaders. These rumors hindered success and were attributed to jealousy on the part of classmates. The women also discussed a second hindrance as the people in their units who did not contribute to the work effort. A third hindrance defined by the women were the men in the unit who made it harder for women to do their jobs. The women stated that they felt that it took them a longer time than the men to earn respect.

The women agreed that no one had shown them the ropes. They stated that when they were given a leadership position or a job, there were limited instructions. They were usually told what to do but not how to do it. One woman talked about learning by being respectful of the other person.

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*
- Did you have some individuals go out of their way to help or hinder others? What was going on?*
- Do the members of your unit work as a team when trying to accomplish tasks?*
- How does the unit's level of teamwork contribute to performance?*

The women used several different definitions for unit, based on function, including the deck (housing unit), the school, or the class. In class units, performance was improved when the students studied together.

On the deck, performance was hindered by shipmates who did not contribute to the work effort. One woman stated that her shipmates only supported her in her leadership position if they liked her.

The women talked about receiving different reactions from their male classmates. Some men seemed to understand that the women are in school for the same purpose as the men. These shipmates showed respect for the women. Other male classmates hindered performance by treating women only as sex objects. The women said they have heard the men saying that women "get off" with the easy jobs. In order to gain the respect of these male classmates, the women were required to first prove their capabilities as sailors to their male counterparts. The implication was that the male members do not have to provide proof before achieving respect.

One woman provided an example of this effect. She talked about a rating (i.e., occupational specialty) which had opened to women within the last year. In this field, men used to work with only other men. She noted that over the past year, things have improved regarding the acceptance of women in that rating. However, women still have to work harder to prove themselves.

Six women in the group were the only woman in their class.

Several factors contributed to unit success. The class unit studied together for tests to increase their unit average. They also competed with other units for the best test average. Teamwork contributed to success. One woman said that their class performance improved when her class would go out together the night before a test to socialize and talk about the test. This helped them to do their best as a unit. The women talked about helping each other by sticking by the classmate who was failing and helping that person to make the grade.

The women talked about how student leaders tried to get people to behave as they wanted them to. Some class leaders would get the instructor to make the whole class do push-ups if one person misbehaved. They appeared to use physical activity as punishment. Discussion ensued about whether a leader could force a sailor to do physical activity as punishment after basic training. There was some disagreement on how this worked or whether it

worked and whether it was the best method to use. The women also discussed this as a problem in terms of whether this was really how things worked in the fleet. They questioned whether training rules and fleet rules were the same and whether they were enforceable.

One woman talked about having failed a test and being placed in a different class (to repeat the task). She said the men in her new class went out of their way to help her pass. She felt that everyone was willing to help if the person who needed help was willing to accept it, but sometimes individual backgrounds get in the way of accepting help.

On the deck, women said that they do work together. They pull together when they have to. They explained that they were motivated to work together because failure to accomplish the task could result in loss of liberties for the entire group.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Women reported that individual backgrounds made it difficult to work together or get along at times.

One woman who held a leadership position stated that she thought student leaders were held to a higher standard than other shipmates. Others disagreed, believing that all shipmates are *expected* to perform equally well, but the rule is not always *applied* equally. The women noted that favoritism exists and that people are not always held accountable for their behavior. They also noted a difference in the technical school leadership and that of the deck, generally agreeing that instructors were more fair than the Petty Officers at the deck.

The women discussed several influences on fair treatment. First, they felt that appearance had an effect. Secondly, they discussed fairness in terms of popularity, stating that wanting to be liked interferes with accomplishing the job. Third, some felt that being liked by a superior netted better treatment. And finally, some felt that the chain of command favored some shipmates over others and allowed these shipmates to slack off.

Some women believed that it is an equal Navy. Others stated that when it comes to physical training, women must prove themselves while men are accepted without proof. Women observed that some men were more supportive than others. Some women agreed that the men were very supportive of them during physical training, by encouraging them, running with them, or pushing them to do their best.

The women talked about the relationships in the classroom with instructors. Some felt that the instructors sometimes have difficulty dealing with women when women make a friendly gesture (e.g., smile or say “hi”). Some women felt that the instructors did not know how to react to them.

Some of the women talked about their senior classroom Chief as a friend. They said that they could talk with him about anything. Still others talked about the separation being artificial because it taught them how to be separate and avoid fraternization but not how to work together.

The women discussed fraternization and military regulations. They provided the following rules: if two people (male/female) were in the same chain of command, dating was not allowed. If they were on a ship and in the same chain of command and were dating, one moved to a different division. They viewed such a move as a way of avoiding fraternization rather than a punishment for fraternization. Some women stated that fraternization was rampant and that they had observed different situations to include E1s going out with E8s. One woman gave as an example her relationship with some male sailors who worked in the galley. By being friends with them, she could get candy and sweets. But she also acknowledged that this was fraternization.

Some women felt that fraternization did not affect performance. They stated that if it did not affect business, then it should not be considered bad. They felt there were other things that affected teamwork more than fraternization, for example, teaching sailors to “rat” on their shipmates.

The women stated that there were not enough female instructors to look up to; however, there was also some agreement that women instructors were much harder on women. (I was unsure whether they were harder on women than on men or whether female instructors were harder on women than the male instructors were.)

The women also stated that the male superiors did not always know everything when it came to helping the women with gender specific things like folding female under garments for inspection. However, they felt that the male superiors assisted them anyway.

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

The women differentiated between deck and school groups. On the deck, socialization with men is not allowed. In the class, they felt that things were pretty laid back. The men “hang out” with the women in C school. In A school, the rules were tougher and men and women had fewer opportunities to mix. There also appeared to be some inconsistency in how the rules were applied from one class to another.

The women also discussed public displays of affection. They explained that the rules allowed them to talk with each other but not to touch each other (e.g., no hugs).

Most of the women acknowledged that they had a group of buddies. They listed some of the positive aspects of these groups. Some women stated that the men in the group became their brothers and helped them with school as well as with personal problems. They also acknowledged that there were different kinds of groups. Some were male/male; some were female/female; still others were male/female. The groups affected their lives positively because belonging to a group and getting together with that group gave them something to look forward to. One negative influence was discussed in terms of peer pressure. One woman talked about the difficulty of the morning after a night out drinking with her buddies.

The women seemed to agree that everyone found their own group and that all were accepted.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

The sailors agreed that groups included men and women and that men and women mixed socially. The types of activities they described ranged from group activities such as going to the movies, to watching television and hanging out with classmates, to dating. Some stated that dating did not cause any problems. They stated that some women were able to keep the personal and the professional separate. Others described some problems with jealousy in the unit as a result of dating situations. They also said that instructors teased them when they found out about dating situations.

The regulations and policies were discussed in terms of their clarity and their enforcement. First, some felt that the rules contained too many gray areas. Others did not know all of the rules. One woman described the difficulty she had returning to the school from the fleet. The fraternization rules were different for her in school than in the fleet and she had a difficult time readjusting. (Sailors who once were her friends were now in a position of authority over

her and could not socialize with her.) The women also discussed fraternization as it applied to all types of relationships—not just male/female relationships. For example, they talked about fraternization as it applied to sailors of different ranks. One woman felt that the “Don’t Ask, Don’t Tell” policy was more lax than the fraternization policy.

Enforcement of the fraternization policy was discussed as inconsistent. The women stated that military rules on fraternization were ineffective because they were enforced inconsistently. Enforcement was dependent upon getting caught or being reported.

The women agreed that some situations had been brought to the attention of the chain of command. A situation was described in which the male sailors did not obey the separation of men and women by specifically ignoring signs that indicated “female only” area(s). These men were reported and a Captain’s Mast was held. They generally described the types of punishments meted out at the Captain’s Mast. The punishments ranged from restriction to loss of pay, to loss of schools, and so forth. The women relating the story felt that this was an effective way to deal with infractions.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

The women all agreed that their classes were integrated, but their decks were not. In the engineer ratings, there was one woman to approximately 22 men (in a class). Most basic training units were split with the women on one deck and the men on another deck. Each deck was split into two half divisions by passageways. The men on one passageway of one deck would combine with the women on one passageway of another deck to form a division for training exercises. The remaining passageway on each deck would then form another gender integrated division.

8. *How big an issue is gender in the military? Why?*

Some of the women said gender was not an issue unless they made it one. Some said things were getting better in terms of gender relations. Still others said that there were some problems. They provided the following examples. First, in the engineer rating, some men still question the ability of the women. One woman said that male firefighters tended to question the ability of the women firefighters based on the women’s sizes. She stated that she was small and had to work hard to dispel the doubt about her abilities. However, she also stated that men picked on small men. Another woman said that men did not seem to have a problem with women who pulled their own weight. One gender issue noted by some women was the lack of billets based on gender. They said there were not as many options for women because the billeting space for women on ships was limited. Still others blamed women for the gender problems, citing as examples the pregnancy rate of women on ships in the “old Navy.”

9. *Is there anything else you'd like to tell me about your training environment and experiences?*

Some women observed that they would rather work with men than with women because of their experiences with women not always contributing to the work effort. They also stated that they felt that women tended to involve the chain of command too much in trying to solve problems rather than solving the problems within the unit.

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

Some of the women felt that the rules regarding public displays of affection were unreasonable and should not be so stringent. They talked about hugging and stated that this was not necessarily a sexual act and should be allowed. Other women said that trainees should be treated more responsibly.

Focus Group Session Summary

Navy

December 10, 1998, 0730 hours

Males in Low Gender-Integrated Technical Training Units

1. *What occupational specialty are you training for and why did you join the Navy?*

Occupational Specialties

- Engineman (9)
- Damage Control.

Reasons for Joining the Navy

- To further my career
- To get somewhere and not be average
- To say I've done something
- Nothing better to do
- Money for college
- Change my life/better myself
- See the world.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Trainees mentioned a number of factors that helped them perform well, including:

- "Keeping a clear head."
- "Avoiding distractions, and there's a lot on the base."
- "Keeping in mind what I'm here for."
- "Keeping focused, remembering that I'm here to do a job and learn my ratings."
- "Instructors."
- "Learning Resource Center."

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

When talking about academic work, trainees referred to schools or classes as their units. Details are accomplished more often with deck- or shipmates. These sailors felt that teamwork contributes to the class performance, although sometimes classmates have arguments and conflicts. One sailor who works on engines with his classmates said that his team always comes in last because they are not organized and they argue all the time. A sailor in another class reported that his class had the second highest average in the school, and they accomplished that because they worked together every night, helping each other with their studies. One man said, "If you need help, you can get it very easily from the instructors, and sometimes classmates do help each other."

The Damage Controlman and those working on engine tear-down reported that they have no choice but to work as a team. It is more efficient if they work as a team, even outside of class, as when they have to clean their quarters on duty day. In addition, the class is looked at as a whole, so it reflects badly on all of them if one or two students perform poorly.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates—can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

These sailors believe that they are all expected to perform equally well. The Damage Controlman complained that Fleet returnees (trainees who have already been out on the Fleet) are integrated back into class with those who have not yet been out to sea. He thought this was unfair because the returnees have a "jump start." Another group member disagreed, saying that the returnees often slack off because they think they already know it all.

The sailors told us that women often do not perform as well in physical training. According to the Damage Controlman, "For some reason, when we do physical training in the morning, the females always fall out [of the run] and the instructors aren't as hard on them for it." Another sailor said that some of the women make excuses about not feeling well when they do not want to do physical training.

One sailor disagreed, saying that technical school females are treated the same and expected to keep up; sometimes they even lead physical training.

Some participants believe that most women will just end up doing paperwork once they are out in the Fleet, as opposed to more demanding, or important, jobs.

Although Engineman school has no female instructors, the group reported that it mostly makes no difference whether the superiors or subordinates are male or female. One respondent described a female classmate who is “very friendly” with all her superiors, but he went on to say it was “no big deal.”

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out help with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

The sailors said, “We have fun, laughing and joking with each other.” They told us that some cliques tend to socialize together in and outside of class. The sailors do not necessarily attend class with the people who live around them, but this does not affect them in terms of the jobs they do and military life in general.

One said, “Rednecks and blacks tend to stick to themselves (not together, though). Pretty much everyone has a group they hang out in.”

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

These men reported that men and women socialize together, and many date. The respondents described negative incidents involving women. One described a woman he knows who has dated “practically everyone in her division.” Another explained that a group of women recently moved into his Quarters and the “problems went sky high once [the women] came because they caught people in the laundry room, in the lounge and in the smoking room.” Some respondents felt that the women most likely to cause trouble are those that come on base for only a few weeks—since these women are not there for very long, they do not care whether they “mess up” or not.

Other sailors pointed out that men contribute to problems just as much as the women because they know perfectly well what they are doing. One expressed the view that these issues were more related to age than to gender. He said, “A lot of kids coming on base are just out of high school and don’t have enough maturity yet to handle all the responsibility they’re given.”

Most in the group agreed that the rules are clear, but they said that no one follows them. They said that this situation also exists in the Fleet—everyone knows what the rules are, but it is more important not to get caught breaking the rules than to adhere to those rules. Recruits often see it as a challenge to push the rules as far as they can push without getting punished. These men expressed the view that their superiors, as well, are more concerned that recruits do not get caught than that they do not break the rule in the first place. They told us, “The rule is, don’t get caught.”

Trainees said that some situations have been brought to the attention of the chain of command, and these are usually handled somewhat quickly, but not always fairly. The group gave the example of two women who were caught “doing something” together in various parts of the Quarters. One of the women claimed she was drunk, so she did not get punished. Another trainee said that most superiors have an open door policy. He reported that one of his instructors asks the students every day if anyone is in trouble or if anyone has seen anything.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

Most of these trainees’ classes include at least one woman. The entire Damage Control School has only five or six women. The Engineman trainees reported 12 percent women, 10 percent, and 18 percent in their various classes. All but two or three had been in integrated Basic training divisions.

The questions about whether their basic training units were integrated started a broader discussion about gender integration in the Navy. One respondent in particular felt that “Integrated isn’t right. I don’t agree with it at all.” He said that integrated divisions “get dropped” (i.e., have to do push-ups) more often than the all-male divisions, and that the integrated divisions do less well in the Captain’s Cup competitions because the women set the pace, which is always too slow. He did not like the fact that integrated divisions are not allowed to compete with all-male divisions for the Captain’s Cup. Another trainee described a woman who flirted with all the men, but she would then get any men who flirted back with her into trouble. Another stated that if females want to be in the Navy, “they should have to do everything we do,” including getting their hair cut short and adhering to the same physical training standards. Some in the group told us that integration was more trouble than it was worth.

Other trainees disagreed with the negative view of gender integration in training. One said that integration was good because, “If you can’t work with them in Boot Camp and training, how will you work with them on the Fleet?” One sailor said different physical standards made sense because most women have not spent their whole lives doing the physical kinds of activities that most men have done. Also, this man said, plenty of men cannot achieve what some of the women can, physically.

Most of the group, however, agreed that women technical trainees are expected to do exactly the same things as men trainees. They also told us that technical school was better than Basic Training because the chain of command is better.

8. *How big an issue is gender in the military? Why?*

Group members continued making the same points as described in Question 7. A few in the group told us that, if males and females were segregated during Basic, many fewer people would get in trouble. “There shouldn’t be a split standard [for physical training requirements], but I don’t have a problem with women being here.”

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

The group continued to argue about whether training should be integrated or not. Some asserted that training and barracks should be segregated; one trainee thought that women should not be in the Navy at all. Other trainees said that they had been “distracted” by having women in Boot Camp. Most, though, told us that integration is good because men and women in the military have to learn to work together. However, they want uniform physical standards and they want fair and equitable fraternization and sexual harassment rules and rule enforcement. Everyone in the group reported stories about women using rules to “get even” with men they did not like, or to evade punishment themselves.

Focus Group Session Summary

Navy

December 7, 1998, 1500 hours

Females in High Gender-Integrated Operational Units

1. *What occupational specialty are you in?*

Occupational Specialties

- Hospital Corpsman (5)
- Aviation Electronics
- Aviation Mechanic
- Yeoman
- AT
- Unrated.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

A few sailors said that they are often prevented from doing the job for which they trained; instead, they are assigned to do paperwork. One woman explained that the aviators think it should be a man's world and they do not like women invading it. Another woman said that not only does this keep them from doing what they were trained to do, it hurts their potential for advancement.

Some had experienced commands where people showed them the ropes; others did not have a positive experience. One woman tied her negative experience to her gender. One of seven women assigned to a previously non-integrated 7,000-person ship said that they found no one willing to help them get acclimated.

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

Women found it helpful when one shift "passes down" information to the next shift.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates—can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

One sailor said that, in her office, *she* is not included in the work social network. She attributes this fact not to her gender, but to the fact that she does not yet have ship experience. Another woman said that she had been treated poorly at first because of her gender. A third agreed, saying that some male sailors do not take a woman seriously, even if she has authority over them. One woman said that race factors into this as well. Two participants said that “good ole’ *gal*” networks exist as well, and those in this club receive special privileges.

One woman thought that women in the Navy are held to lower standards, because they are physically unable to accomplish certain tasks. This angers some of the men, but she pointed out that not all men can meet these standards, either. A sailor said that male subordinates often do not respect female superiors. However, another woman said this is *not* true in her specialty (hospital corpsman).

Pregnancy caused friction between women and male superiors. One woman said, “The Navy thinks of you as handicapped when you’re pregnant.” However, women also thought that male superiors do not understand the needs of pregnant women. One group member joked, “If you tell them that you have a doctor’s appointment, they ask you, ‘Can you reschedule that?’”

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

These sailors described unit-based social activities, like going to lunch, but they talked mainly about perceptions of fraternization. They said that if a woman and man are friendly, others automatically assume they are involved sexually. One respondent said cliques natu-

rally form, such as different shops, different racial/ethnic groups, or “khakis” (i.e., officers) versus enlisted. Another woman said that some people exclude *themselves* from social groups.

6. ***Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating? Do these social interactions cause any problems? Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective? Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled. Do your superiors have an open door policy?***

These sailors focused the discussion on dating only, and did not talk about other social situations. They described numerous anecdotes of fraternization. For example, a female enlistee was caught sleeping in a plane while she was on watch. She did not get a severe reprimand, and these women perceived that she got off lightly because she was dating “the right person.” In another example, a female yeoman was caught drinking and driving with her skipper. Since she was dating someone “popular in the command,” she received only “a slap on the wrist.” These women believed that the rules were clear, but not enforced consistently.

7. ***Is your unit gender integrated? What is the proportion of women? Is/was your basic training unit gender integrated?***

All of these women were in units with at least one woman. Some were the only female in their unit, while others were in units where women outnumbered the men.

8. ***How big an issue is gender in the military? Why?***

One woman sailor pointed out that the Navy was the last of the Services to integrate women into its ranks. She said that it is not easy to be a woman in the Navy right now. Another woman said that the level of difficulty was sometimes correlated with the amount of time a ship had been integrated. She said if a woman is the first female on a ship, the men either ignore her or “hit on” her.

Another woman added that certain women make the situation harder for the rest of them. When one woman blunders, all women end up with the same label of incompetence. Further, misconceptions abound about women and their actions. For example, one woman said that a news item had reported that many women on ships had become pregnant, yet most of these women conceived *before* they got on their ship. Another group member said that the

Navy wants to provide training on birth control now because it views pregnancy as a problem. She also said that men have the perception that women get pregnant to avoid sea duty; another sailor countered that some women *do* conceive just for that reason.

The group had a lengthy discussion on black women and hair. The consensus was that white superiors, ignorant about the care of black hair, should try to be less ethnocentric. The group thought that regulations should reflect the different needs of these women.

Another major topic included the treatment of single mothers, and mothers in general. Some superiors believe that female sailors' children come first. Participants said that superiors need to be more open to flexibility where children are concerned. The adage, "If the Navy wanted you to have a child, you would have been requisitioned one" seemed a favorite of this group.

Focus Group Session Summary

Navy

December 8, 1998, 1000 hours

Males in High Gender-Integrated Operational Units

1. *What occupational specialty are you in and why did you join the Navy?*

Occupational Specialties

- Hospital Corpsman (4)
- Aviation Mechanic (2)
- Avionics Technician
- Yeoman
- Ship Serviceman.

Reasons for Joining the Navy

- To get away from home
- To travel
- To serve country
- To get a job
- Experience
- College money.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

These sailors felt that teamwork and having others who care about you helped their proficiency. One sailor said that budget cuts have hindered performance. He said, for example, that they do not have money to purchase ship repair materials. Group members said that "old timers" had helped them when they needed help or had a question. One sailor added that his mentor had shown him "how to play the game;" several other group members agreed with this.

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

About half of the group thought of “department” as their unit, while the other half thought of “shop” as their unit. The group did not focus on situations exemplifying positive unit performance (most of the focus was on hindrances). One sailor said that he would like to get positive feedback for a job well done.

About half of the group said that lack of human resources was the primary hindrance to unit performance. Fewer people are available to complete the work, but their mission has not changed to reflect reduced staffing. One man said that when he first got to his command, he was informed that it was 35 percent undermanned; he thought that percentage was now even higher, but the work load remained the same. Another sailor said that 3 years ago they had 30 people; today, they have less than half that number.

This group had the perception that certain service members did not pull their fair share of the work. One such group was referred to as the “Twilight Team,” individuals close to their separation date who lack motivation and thus often let the unit down. Another sailor added that senior sailors will use the excuse of “I’ve done my time” to get out of their share of work. Still another sailor mentioned that single people end up with more work than do sailors with families.

One participant thought that micro-management hurt performance in his unit. Often, he feels like his hands have been tied and he cannot excel.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

The group had strong, mostly negative, feelings about gender equity in the Navy. Sailors described situations where they thought a woman had “slacked off” and hurt unit performance. These men felt that favoritism was shown towards women, yet many women did not know how to do their jobs.

These sailors also expressed the perception that women sailors become pregnant in order to avoid some responsibility (e.g. the annual PRT). Group members claimed that once a woman is pregnant she is placed immediately on “light duty,” forcing men to pick up the

slack. One sailor implied that pregnancy meant that she could no longer do the job that she was contractually bound to do.

Sexual harassment was seen by sailors as a one-way street. One said the Navy had a double standard whereby females could claim to be harassed, but males could not.

5. *Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Sailors described social groups outside of work, as well as interaction at group activities, such as sports and unit-sponsored parties. One man said, "It all comes down to personal taste. Some people tend to get along, and those people interact socially."

An African American sailor said he thought that people tended to stay within their own racial group. Another man said that he is not part of the unit clique because he does not like to go out and drink. A third sailor said that religious servicemen tend to be left out of social activities.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

Some sailors said that there was nothing wrong with fraternization, as long as everyone remained professional. One sailor complained, "They want us to work together, yet not be friends." Several sailors mentioned situations where they thought improper fraternization had taken place. Group members stated at first that regulations on fraternization were decidedly unclear. However, after this initial response, the group backed away from this position and said that regulations were clear, but not always enforced, and when they are enforced, regulations appear to be enforced inconsistently.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

Most of these men are in units with high proportions of women. They were all in integrated basic training.

8. *How big an issue is gender in the military? Why?*

The group was divided on how they perceived women in the military. Half expressed the sentiment that, as long as one does one's job, gender should not matter. However, the other half suggested that women often do not pull their own weight. One man said that perhaps the military should conclude that this "experiment of including women in the military" had failed. This same individual felt that the majority of women do not do their fair share of work. Another group member immediately retorted that some *men* do not, either.

9. *Is there anything else you'd like to tell me about your job environment and experiences?*

Two group member thought that communication might be a way to address gender issues. One suggested that more two-way communication (e.g., focus group discussion) and less one-way communication (e.g., training, lectures) would help service members. Another agreed that formats which encourage discussion were useful. He said that right now, a lecturer literally reads from some manual to a captive audience. He pointed out that more communication also should to be done at command level.

Focus Group Session Summary

Navy

December 7, 1998, 1230 hours

Females in Low Gender-Integrated Operational Units

1. *What occupational specialty are you in?*

Occupational Specialties

- Operations Specialist (3)
- Fire (2)
- Electrician's Mate (2)
- Postal Specialist
- Quartermaster
- Aviation Support.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

One respondent said that performance level was raised when superiors believed in the sailors and were not "looking over your shoulder." About a third of the respondents said that they had not been empowered to do their jobs. One woman said, "It's best to learn by actually doing the work, not just watching—but they won't let me do the job I was hired to do." Another respondent agreed and added that she had lost confidence because she had not had an opportunity to use her training. This discussion crossed gender. They felt these hindrances were not directed just at women.

However, there was considerable discussion and agreement on the fact that, in addition to the above, women were not given opportunities because of their gender. Half of the respondents explicitly said that they were not assigned work or were not treated differently because they were women. One woman said that they often stick women with paperwork, rather than allow them to do that for which they trained. Another woman said that she was told by her Chief that, "she should never get [her] hands dirty." This respondent implied that it was because of her gender.

However, this treatment was not across the board. Two women said that they were treated no differently than their male colleagues. Although one of these women was one of the first females assigned to her ship, she said that at first, they were not quite sure what to make of her, but things eventually worked out well. A third woman said that she did not have difficulties because of her gender.

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*
- Did you have some individuals go out of their way to help or hinder others? What was going on?*
- Do the members of your unit work as a team when trying to accomplish tasks?*
- How does the unit's level of teamwork contribute to performance?*

The respondents did not provide a definition of unit; rather, the moderator provided one for them. She asked them to think of division level for the questions about unit performance.

These sailors felt that some individuals were a hindrance to team performance. In general, the women said that this depended on the division as well as the people in that division at any one time. Another respondent said that one division could sometimes hinder the performance of another. She said that the Navy had too much "territoriality" and that divisions were not willing to cover for one another.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*
- Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.*
- Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?*
- What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?*
- Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?*

There seemed a consensus that working together was sometimes hard because not everyone pulled their weight. Another problem (mentioned earlier) was that the superiors did not trust them to do their work, and all too often told them how specifically it should be done.

One respondent said that often a superior would take the credit for the hard work of his or her subordinates. Others added that it was necessary to "kiss ass" and to make certain that they were visible to their superiors; those who did not behave this way were not rewarded, regardless of their work quality.

One woman addressed the *perception* of favorable treatment towards successful females. She had risen somewhat quickly through the ranks, and she felt that people thought

“Who did she screw to get where she is?” At one point, a respondent said, that while *she* was different, “a lot of females go in the Navy and they just act like they don’t care, or they can’t lift it up, or they go in with a weak mind, or they go in thinking of themselves as a woman.” This respondent said that she was ready to work, but the men she works with hold her back. She tried to transfer, but she said they refused to allow this because she was a good worker. Later, another respondent said, “The women who say ‘I can’t do this because I’m a girl’ give all women a bad reputation!”

However, other females offered stories of men getting preferential treatment. One woman said that her Petty Officer has no respect for females. Another woman spoke of her Petty Officer’s boys’ club—a group of men who ate together and hung out together. The respondent said that if one of these men slacked off, it was overlooked. Other women provided specific examples of situations where they were treated unfairly.

In general, these women expressed mixed messages: sometimes less was expected of them (e.g., “Chief doesn’t want me to get my hands dirty”) and sometimes more was expected (e.g., “as a female, we’re automatically expected to perform at a higher level”). The flavor of the “equity” remarks seemed to flip back and forth throughout the session. At the end of the discussion, one woman added “Sometimes they treat us like we’re handicapped, but sometimes they treat us like we’re Super Woman!”

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Types of social interactions included going to ball games, and being chummy at work (when no outsiders were around). Some units had cliques (some made exclusively of men). People in one of these cliques got special treatment. One woman said that she was left out at first because she was a woman, but this had changed recently. Others said that someone always got left out (e.g., “nerds”). Although this respondent said that superiors needed to take care not to treat these outsiders poorly—if people in their chain of command treated the person poorly, that person had no one to turn to—this had happened, and it was not fair to that individual.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What

kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.
Do your superiors have an open door policy?

This group provided little in the way of description of social interactions. One woman mentioned sports activities, others mentioned friendships in general.

One respondent said about fraternization between men and women: “People who can’t differentiate their personal lives from their professional lives—some of that has to do with the fact that these people are coming straight out of boot camp, they are away from home, they don’t have any friends, and they’re single and living *on the boat*. [These things] sometimes have a lot to do with the fact that they can’t differentiate between those two separate lives. They spend 24 hours a day on the boat and the only people they know are on that boat.”

In regards to the clarity of regulations, the first reaction of most respondents was no, the regulations were not clear. The rules were spelled out sometimes, but not others; rules applied to some, but not all; there were often exceptions to the rules. For example, sailors discussed a well-witnessed, documented, public kiss between a married Master Chief and a First Class. While statements about the incident were officially taken, nothing substantial happened to either individual. These sailors felt that he got away with it because he was a Master Chief. In another example, an officer and a second class sailor were caught by the chaplain having sex in the bushes. Again, nothing came of this. These incidents served to fuel the idea that regulations were not carried out consistently.

One respondent asked why the rules were necessary. She felt that service members should be able to remain professional without rules. Another respondent disagreed, saying that some cannot maintain that level of professionalism.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

These women were in units with low gender integration. Their basic training units were integrated.

While two or three women said that segregated training would be better (in order to maintain focus and not worry whether you had an attractive neighbor) others disagreed. Many agreed that integrated training was a useful for getting men ready to work with women on a regular basis.

8. *How big an issue is gender in the military? Why?*

In response to this question, a majority of the respondents said that gender is not a big issue. However, two women described situations in which they were not provided training while men were. One woman asked to go to welding school, and her superior's response to her was "You're a woman, why do you want to weld?"

9. *Is there anything else you'd like to tell me about your job environment and experiences?*

There was some discussion about desired improvements to personal facilities (e.g. number of showers for women).

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

These sailors expressed a desire for consistent policy on fraternization; they did not think it should be up to the individual command. In addition, they think there should be no exceptions to the rules.

Focus Group Session Summary

Navy

December 8, 1998, 0800 hours

Males in Low Gender-Integrated Operational Units

1. *What occupational specialty are you in?*

Occupational Specialties

- Nuclear Electrical Technician (3)
- Maintenance
- Navigation
- Communications Technician
- Fire Controlman (2)
- Administrative Yeoman.

Reasons for Joining the Navy

- To get an education
- To get money for college
- To have a job
- To get guidance.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Two sailors talked about “old-timers” who have been in the military for a while. These people can provide assistance and advice to newer servicemen.

Two men complained about “micro-management.” This happens when they are given a task and then told how to do it. These sailors believe that there is more than one way to accomplish a job, and that they should be given the leeway to decide how their work is completed.

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

The group agreed that they thought of division level as their "unit."

Working as a team helps unit performance. In general, units work as teams, although, as one respondent said, there is generally one individual who doesn't pull his weight. People in other divisions can inhibit their units' performance; this can happen when a unit's performance depends on another division completing some task. Additionally, people in one's own division can also hurt performance. This can occur when a serviceman must wait to be told he can start a job. Sometimes superiors are not available to say that work can commence on a given task; this order is sometimes given late in the day, and the servicemen end up staying late in order to complete the task that day.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

In general, the majority of people in a unit get along. However, a few respondents said that some people are not perceived well by others. These often are the "slackers." Another respondent added that camaraderie can be linked to the amount of time they have been out at sea. "Tempers can flare," especially when they have been out for a while.

A few sailors claimed that work was distributed unfairly. Some were not willing to do their fair share. While one man said that these folks then got stuck doing additional tasks, another respondent said that the problem arose because the tasks were often done inadequately, and so the task was then reassigned to a good worker.

Since these sailors have no women in their operational units, the issue of gender was basically irrelevant. These sailors said they were against allowing females on submarines. They justified this due to the close nature of the quarters, as well as the need to keep submarines small, which would be difficult if women were allowed and provided separate facilities.

A sailor pointed out that separation between enlisted and officers on a submarine is less than that on a ship. As enlisted members, these men said they needed to “know your place.” A third respondent also made the distinction between those who worked on visible teams, and his group which worked behind a closed door (he was a communications specialist). This separation of his unit from others afforded more freedom between subordinates and superiors.

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Most agreed that when they are ashore, rates and ranks don’t matter. Officers were not included in this camaraderie, however. The level of interaction among sailors varied by unit. One respondent said that he goes to nightclubs with his unit friends. These friendships make working easier (“You don’t want to screw over your buddies”) and more enjoyable.

One respondent said that when social activities are planned, all in the unit are invited; however, some choose to exclude themselves. Another agreed that there are those who self-exclude. Only one respondent admitted that there was a specific person left out of his unit’s social activities: “we forget about him, accidentally.” Another respondent said that as a rule, married men are generally left out of the social networks.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

There is generally very little interaction between these submariners and service-women. Only one respondent has consistent contact when he is on shore duty. Another mentioned that he met his Navy wife when home on shore duty.

A few respondents talked about rare instances when a servicewoman is on board for maintenance. One said it was a “fear factor” for him, and he made certain to stay away from

her. Others agreed with this sentiment. One man described it as being on “pins and needles.” The perception is that one misstep, one wrong word could cause them to be written up.

Two participants mentioned a double-standard when it comes to harassment. One respondent said that women can ogle men, but not vice versa. Another respondent concurred and used his wife’s previous behavior as an example. He said she and her female friend used to “rate” sailors; he said men would be too scared to do this in public.

Participants generally agreed that the military regulations pertaining fraternization were very clear. Two respondents mentioned the courses they took, and the fact that they spelled it out quite clearly in these classes.

7. *Is your unit gender integrated?
What is the proportion of women?
Is/was your basic training unit gender integrated?*

As submariners, these men have no women in their units. About half were in an integrated basic training unit.

8. *How big an issue is gender in the military? Why?*

Most of the sailors said that gender was a very big issue in the military. Some said that women are not afforded the same opportunities as men. One man said it was tough to have women around, because of the “fear factor,” while another respondent brought up the Tailhook incident.

A few respondents addressed the issue of women on submarines, saying that circumstances (e.g., close quarters, lack of amenities, lack of space) make it a bad idea.

One respondent believes that some women use their femininity to get out of certain tasks (“Ooh, I may break a nail!”). The other participants did not comment on this sentiment.

9. *Is there anything else you’d like to tell me about your job environment and experiences?*

Sailors took this opportunity to further their argument that women should not serve on submarines. One respondent described their “racking” system. Integrating females would cause problems because these men thought women would require separate sleeping areas. “If a female then leaves the sub and is replaced by a male, the entire sleeping arrangement would have to be rearranged!” Another sailor thought that the size of the submarine would be negatively affected in order to fit a separate set of facilities. He declared that a change in size would require a bigger propulsion system, thus negatively affecting the stealth of the boat.

Another respondent added that, due to space restrictions, submariners cannot get around without rubbing up against each other. He was concerned that this would cause a great amount of tension if women were touched in this manner. Another respondent agreed. However, a third respondent said that the real issue is that submarines are currently big “boys clubs.” Integrating women into this system would mean the extinction of this club.

Marine Corps

Focus Group Session Summary

USMC

December 18, 1998

Females in Non-Gender-Integrated Basic Training Units

1. *What occupational specialty are you in and why did you join the Marine Corp?*

Occupational Specialties

- Intelligence (Linguistics Specialist)
- Calibration and Electrical Repairs
- Administration
- Marine Corps Band
- Undecided.

The majority of these recruits joined the Marines for the prestige of being a Marine. The rest needed college money and a career start.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

A few recruits agreed that discipline and their drill instructors helped their proficiency level. One felt that working together helped them work faster. For example, when she first arrived at boot camp, she needed 25 minutes to make her "rack" (bed), but now she and her bunkmate did two racks in five minutes. Another recruit said that her personal confidence helped. One recruit felt that some recruits had "hang ups" that hindered their proficiency level.

They all agreed that their drill instructors motivated them. They said that the drill instructors did everything with them and pushed them to do their best.

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

This group considered their unit to be the platoon.

Within their platoon, one recruit said that they thought they were not the best but, when it came down to it, she felt they were not bad. She added that, when they had to pass something difficult, they did it, and no one failed. She said that teamwork and their drill instructors' motivation were the contributing factors. One recruit said that even with more than 60 women in one bay bickering and fighting, they pulled together to qualify and pass.

A couple of recruits agreed that depression was something that "brought them down" and that it can be "catchy." They said that they all started getting "mopey" and it affected the way things got done. They had to stay focused and motivated. Another recruit said that the different cultures clashed sometimes, but they had to surrender those differences to work together. They all had bad days, but they could not let them show.

They discussed their success at the rifle range. They agreed that it was their drill instructors' motivation that kept them focused and pumped them up.

A few recruits said that "cheesy" recruits hindered others. ["Cheesy" meant a recruit who "doesn't put out 110 percent."] They continued to say that, because of the "cheesy" recruits' behavior, they all had to do pushups in the sand. One recruit said that a few cried all the time about doing stuff, but the fact is they all had to do the work, so those that cried should just do it or get out. They agreed that, when things were hard or difficult, they all went out of their way to help each other.

One recruit said that they all work together to a degree. However, some do not care and do not always help others. For example, when a drill instructor said to clean the bay, some went and hid and others worked harder to finish their work. She also said that they got tired of hearing the drill instructors' yelling and everyone getting in trouble, so they just did the work without complaining.

Some recruits said that during hikes with full backpack gear, they worked as a team to make sure everyone kept up. They even admitted to helping hold the weight of the packs in front of them. They said that they had to watch out for the drill instructors because they were not supposed to help each other like that.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Some agreed that some recruits were difficult to work with. Those recruits had bad attitudes and did not want to work as a team. They also said that getting things done in the time limits was not difficult when everyone wanted to work together. One said that some recruits were set in their ways. They needed more space but there was no extra space and that was frustrating. She continued to say that they learned to work around that, however, and moved faster to avoid running into each other.

They all agreed that their drill instructors constantly told them to work together even when some recruits could not do things. A few recruits said that some recruits always needed help but, even with all the help, some just could not do it.

All recruits agreed that they were all treated fairly. One said that some of them had family problems that they could not hide. Others did not say anything, but they all got treated the same if they had to call home.

They talked about the difference between their drill instructors and the Drill Senior. They said that the Senior motivated them on a personal level while the instructor motivated them on physical level. Finally, they said they all got treated the same by the drill instructors' pushing and the Drill Senior's caring.

Because men and woman were separated during basic training, they knew little about men's training standards. As far as they knew, men did the same training as women. They all felt, from what they saw, that the male drill instructors were stricter than the females. They also felt that the men got more out of training because their platoons competed against each other.

They all agreed that they had proper respect for their own superiors. However, they look down on other military branches. In the hospital, they had to deal with a Navy corpsman, an 18 year old female. They said that she was always yelling at them and that they looked down on her because she was just in the Navy. They also said that their drill instructor put her in her place after she yelled at them. A couple of recruits said that they got conflicting orders from their drill instructors and seniors. However, they felt that their superiors did not discriminate.

5. *Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

All of the recruits said that they did not have any off time. They worked all day and relied on each other for social interactions. They also agreed that they did not always have to socialize or work with their bunkmates.

Everyone hung out with a different group, but they moved among the groups and, with permission, moved among the female bays. They also agreed that their free time was when they shined their boots. That was also when they got to talk to each other.

Some recruits agreed that friends had a positive effect on their work. Groups tended to adjust to different situations better, worked together better, and looked out for each other. For example they said that if only 13 recruits were in the bay they would “square away” things [e.g., make racks and clean] for buddies who were working somewhere else.

Recruits who wanted to be left alone were left out. Those few recruits isolated themselves, did not want to help others during teamwork, and did not want help for themselves. One recruit said that sometimes it was a cultural thing. “Curiosity motivates us to interact but some recruits just choose not to interact.”

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

At first these Marines said that they did not have social interactions with the men. Then some recruits said that they did chat with male recruits at church. They talked about what they were doing in training and they motivated each other. One recruit said that she wrote to a man whom she sat next to in church. She admitted that they sent mail to each other by using their home address as the return address. Two recruits felt that social interaction was problem. They said it reflected disrespect on their Drill Senior, but they admitted that if recruits wanted to interact they would.

The women agreed that regulations were clear in boot camp, but some felt they were unrealistic. One recruit said that telling someone with whom they can or cannot socialize, date, or marry just did not seem real. They agreed that it was hard because of the way things were when they were civilians, they knew that the guidelines were set high. They all agreed that regulations existed because the military wanted them to be Marines, women Marines. They wanted the recruits to think about their careers first, setting an example, and putting conduct above all the rest.

One recruit said that a woman got caught sending mail to a man implying that she was interested in a relationship with him. The recruit said that the letter and sending mail like that is disrespectful to the drill instructors and Drill Seniors. She added that drill instructors reminded the recruits that, above all, they are ladies and soon to be Marines and they expressed their feelings about the situation. A couple of recruits agreed with her and said that after the Drill Senior had expressed her feelings about it they felt like they all had disrespected their platoon.

They all agreed that there was an open door policy. They said that the chain of command is first a peer group leader; then they can go to the Drill Senior, but sometimes the instructors helped, too. They said it was all about respect.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

All USMC basic training is segregated by gender. Men and women mix during some of the qualifying activities, during church, during Team Week, and when they graduate.

8. *How big an issue is gender in the military? Why?*

They felt that in boot camp, mixing must be a big issue or they would not be separated. They all agreed that they were there to train, not to build relationships with boys. One recruit said that she thought segregation helps the drill instructors do their job better. They knew someone was always watching them, so why do something stupid and disrespectful? They also agreed, however, that some did not care and, when they got caught fraternizing, they all got punished.

9. *Is there anything else you'd like to tell me about your job environment and experiences?*

The women agreed that they could not wait to finish basic training and become Marines. Some talked about the new recruits and the fear they saw in their eyes. They did not remember being that scared, but they remember someone telling them that, after the third week of training, the first week would be erased from their memories. They also felt that they motivate the new recruits.

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

One recruit felt that being more integrated with the men would build competition and motivation. She also added that in the future she will not know how to interact with them. Others agreed with her and added that some activities should be integrated and some should

not. However, others disagreed, saying that integration would distract some recruits. They said that during training they needed to stay focused, but after basic training men and women should learn to work together.

One recruit said that they should change the competition factors. She feels that the men competed with each other for everything, but the women just wanted to qualify. She added that the men felt the push to do more than just qualify and that the women should be the same way.

Focus Group Session Summary

USMC

December 19, 1998

Males in Non-Gender-Integrated Basic Training Units

1. *What occupational specialty are you in training for and why did you join the Marine Corp?*

Occupational Specialties

- Aviation
- Refrigeration
- Infantry
- Supply
- Computing.

Reasons for Joining the Marine Corps

About half of the recruits were looking for the discipline and the respect that Marines instill, while the rest were there for future career experiences.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

The recruits all agreed that personal perseverance helped them to perform better in physical training and at the rifle range. One recruit said that their primary basic marksmanship instructor motivated and pushed them to qualify. Other recruits felt that their drill instructors helped them increase their proficiency. The drill instructor's discipline and teachings push them to do better. One recruit said that the knowledge of the Marine Corps history and learning what the Marine Corps does helped them become well-rounded recruits. They all agreed that some recruits hinder their performance level; those recruits slow down and drag the unit. They also felt that fear of the unknown, and of failure, hinders them.

They agreed that their drill instructors and the primary basic marksmanship instructor showed them the ropes. The drill instructors showed them by example. They also felt that trainees look out for each other. For example, some recruits have to show others how to do things after instructions are given. Finally, they said that recycled recruits help a lot because they know what is going to happen and help prepare other recruits since they have already been through the training before.

3. *What about your unit's performance and things that contribute or take away from it.*

Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

This group considered their unit to be the platoon.

Within their platoon, they felt that when things come together they work better. However, they feel that it is not easy for everyone to come together, so they have to work harder. Drill instructors compete against each other, so platoons also compete against each other. Because of that, they make the extra effort to work as a team. They said that the more successes the platoon has, the more proficient the drill instructor looks, and that makes the recruits respect the drill instructor more.

They talked about their successes on the physical fitness test and at Swim Qualifying. Drill instructors motivated them to do their best and they qualified across their series. They compared it to sports. They all want to win, and qualifying is like scoring points and that pushes them to do better. Some said that inner conflicts affect their successes.

Some recruits drag the unit down; they do not want to be team players. One recruit said that those recruits usually fail, but still get many chances to pass. About 10 percent adversely affect the unit's success. Some recruits go out of their way to hinder others. They "mouth off" during line-ups or misbehave, causing everyone else to get into trouble. Trainees feel that those recruits negatively affect their teamwork.

Peer leaders and drill instructors help make sure trainees are not slacking or being sloppy. Recruits also help others so that they can move faster and get the work done together.

They all agreed that, for the most part, they work together as a team. However, about 10 percent of recruits are slackers. They do not work as a team to get things done.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in

your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

They all agreed working side by side was easier. Faster recruits help the slower recruits and they learn to work around each other in small spaces. At other times when things in their bays need to be cleaned and only half the recruits are present, those recruits will do all the work, so that when the other recruits return, no one is behind in their duties. They feel that they look out for each other that way, even without the help of the 10 percent of slackers.

They agreed that all recruits are treated fairly and that no one was singled out for favoritism. They said that if one recruit gets in trouble, they all do and if one recruit gets an award, they all do. They said this approach emphasized teamwork, and they agreed with this philosophy.

Because men and women do not train together, they know only what they hear or see secondhand. They said they are expected to perform the same in basic rifle and swim qualifications. They feel that the drill instructors treat them each the same. However, a couple of recruits said that the stress level is not the same, that the women are just expected to qualify. One recruit said a friend told him that her training was easier because females are “fragile.”

They all agreed that their teachers and leaders get their respect and the relationships are based on that. There are usually three drill instructors per platoon and each has a different trait or relationship with the recruits. One drill instructor is the disciplinarian, the second is the teacher, and the third is usually a father figure. They all agreed that the drill instructors and the other instructors all work harder and longer hours to make the recruits into Marines.

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

They discussed the events of Team Week and how they get to socialize more than during the rest of training. They also get to talk during square away time (where they clean the bays or shine boots) or in the bathroom. They just want to know how others are doing (or hang in there) and reminisce about life before training.

They agreed that they have groups of buddies, whether they are bunkmates or other recruits with whom they relate. Buddies understand each other’s problems and tell each other when they mess up. Having buddies helps them to work harder and motivate each other. They learn to get thing done faster.

They all agreed that the recruits who are left out close themselves out. They said that those recruits just do what they have to and are never are part of the team. A couple of recruits agreed that some of those recruits feel that they can do the work better by themselves. They also felt that no one is left out.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

Their training does not allow interaction with females at all, but they do see them during rifle qualification, swim qualification, Team Week, and at church. They are separated for the most part but some men and women exchange whispers and addresses. Most of the men agreed that only a few recruits are distracted and they usually get caught.

They agreed that their drill instructors made the regulations very clear. One recruit said that women are there to qualify and move on, just like they are. They discussed the regulations on dating based on rank. They also said that they have seen Marines flirt out in the fleet, but during basic training, drill instructors just want them to work and stay focused.

They said that there has not been any situation brought to anyone's attention.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

Their training is not integrated with women. However, they see women recruits during some of the qualifying activities, during church, during Team Week, and when they graduate.

8. *How big an issue is gender in the military? Why?*

Most recruits felt that gender is not an issue. Some felt that training is segregated because they need to stay focused and not be distracted. They also said that the drill instructors do not talk about gender issues.

9. *Is there anything else you'd like to tell me about your job environment and experiences?*

Recruits discussed “the Crucible” (the last training exercise before graduating) and that they do not know what to expect. A couple said that getting up early in the mornings had been hard at first. They described things that they are taking or learned from their training. They discussed their memories, accomplishments, respect, honor, pride and their bragging rights (to everyone).

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

They all agreed that they liked segregated basic training. They said it helps them stay focused.

Focus Group Session Summary

USMC

December 15, 1998, 1330

Females in High Gender-Integrated Technical Training Units

1. *What occupational specialty are you in training for and why did you join the Marine Corp?*

This focus group contained ten women Marines who were in technical training for high gender-integrated occupational specialties.

Occupational Specialties

- Supply Administration (2)
- Embarkation Specialist
- Financial Management (2)
- Electrical Equipment Repair (2)
- Marine Corps Reservist
- Personnel Administration (2).

Reasons for Joining Marine Corps

- Family tradition
- To serve their country
- For the challenge
- To get away from home
- To get tuition money for college
- “I’m a Daddy’s girl.”
- “I don’t know why—I just decided the Marine Corps suited me.”

2. *Now let’s discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Some women felt that they were hindered by the short time they had been in their occupational specialties. They reported that technical training had a lot of book and lecture learning, but they did not get much “hands-on” training until they got out into the Fleet.

One electrical equipment repair trainee said that she found it challenging to be the only woman in her unit. She felt that it was harder for women to do electrical repair because they

had not been exposed to that kind of work before. She found that the instruction got boring after a while, but that hands-on training was more fun.

3. ***What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

These women considered the platoon as their unit.

One trainee reported that, in boot camp, they were told that male Marines would mistreat them. She had found male Marines to be nice and helpful, however. For example, male Marines helped women carry their baggage, if they needed help. This was not viewed as preferential treatment: "If a guy had three bags, we'd help *him*."

These women also reported that men were not allowed in the women's section of the barracks.

Another woman said that the women in her class helped each other out.

These women felt that segregated boot camp was good, because it allowed them to focus on their training. Once they got to occupational specialty school, even though males were there, it was easier for them to stay focused, and being integrated did not matter. Everyone worked together in class to learn the material.

One trainee said that she felt more was expected of her in class, because she often had the correct answer. She said that her instructors often went to her for the answer to a question—"They want to see where they can trip me up!"

Another trainee said that there were "tons" of men but only a few women, so people cannot expect the men to treat women the same. Respondents said many of the male Marines viewed women as interfering, because the USMC was "a man thing."

One woman pointed out that the men treated each other differently, especially when one was weaker. A man in her class was not "catching on," so the other men picked on him. "There is bias, male or female."

Another woman said that her class was biased against her because she was the only woman. She felt that her drill instructor expected less from her because she was a woman, but this created resentment among the men in her class. She said she tried to fit in.

4. ***What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.***

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

One woman reported that a black man in her class picked on a white man, but the white man was “nerdy but smart.” She does not think whites were shown any favoritism in her class, but the black Marine “feels like everything’s against him.”

Trainees said that the women “stick together” but this was not because of discrimination. One trainee said that her drill instructor told the class that men were taught that the women were “ladies” and, as gentlemen, they should open doors for women. His point was that the women should not view this courtesy as sex bias.

One trainee said, “I haven’t had a problem...[because] I don’t compete with men.”

The women in this group talked mainly about boot camp experiences. They felt that women had different performance standards than did the men, although they did not have any direct experience of those standards until they went to Marine Combat Training. The main area where they felt the standards were different in boot camp was physical training. They thought that they had not been “pushed” as hard in boot camp. One woman also said she thought that women’s boot camp emphasized more mental activities (e.g., ironing their uniforms perfectly) while men’s boot camp emphasized physical conditioning.

When women arrived at Marine Combat Training, they found that they had trouble keeping up with the men in physical training, and had to work harder to meet the standards. When women could not keep up with the men, they felt embarrassed. One woman explained that: “A Marine is a Marine. No one should fall out of a three-mile run. I struggled in boot camp [to become proficient] with runs. Then in Marine Combat Training, some of the women fell out, so they assumed we *all* were having trouble, so they moved us to the front of formation. I was insulted!”

The trainees also reported that the men who had been to boot camp at Camp Pendleton came into Marine Combat Training with more prejudice towards women, because their drill instructors had told them bad things about women.

5. *Let’s now take a moment to discuss social interactions within your unit. Can you*

describe social interactions in your unit, on and off work time?

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

One woman reported that, before she joined the USMC, she “hung out” mostly with other white people. But now that she was in the USMC, she hung out more with men and other races. “I’m more open-minded now.” She interacted with men more because there were not very many women in her class.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

These trainees reported that there was some dating among their peers, but it was more common that men and women hung out together as friends. “We do a lot of things together like a family.”

The trainees overall felt that regulations were clear.

Women did not give any concrete examples of effectiveness and said they tended more toward self-regulation: “You pretty much police your own. We tell each other if we think it’s inappropriate behavior.”

These trainees indicated that there had been a few alcohol-related incidents, and they felt that in general their superiors had an open-door policy.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

The proportion of women in the units ranged from 4 percent to 25 percent. Three women were in classes with more than 20 percent.

8. *How big an issue is gender in the military? Why?*

[Note: In this focus group, the moderator asked, “How big an issue is women in the military?”]

“I don’t know. It’s a male world—[even] our uniforms are men’s.”

“Personally, I think that females are needed in the military. I’ve seen more determined women than men who want to accomplish their goals.”

“It’s nothing bad. Women seem to work a lot harder than men, so therefore women are a better bet.”

- “Women don’t want to quit, and they’ll try harder to compete.”
- “Everybody knows what they’re getting into [in the USMC], that women are the minority here and would be challenged to compete with the males.”
- “It’s a very big issue. We got a new commandant, and now women get the same training as men. Things are open to women now. There’s been lots of changes.”
- “Yes, things have been changing. Women get to field train now. It’s definitely a man’s world, though. The USMC is a male thing.”
- “To me, it’s not that big an issue here. Back home, my dad thought it was a big deal. He was worried about me getting hurt or getting harassed by guys. He’s changed his tune now about women in the military!”
- “It isn’t a big issue—it’s a man’s world, so we have to play men’s games. I get along fine with male Marines, and I try not to stick out as a woman.”
- “It isn’t a big issue—it happens in the outside world so it happens in the USMC too.”

9. *Is there anything else you’d like to tell me about your job environment and experiences?*

Some women thought that boot camp should continue to be segregated. They strongly urged that boot camp training be more physical, however, because when they moved to Marine Combat Training they were not prepared: “Humps were literally hell. We weren’t prepared for that.”

One woman reported that the Marine Combat Training commander was sexist. He told the women that he would treat them as equal to men, but he did not think women should be in Marine Combat Training. She said that the women had to prove to him that they could make it.

Women thought that women competed with each other more than they competed with men.

Focus Group Session Summary

USMC

December 15, 1998, 1500 hours

Males in High Gender-Integrated Technical Training Units

1. *What occupational specialty are you in training for and why did you join the Marine Corp?*

Occupational Specialties

- Unit Diary Clerk (2)
- Financial Management (2)
- Basic Electrician (2)
- Embarkation Logistic Specialist (2)
- Supply Administration (2)

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Marines said that their current proficiency was helped by:

- Motivation from Drill Instructors at Boot Camp
- Marine Combat Training Sergeants
- “The desire not to let the Marines around me down—I don’t want to look bad to them.”
- Family
- Pride
- Discipline
- “The best thing about the Marine Corps is the food. Whatever they’re doing in the chow line, it’s awesome!”
- “Every meal is a feast!”
- “Wherever you go, there’s somebody to help you out, to show you the ropes.”
- “We try to symbolize brotherhood here.”
- Hindrances included:
- “Putting up with military bullshit—things done for no reason. When you’re jerked around. You know somebody knows the answer, but you can’t get it.”

- “They push teamwork, but if you try to help someone out, you get in trouble. In boot camp, one guy couldn’t polish boots for anything. We decided to help him out. Next day, we were Quarterdecked [given extended PT] for half an hour.”

3. ***What about your unit’s performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit’s level of teamwork contribute to performance?

Factors contributing to unit performance included camaraderie, leadership, and teamwork. Leaders could help or hinder unit performance. One Marine said, “He’s the symbol of what you stand for...[but] if he’s cruddy, your motivation is vague.”

Marines especially emphasized the importance of teamwork. One said, “Teamwork is the main goal of the whole thing, pretty much.” Another added, “Teamwork is the most important thing in the Marine Corps!” A third said, “If you help, it’s looked on with honor and respect [in the Marine Corps].”

4. ***What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.***

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates—can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Marines agreed that equal treatment is desirable. They expressed resentment toward women who they perceived as using gender to their own advantage, but few had personally experienced this. There was general agreement that gender issues should be addressed early in recruit training.

Marines said that they thought that the Marine Corps is struggling with gender issues. “[The Marine Corps] has been a male society for a very long time. Sometimes people pay no

attention to gender and I think that's great. But sometimes male leaders don't expect as much of females or let them get away with more."

These men said that they thought that some leaders are afraid to criticize women Marines. One man said he was punished for one unexcused absence while two women did not show up for formation and "got away with it. We should be treated equally like we were told in boot camp."

Marines indicated that their attitudes about women Marines were shaped by what they were taught in Basic Training. "We were taught to be scared of females, double-arms' distance, don't look at them. I got back home for leave and I couldn't even look at my girlfriend like I used to!"

One man related, "Our DI said he was scared [of women]...because they might break down." Another Marine said, "If you yell at a female or anything, she might take offense at it, and turn it around to what you're doing wrong instead of what she's doing wrong. [Then] they'll believe the females over the higher-ups." A third man reported, "Our platoon was told in boot camp...if you ever have to counsel a female Marine...always have another Marine there."

These men thought that recruit training should be kept separate for men and women. "You train with them [in tech school], and you should, because you have to. But we've all seen how our focus is dispersed." Another man disagreed with this. "In San Diego, you're taught to mind your manners around them. We had permanent female personnel. In our platoon, they haven't treated [women] any differently." A third Marine concurred. "I haven't seen any favoritism toward anyone at all."

Men said that they thought that women Marines had a different attitude toward superiors. "It isn't disrespect, but a lack of fear." Another stated, "If you show common respect, I don't think it matters whether you're a male or female, NCO or whatever."

5. *Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Men reported that social interaction was important to their units. "At 1630 when they say 'released,' everybody's gone." People also socialize with other Marines outside their unit. "You can go alone into a bar. You can see Marines; they're the rowdy ones. And bam, you've got 14 new friends." When asked if anyone was left out, one stated, "If you're left out, it's either real bad luck or you wanted to be left out."

6. *Are there groups that include both men and women? Do men and women mix*

socially? Describe the types of social interactions. Does this include dating?

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

These Marines stated that they try to avoid interacting with women Marines. “Personally, I try to stay away from them. I think it’s trouble waiting to happen,” said one. Another added, “In boot camp, they tell you all these bad stories [about women]...and it gets stuck in your head.” A third said, “[But] a lot of people fool around together. I’ve heard that a lot.”

Men said that they thought that regulations were clear and effective. One said, “I try to stay clear of all the WMs.” Marines told us that they could bring situations to their chain of command. “I don’t see it any different than any [civilian] company in this country,” said one. “You leave relationships out of the workplace.” Another said, “You’re gonna get hammered if you’re...unprofessional.”

One man related an experience he had which illustrated how carefully men monitor each other. A woman Marine was dropping off sheets for laundering and mistakenly came to his room. They closed the door (because it was cold) and conversed for only about 30 seconds when there was a knock at the door, checking on them. “It’s like they track you. They’ll find out [about misbehavior].”

Marines were unanimous in agreement that superiors have an open door policy. “We were told ‘the number one thing was, underage drinking is not allowed in [this state]... But if you ever get in trouble...call me,’” said one. Another added, “If you have problems at home, there’s someone you can talk to...but you wouldn’t go to a Gunny and start chatting.”

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

These Marines were in gender-integrated training units. Proportion of women ranged from 10 to 60 percent. All had been in gender-segregated Basic Training.

8. *How big an issue is gender in the military? Why?*

With one exception, focus group participants said that women and men should be treated equally, and that women in positions of authority should be obeyed as one would a

man in the same position. One respondent disagreed, stating that he could not take orders from a woman; he believed that this was a common opinion.

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

These men agreed that Marines should have standards, and men or women who fail to meet those standards (“the nasties, the 10 percent”) should be removed. Some participants rankled at being assigned non-essential tasks, although others pointed out that these exercises help teach discipline.

Focus Group Session Summary

USMC

December 15, 1998, 0830

Females in Low Gender-Integrated Technical Training Units

1. *What occupational specialty are you in training for and why did you join the Marine Corp?*

Occupational Specialties

- “Lieutenant”
- Mechanic (2)
- Combat Engineer (3)
- Avionics Technician
- Helicopter Mechanic
- Helicopter Crew Chief.

Reasons for Joining the Marine Corps

- The Marine Corps is the best service
- To help people
- To obtain money for school
- To be challenged.

2. *Now let’s discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Women mentioned their training instructors and other classmates as sources of help for performing well. One woman said that her instructor stayed after hours to help the trainees study.

A woman in training as a helicopter mechanic said that her instructor had never had to deal with a woman. A combat engineer trainee said, “In the beginning I was scared... Women pay more attention [in class] because we don’t know as much as the guys... Sometimes we ask the guys for help, but more often, they ask *us* for help [because we’ve been paying attention better].”

Another woman, who was the only woman in her class, said that her male classmates encouraged her and made her feel better than did the instructors. “Instructors assume we’ve already done some demolition during boot camp, but women don’t do that [in basic]. So the guys already know more than the girls.”

One trainee reported that, when she asked questions, some instructors tried very hard to answer her questions, or find out answers to questions. But some of her instructors got annoyed when she asked questions. This can be intimidating for trainees, “but I’ll keep [instructors] there all day asking questions until I understand.” She found that male trainees came to her with their questions because they did not feel intimidated by her. “Male trainees are afraid to ask questions, but women aren’t.”

Women mentioned their drill instructors, technical instructors, and other trainees as people who had helped them learn “the ropes.”

3. ***What about your unit’s performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***
- Did you have some individuals go out of their way to help or hinder others? What was going on?***
- Do the members of your unit work as a team when trying to accomplish tasks?***
- How does the unit’s level of teamwork contribute to performance?***

This group considered their unit to be the platoon.

Combat engineers had to work together. They did things like assemble bridges. All the parts were heavy, so no one person could lift them, but it also required precision. Gender did not seem to matter in this setting. One combat engineer trainee, talking about how her platoon successfully assembled a bridge, said, “You *have* to work together, because the parts are heavy, but the measurements also have to be exactly correct. We got our bridge built one hour early.”

Sometimes units did not perform well because people were new at what they were doing. One trainee talked about a failure of her platoon: “During night exercises, we have to use hand signals, but the guy in front of me wouldn’t stop the platoon [when I gave a signal to do so]. Our instructors were mad. People get scared and forget what to do. Later, our instructor said it happens all the time.”

These women perceived that their unit performance was to learn their training material and to be successfully tested over the material. A woman in avionics training said that she turned to another trainee to get help with learning to read schematics. “Everybody pitches in; [for example] people help each other drill for tests.”

Overall, these women perceived that their training platoons worked together as teams. A helicopter mechanic trainee reported, “We deal with big equipment, and jobs are seldom one-man jobs. We *always* have to work together.” She also reported that the class sometimes broke into groups, and these groups competed in a friendly way. None of the women felt that they were viewed by their male counterparts as a detriment to team performance.

The combat engineer trainees had a different experience: “The whole platoon has to work together. We couldn’t break into groups because our class is too small. So if someone doesn’t ask for help, it makes it hard [on the whole class].”

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

One woman said that at first, being the only woman in her class, she was worried that she would not be treated fairly. But if her classmates had not treated her fairly, she would have said something.

A combat engineer trainee related that once, when her platoon was building log obstacles, she tore her uniform on some barbed wire. She said she expressed her dismay loudly: “I made a big deal about it, because I didn’t want to have to buy new cammies.” Afterward, one of her classmates kept trying to take the barbed wire away from her.

One woman reported that sometimes it was other females who treated women badly. One trainee said that another woman in her platoon frequently was the butt of jokes. Once, when they were digging trenches, this woman said it was like gardening with her grandmother. The drill instructor made fun of her for this, so the joking continued among the rest of the platoon. This trainee did not think this was gender discrimination, though. She said, “They would have picked on the guys, too, for whatever.”

One woman thought that male Marines were picked on if they did not go fast enough or work hard enough, while women Marines were picked on if they were not good enough in their work skills. “We have to prove ourselves.”

Another woman said, “You have to be able to say, ‘I want to learn to do this.’ The guys don’t know all this stuff [either]. I don’t compete with the guys... I *am* a female.”

Several of these women were the top students in their classes. One woman reported that some men in the class had a problem at first with having her as the class leader, but when they got to know her, they were fine with it. “I’m a female, but I’m a *Marine*.”

Respondents said that if a student leader corrected another, then the other was going to be mad and embarrassed. But if both were women, the trainee complained about the leader as a woman. One woman thought that other women viewed women student leaders as threats. Sometimes there was friction between women, but “it’s the same with men, if they were corrected by a superior.”

Another woman said that male Marines’ behavior was no different from what women experience in the outside world. “Men’s bad attitudes don’t always go away.”

These women thought that some people had trouble submitting to authority, but if the superior was a woman and the subordinate was a man, it looked like “a gender thing.”

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Trainees reported that, during the work day, they usually stayed with their classmates. Some women went out with people in other classes, but more so after work or on weekends. This was most likely to occur between people in classes that were close together (i.e., same training, different weeks).

One woman felt that socializing made military life more difficult for her: “I didn’t realize people were going to leave!” She said she got attached to friends and when they left it was hard on her. She “gets attached” to both female and male classmates.

Another trainee believed that women should not have gotten attached to other women trainees as friends, because there were so few women Marines. They were spread out throughout the USMC after training, so they were not likely to be assigned to the same location.

Disagreeing with this, another trainee said that people needed social interactions to be healthy and to maintain good morale, so women Marines should make friends.

The discussion of friendships moved to the relative merits of gender-segregated boot camp. One trainee believed that boot camp should be segregated, because some women will always pay attention to the men and thus will not learn what they need to learn.

Another trainee stated that men Marines need to learn to how to work with women Marines, and this did not happen with segregated boot camp. In Marine Combat Training, women did train with men to some extent. One woman noted that in her Marine Combat Training, a women-only platoon performed better than the men-only platoons by winning the night exercises. This made the men angry. “If it was an integrated platoon that had won, the

men would say that the men [in the platoon] had won. If an integrated platoon lost, they'd say the women kept them from winning. It's the same as in the outside world."

A woman commented that she thought the drill instructors worked the men harder than women, especially in physical training, but women could not help it if they were not as strong as men.

Another woman thought that boot camp should be segregated, but boot camp training should be equal. For example, women in boot camp should have been given the same physical training standards as men so that when they got to technical school, they would be better able to keep up with the men.

These women reported that they hang out mostly with people in their own training class.

6. ***Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating? Do these social interactions cause any problems? Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective? Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled. Do your superiors have an open door policy?***

Women trainees generally felt that dating among other people in their classes was not a good idea. One said, "I wouldn't date anybody until I was at a more stable [i.e., long term] school." Another woman said that she kept a professional attitude, and did not date people in her class or "school house." Otherwise, dating caused problems: "People get into other people's business."

Although trainees in this group said that military regulations were clear, their experiences suggested that regulations were not clear, and were applied differently in different units. For example, they perceived the Air Wing as being more relaxed than the Division.

These women viewed regulations as a good thing because they curtailed conflicts of interest. But their examples of conflicts of interest were those where the subordinate was perceived as getting preferential treatment, as opposed to a conflict of interest where the subordinate was coerced by the superior.

The trainees reported that sexual harassment was seen as a big issue by senior staff, and they believed that a "tight rein" was being kept on drill instructors. For example, a recent

decision was made that male drill instructors cannot talk to or tutor female trainees one-on-one.

An example was given about a situation where a woman Marine made a racial slur in front of a male. The male then made a sexual slur. The woman reported the man for the sexual slur.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

All of the women in this group were in low gender-integrated schools. Several reported being the *only* woman in their class.

8. *How big an issue is gender in the military? Why?*

“[Gender is] *not* an issue, it’s just gossip.”

“It’s not that big of an issue because we’re Marines. Only certain women will cry sexual harassment. Physical training should be the same—men get yelled at, too.”

“It’s all how you present yourself. Always there are women who will give us a bad name. I feel better if I prove myself. But really there’s no way to fix it.”

“Women may have to work harder to keep up with the men.”

“It’s up to the person. I like being here, trying to prove myself. I don’t give up.”

“The first, best thing about the Marine Corps is, it teaches people to respect each other. Gender is a moral issue, but gender is not a *problem*.”

“Gender is an issue only on certain topics, like physical training and occupational specialty [e.g., combat].”

“It all depends on the topic, on whether men are old school or new school. Old school men don’t think women should be in the Marines.”

“It’s not that big [an issue]. Out in the real world, it’s nature’s way to have problems between men and women. Physical differences are not a problem because we’re the same mentally. They look at you and say, you’re female, but they don’t think, you’re a *Marine*. They put too much emphasis on physical training.”

“They put more emphasis on physical training because grunts have to be able to run during combat.”

“If I can’t do my job because I’m a female, then maybe my occupational specialty *shouldn’t* be open to females. Women are set up emotionally different than men; they have different pain tolerances.”

“The Marine Corps trains men to be professional gentlemen, but also that women are equals—a contradiction.”

9. *Is there anything else you’d like to tell me about your job environment and experiences?*

These trainees disagreed about whether women should have combat occupational specialties. One pointed out that women were on the front lines already. Another replied that American society was unprepared for women to fight, that women should be “in the rear with the gear.” Another stated, “Men were made to protect women. It’s in the genes.”

Another woman thought that the USMC should continue to open occupational specialties to women, but it should be careful which ones are opened up. They should not open occupational specialties if women were not allowed to do the job.

Focus Group Session Summary

USMC

December 15, 1998, 1030 hours

Males in Low Gender-Integrated Technical Training Units

1. *What occupational specialty are you in?*

Occupational Specialties

- Aircraft Communication/Navigation System Technician (2)
- Diesel Mechanic (2)
- Aircraft Electrician/Instrument System Technician
- Rifleman
- Mortarman
- Combat Engineer (2)
- Hydraulics (Helicopter).

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Marines said that their personal proficiency was helped by:

- Technical Training instructors
- Discipline instilled by instructors
- Unit non-commissioned officers (NCOs)
- Fellow Marines
- Personal challenge
- High school and college classes.

Some Marines also mentioned instructors' shortcomings as a hindrance.

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

These Marines considered their unit to be the platoon or the school. They told us that teamwork was essential to unit effectiveness. Marines mentioned a number of factors contributing to unit performance, including:

- Good leadership
- Esprit de corps
- Punishment
- Hazing.

Some men disagreed about the benefits of hazing. One man said it was out of control. “People were getting promoted to Corporal and coming in with broken legs.” Another man added, “One drunk Marine is funny to watch, but you get a group of Marines together...and you’ve got a natural disaster waiting to happen.”

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

These Marines said that men and women were held to different performance standards, and they expressed dissatisfaction with these gender-normed standards. “They shouldn’t have a double standard,” said one man. “A Marine is a Marine regardless of gender.”

Opinion was mixed, however, about whether women Marines *could* perform as well as men. “Women are not allowed in combat. So why should they be trained?” asked one man. “That’s a spot for another [male] Marine.” Another man disagreed. “I know of at least three or four females, no offense to anybody, but I know at least three or four females that I’d rather have behind me than a male!”

Men expressed some discomfort with appropriate behavior and language around women. “We talk I guess in a certain way and we, I mean, especially guys that live in the barracks, they go home they watch their pornos, you know, and they want to talk about it. Now that’s their free time, they want to come home and they want to let their friends know that, you

know... [but] there's a lot of things you can say to a male Marine and cannot say to a WM [woman Marine]... You can say, you know, cuss words and guys don't take offense to this."

Most agreed that female superiors had earned their rank and should be treated as respectfully as a male supervisor would be. "They earn [their rank]. You gotta give them the respect," said one Marine. Another Marine explained, "When you get to that rank you expect the same respect, but if you don't show it to them, when you come up, what goes around comes around." "Yes, sir, yes, ma'am. Do what you're told to do," added the first. "That's why you're in the Marine Corps."

5. ***Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?***

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Marines told us that social interactions did not cause any problems. Although individuals tend to socialize with people of similar background, this does not interfere with on-the-job performance. "You tend to hang out with members of your class, who like the same things you do," reported one man. "[Hanging out with your buddies] builds trust with the person next to you". Another added, "We may be totally different people when liberty comes, but we're the same [while in uniform]... In combat I could fight with anyone on this base."

6. ***Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?***

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

In general, these Marines reported that they try not to deal with female Marines. They were aware of the regulations, and felt they were very effective: "I'm afraid to open my mouth around a woman!"

7. ***Is your unit gender integrated?***

What is the proportion of women?

Is/was your basic training unit gender integrated?

One Marine explained that his occupational specialty was less than 2 percent female. “It’s easy to keep away from them.” Combat Arms Marines are about 2 percent female. These men were in gender segregated Basic Training.

8. *How big an issue is gender in the military? Why?*

Other than dissatisfaction over the issue of different standards for men and women, these focus group participants had not experienced gender-related problems. One man reported that, in anticipation of this focus group, he had “polled” the men in his squad bay. “Their overwhelming question was: why is there a double standard?” Other comments included:

- “I gotta be able to trust the guys in the foxhole with me. I don’t want them to wuss out and not shoot somebody or anything.”
- “If you can hack it, go for it. It doesn’t matter your size; it’s your heart and mind.”
- “If Congress is looking at [gender], it’s probably bothering people somewhere along the line, [but] it isn’t a problem for me, personally. I’ve seen good female Marines.”
- “Male standards shouldn’t be lowered.”
- “There shouldn’t be a double standard.”
- “There *should* be a double standard, because females can’t go into certain [occupational specialties].”
- “I’ve been in [the Marine Corps] about a year and 2 months, and I have not seen one problem where, between a female Marine and a male Marine, that has caused anything with a unit to go bad... On the overall, some people are more capable more than others.”

9. *Is there anything else you’d like to tell me about your job environment and experiences?*

One Marine, who had monopolized the discussion for much of the hour, declared, “All I know one thing to say is, if we get too much softer you can sign my ticket out of here. I’ll just find something [else].” Another man responded, “Well, go join the Navy. No offense.”

Focus Group Session Summary

USMC

December 14, 1998, 1500 hours
 Females in High Gender-Integrated Operational Units

1. *What occupational specialty are you in?*

Occupational Specialties

- Administrative
- Computer Operations
- Computer Specialist
- Ammunitions Technician
- Cook
- Supply Administration
- Accounting
- Meteorological Technician.
-

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Women said that their occupational specialty school provided just the basics. Then, once they were on the job, Sergeants and Staff Sergeants provided on-the-job training.

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

The women in this group focused on their dissatisfaction with treatment of women in the Marine Corps. They provided accounts of their personal experiences and their general perceptions of military life for women that centered around problems with pregnancy and single motherhood, inequitable treatment of women in sexual matters, job performance, and leadership.

These women stated that single mothers and pregnant Marines were unfairly treated by both the system and their fellow Marines. A single mother told us that the system is difficult for single parents, who all happen to be female. She told us that while PT formation is at 0530, the daycare center does not open until 0600 or 0630. Problems related to this are being used as an excuse to discipline or separate women. Another woman said that two out of three females in her shop are pregnant and the males bad-mouth them.

These women told us that male Marines have a double standard for judging the appropriateness of sexual promiscuity. The women said that sexually promiscuous males are considered studs, while promiscuous females are considered whores.

Several women's comments suggested that women's hard work alone does not help them get ahead in the Marines. They told us that women do not get recognition for good work as often as males do. One woman recounted that she is the only female cook in her unit. She just got out of school 5 months ago and needs training. Her supervisors want to move her into the office, but she feels she is not ready because she does not know her job yet.

The women also provided us with examples of the difficulties they face in providing leadership to men. One woman said that she recently reassigned a man who could not take orders from a female (herself), after counseling him repeatedly. Another said that as a female NCO, if she writes up someone, she is asked "Why are you being such a bitch?" As the offense works its way up the chain of command, it gets watered down and the eventual punishment is too light. She said that this would not happen with a male NCO.

Another woman told us that when she was threatened after counseling a PFC for how he dealt with a sergeant, she wrote a formal charge sheet. The PFC complained, and they told her "unless you have an order to give him, don't talk to him."

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Women told us that the treatment of women differs from treatment of men. Younger male Marines are overprotective of women, which can impair the woman's job experience

and knowledge. Women perceive that their male counterparts are apprehensive about potential harassment charges. Women Marines also appear not to get along well with other women Marines.

A woman reported that when a female Marine made a mistake, her male superiors held a discussion about who would tell her. "If she had been a man they would have dealt with it directly." Another woman said she has heard "some of these little wenches are vindictive." A Marine said disgustedly, "Old Corps upper echelon think WM stands for 'Walking Mat-tress.'"

5. *Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Women Marines reported that they are subject to greater scrutiny and criticism regarding social interactions. Their opinions were mixed as to whether men were counseled similarly to women. They observed that, while social interactions facilitate unit cohesion, men have an advantage in this regard. "You are not allowed to bond if you don't have a penis. It's the law."

One woman had a different experience. She spoke with a male friend after she got a divorce. He was an NCO and was counseled for this interaction, while she was not.

One Marine had dated a coworker and became pregnant. Her supervisor asked, "Do you know who your child's father is?" She had only dated 1 man in the group of 11 with whom she worked. "Women Marines don't know how badly they'll be treated when they get pregnant," she declared. Another woman worked hard while pregnant until her blood pressure elevated. Her duties were then changed, but she was "bad-mouthed" by the men in her unit for "taking advantage" of her condition.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

Women reported that recent rule changes have led to confusion. Women said that they are more subject to rumors and gossip than are men. Supervisors sometimes overreact to complaints lodged by females.

One woman said, “They panic if you bring anything up. One male had the habit of smacking other males on the butt. He did it to a female, who told him not to do it anymore. He did it again, and she complained, asking that he be counseled. The incident was overblown by superiors.” When asked if that had discouraged people from reporting incidents, she replied, “If I was offended, I would report it.”

A Marine stated, “You set your own limits.” Another disagreed. She had a run-in and tried to handle it herself, and the man involved made it his goal to get her drummed out. She was removed from the unit, and assigned to a unit where they send habitual criminals. She felt that the upper echelon turned against her. Another woman observed, “Female Marines are counseled but males aren’t. They treat all women like the worst they’ve ever seen.”

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

These women Marines were in gender integrated units with the proportion of women ranging from less than 1 percent to about 20 percent. All had been in gender segregated Basic Training.

8. *How big an issue is gender in the military? Why?*

Women perceived that discussions about gender issues such as this focus group indicated that gender is a big issue. They said that, although increased awareness of the issue is good, incidents tend to be overblown. Men and women are educated in Basic Training to be wary of women; as a result, men fear women and women do not get along with each other.

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

Women Marines said that Basic Training should remain gender-segregated, so that troops can concentrate on Marine training. The group agreed that concentration is better in gender-segregated Basic Training. Women also pointed out, however, that new Marines need a structured continuum of training to teach men and women how to deal with one another. “You need to concentrate on how to be a Marine, not a Woman Marine.”

Focus Group Session Summary**USMC**

December 14, 1998, 1030

Males in High Gender-Integrated Operational Units

1. *What occupational specialty are you in and why did you join the Marine Corp?*

This group included nine men in high gender-integrated operational units. These men had been Marines for two to six years.

Occupational Specialties

- Embarkation specialist
- Military police
- Nuclear biological specialist
- Disbursing specialist
- “Service” specialist
- Administrative specialist
- Warehouse clerk
- Refrigerator mechanic
- Computer operator.

Reasons for joining the Marine Corps included wanting to be a Marine, wanting to travel and see the world, getting training, and being challenged.

2. *Now let’s discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

These Marines mentioned a number of factors that helped them to perform well. Two men mentioned their wives as sources of support. This group also felt that the discipline they learned in the Marine Corps has helped them be organized. One Marine reported that serving as an instructor was a good experience for him because it “let me re-learn my MOS.”

Another Marine reported that his basic training drill instructor “changed my whole life.” This Marine had had a troubled adolescence, but his drill instructor helped him turn that around and become a good Marine.

These Marines mentioned friends, drill instructors, and other NCOs as people who had helped them. One Marine had a friend who had been in the Marine Corps for about four years

before this man enlisted. The friend spent a lot of time explaining what basic training would be like and helped him get into physical condition before basic training.

3. ***What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***
- Did you have some individuals go out of their way to help or hinder others? What was going on?***
- Do the members of your unit work as a team when trying to accomplish tasks?***
- How does the unit's level of teamwork contribute to performance?***

This group considered their unit to be the platoon or the section, which contained between 8 and 40 service members.

This group reported that unit integrity or “unity of the unit” was very important to their unit's successes. One Marine described a deployment during which everyone in his unit worked together “on the same sheet of music.”

On the negative side, the treatment of NCOs (staff sergeants E6 and above) was viewed as a hindrance to unit success. One Marine explained that NCOs are not treated well in CONUS¹ units. For example, they are not assigned as good of billets as in OCONUS² units. “Stateside, everybody wants to stab each other in the back...to get promoted.”

These Marines thought that everyone in their units went out of their way to help others, from the officers down to the NCOs. One Marine said, “I took care of my Marines—it was my duty as an NCO.”

One Marine reported that the members of his unit worked together as a team—“That's just the way the Marine Corps works... When it's time to work, we all pull together... The respect is there, but we work together.”

4. ***What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.***
- Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.***
- Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?***

1. Continental U.S.

2. Outside the continental U.S.

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

One Marine reported that his unit had people from many parts of the country, so those differences sometimes made it difficult to work together, although they still got the job done. He tries different ways of doing things to find more efficient ways.

This group of Marines felt generally that people are *not* treated fairly or equally. Women Marines and staff NCOs particularly were viewed as getting preferential treatment. One man said he was “petrified” to work with a woman Marine because he believed that women would make up lies to get males in trouble.

Several Marines reported that women received favoritism. The warehouseman commented that, when a women Marine is assigned to his section, she gets assigned to the office and does not start in the warehouse like the male Marines do. He felt this prevented women from learning their job in the warehouse, because right away they get an office job.

Another Marine reported that the women in his unit were sexually promiscuous. They flirted with the gunnery sergeant via e-mail, but when this activity was discovered, the women were not punished, but the male gunnery sergeant was.

These Marines also discussed differential treatment of the staff NCOs. One Marine said that NCOs are able to use their rank to cover up misbehavior and avoid punishment. Another Marine demurred, saying that NCOs “get the light shined on them longer” for misbehavior.

When asked about performance standards, there was silence around the table. Then, the following exchange occurred between two Marines:

“Everybody’s held to the same performance standards.”

“No, nobody’s held to the same standards, because people are different. Some work harder.”

“No, there’s only one performance standard, and everyone is supposed to work to it.”

Another Marine reported that while women may be placed in the shop, it only lasts for a week or two because the women Marines become pregnant.

One NCO reported that he could not counsel a woman Marine by himself, especially if she did something wrong, because he never knew what would become of it. He said if a woman was counseled because she didn’t do well in physical conditioning, the NCO would be accused of sexual harassment. He claimed that, if a male NCO brings something up against a woman Marine, he’d better have proof. He said that he had to keep going over his steps to be sure he didn’t do something that could be misconstrued. “I have to take another NCO [with

me] to talk to her... I won't counsel women any more." He claimed that there were more "bad apples" among the women Marines.

Another Marine reported that he hesitated to express his opinions about things in front of women Marines for fear of getting into trouble because of it.

Some Marines complained that women couldn't keep up with runs during physical conditioning. A few women could "hump"—put on a 90-pound pack and walk 25 miles—but most could not keep up.

Another Marine said: "You have to be politically correct when you motivate a woman."

One Marine pointed out that this was a broad, complex issue with three components: respect, assignments, and operations. He claimed that women placed in operational units were treated differently. This different treatment violated the unit's integrity and made morale drop. In his view, an example of different treatment was that women do not use the chain of command. Rather, women developed personal relationships with staff NCOs, and these special relationships made men in units angry toward both women and the staff NCOs. He believed that relationships should be "strictly business, professional." Otherwise, people use their friendships to try to change things.

5. *Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

These Marines reported that their units did socialize on base, but it could be problematic. "Some moron will get too drunk." Also, socialization might be construed as fraternization, so it was better to keep things "strictly professional" on base.

Men reported that, in their units, people usually hang out with people of similar rank, regardless of gender.

The group reported that "hanging out" with buddies does affect their job and military life—at first. On the one hand, it is hard to stop hanging out with buddies when they are promoted. On the other hand, one can learn things from buddies who move ahead in rank. If people have respect for buddies who've been promoted, then these relationships can be positive.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

One man said that it depended on what type of person the woman is. “If she respects me professionally, we can be friends.” But, in general, these Marines felt that women were shunned by the rest of the troops. “Once the work is done, women go their way and men go theirs.”

One Marine claimed that lots of women have better relationships with the staff NCOs than do the lance corporals.

Another Marine thought that women broke up unit cohesion by distracting people from their work—“one good-looking female among 60 men... Nothing will get done.” He believed that social interaction between men and women was bad. “You can tell they hang out together [after work] because they’re standing close together...they’re all over each other. It’s not professional.”

One Marine stated that regulations were most definitely not clear. As an example, he talked about making uniform inspections. He said that the NCO doing the inspection could not lift a woman’s pockets [the flaps on her pocket?]. The NCO has to ask the woman to do it herself. He also complained about “eccentric hair.”

One Marine believed that regulations were “not working.” Women Marines wear too much makeup and keep their nails too long, but if a male NCO calls them on it, they will say, “Show me the regs.” But another Marine said, “If we had more women Marines who get on other women Marines’ ass, it’d be better.”

One Marine gave the example of a platoon that had, in his opinion, too many pregnant women Marines. He believed that most will be using their pregnancy as “an advantage. If a man said, ‘Oh, my testicles hurt,’ his NCO would say ‘Suck it up.’”

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

All but one of the men in this focus group were in integrated units.

8. *How big an issue is gender in the military? Why?*

- “Um, you’ve all heard this one. It’s a slight problem, at least, because it destroys unit cohesion, especially relationships between male superiors and female subordinates. It’s hard for him to give her an order. But the higher-ups try to bring it to a halt.”
- “I think it is a problem, but all the women Marines I’ve worked with so far have been pretty good. I’m sure it is a problem, but I’m fortunate.”
- “Women will always use gender to their advantage, trying to get favoritism.”
- “The women in my office work pretty hard, except for one pregnant woman.”
- “It’s a bad situation. But as long as I follow my standards and guidelines, it’s not a problem with me. If she doesn’t want to work, it is a problem.”
- “I don’t see [gender] as a problem as long as women aren’t integrated into combat arms units. In the USMC overall, I’ve seen exceptional women Marines that are better than men. But in combat arms, there’s too many consequences.”
- “It’s a problem. It’s hard for women and men to be in the same room without looking at each other’s parts. Marines are 18, 19, 20 years old—sexual hormones go through the ceiling. You couldn’t *have* basic training if it was integrated.”
- “They don’t fit. We work in the warehouse, and it’s hot. Guys want to take their blouse off. Most guys will look at women, and women will [look at guys] too.”
- “I can sum it up real quick—I’ve spent 70 days in the Marine Corps without women. That was the best 70 days of my Marine Corps life! I think they shouldn’t be in the Marine Corps at all. If we go to war, she’s probably not going to go. It tears apart unit cohesion.”
- “Every time we have to pick up something heavy, women can’t. They can’t compete at the same level as men can. I’ve served with some good women Marines. [But] you can get a bad male Marine up to par better than a female Marine.”

9. *Is there anything else you’d like to tell me about your job environment and experiences?*

One man said of female officers and NCOs, “They’re [real] Marines. They can do most everything men can do. The problem lies from NCOs on down. It has to be corrected.”

One Marine thought that discipline needed to be “brought back,” especially among recruits. Another said that he thought recruit training had changed and had less discipline. Training in operational units [“fleet”] was harder than in basic training. The operational tempo of infantry divisions is fast, and people needed to be trained harder in basic so they would be able to keep up.

Another Marine said that women were not “built like men, they can’t hump.” He also believed that women had more and different “hygienic needs” than did men.

Focus Group Session Summary

USMC

December 14, 1998, 1300 hours
 Females in Low Gender-Integrated Operational Units

1. *What occupational specialty are you in and why did you join the Marine Corp?*

Occupational Specialties

- Aviation Radio Technician
- Welder
- Electronic Optics
- Emergency Driver
- Maintenance Airman
- Aviation Communications Technician
- Gun Repairman
- Huey Crew Chief
- Navigational Technician.
-

Reasons for Joining the Marine Corps

- To get out of a small town
- To get out of a dead-end job
- Money for college
- Travel
- Job Experience
- “To be with my homies”
- “I was angry at my father.”

2. *Now let’s discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Women’s situations varied, but most found that they had to prove themselves to the men with whom they worked. One Marine related that, when she was in technical school, her instructor had stated flatly that “he did not like women in the Marine Corps—and this was the best of my instructors!” Another woman said, “You’ll do fine if you don’t act like a female, but act like a Marine.”

Another woman explained that she is the only woman in her shop and nobody showed her the ropes. “Male Marines act differently because the higher-ups don’t like having females

in the unit; they have to watch their language, but they get used to you.” A third Marine said she had seen both sides. “Some males try to get you kicked out; but others help. The difficult ones either treat you like a girl or ignore you.” These women agreed that, to perform their best, women had to seek out training aggressively.

One woman stated that, in every one of her assignments, she has followed a woman who brought up sexual harassment charges against someone. “I had to fight there to learn my job and get to know the Marines I worked with because they wouldn’t speak to me [because they were afraid of getting charged with sexual harassment]... Every male I know thinks females should not be in the Marine Corps.” Group members agreed that many women who “make it” have to be more proficient than the men.

3. ***What about your unit’s performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit’s level of teamwork contribute to performance?

Women Marines often found themselves shut out of activities when they were the only woman on a team. For example, the co-ed softball team was required to have at least one woman on it. But the team did not allow her to play unless they were already winning. During a field job, the only woman in a unit was excluded at first “because they felt like, well if we take her then we have to make all these accommodations...give me my own separate tent, and try to find a place for me to shower... I had to prove myself to them that I could do the job and I could do it better than what any of the male Marines could, and [eventually] I earned their trust and confidence at that time.”

Women reported that they are the subject of negative stereotyping, such as women Marines are all pregnant. While some women Marines do become pregnant, not everyone does, yet “What one female does, all of us have to live down.”

Another stereotype is that women Marines cannot “hump” [go on forced marches carrying 70-90 pound packs]. One woman reported that she weighs 105 pounds and can carry a 70-pound pack just like the men’s, and she runs faster than the men. “But if one female drop a hump, there could be twenty male Marines dropped behind her but all people remember is that all females can’t hump.” In this way, individual failures are generalized to all women. But these women also believed that individual women can prove themselves by doing the job.

4. ***What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.***

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue

of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Women Marines reported that getting along together depends on the job and the person. Women find that they have difficulties working with men at times. They try not to wear perfume or makeup, so that they will not attract men. The issue troubled them because, as one said, “In my job, if somebody gets distracted, somebody dies.”

Another woman explained, “For some reason males like to go up to females to talk [but] it’s not flirting; it’s because we listen...yet we’re the ones who get hit on for talking. Like, ‘get back to work, why are you talking? Why are you bothering my Marines?’”

One said that men do not know how to treat women. “[If I’m] bending and picking up stuff, they’re at an indecision because they don’t know whether they should go over and help you pick it up, because then you may turn around and say ‘I don’t need your help.’ Or, if [he] should go over and help her pick it up, because she may say ‘oh, I need some help, why don’t you come over and be a gentleman and help me?’ or, ‘what’s wrong with you, this thing is heavy!’... It’s hard for males to work with females.”

Women Marines felt that men and women are held to different performance standards. One woman reported she dropped out of a run because her menstrual period came on unexpectedly. “I had to stop and get a ride from someone...because it was going down my leg, and what was I supposed to do? I got my ass chewed when I got back to the shop.” Another Marine added, “If some guy had been running along... and had diarrhea or something, he wouldn’t have been pointed out, or chewed out as much.”

In terms of superiors, women Marines had mixed experiences. One woman was told by her First Sergeant that if she ever had a problem, “‘If there’s anything bothering you, you better come here and you better tell me because I don’t want to find out from somebody else that you have a problem.’” But in general women try not to take things to superiors. “You don’t want to cause a problem in the unit, so you learn to deal with issues.”

Women believed that their male superiors now are more educated about women Marines than they were in the 1980s. Male Marines used to over-compensate for the presence of females, but these Marines feel that the trend is swinging back, which they view positively.

One woman related an experience with her male First Sergeant. She had been too busy with her job duties to participate in company runs, so she had been training on her own

time. Her First Sergeant wanted to know why she had not been running with the company, and ordered her to come out for the next one. “So I went out there and ran right along with everybody else, stayed right in the formation, no problems.” When the run was over, her First Sergeant called her into his office and apologized for assuming she was “just a typical female trying to get out of [running].” When asked if she *was* a typical female, another woman Marine interjected, “She’s a typical female, she’s not a *stereotypical* female.”

The first woman declared, “All of us here hold higher standards, all of us here have to be more aggressive, all of us here either are equal to or surpass everything that every male Marine in our shops can do.”

5. ***Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?***

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Women reported that they are highly susceptible to rumors and unjustified disciplinary actions, and thus must take great care in social interactions. Therefore, women reported that they cannot socially interact with most of the unit, because it undermines their authority. “You have to... draw a line between personal and professional life, and most people can’t, because once they get to know the person that you are, they lose all respect for your authority.”

One woman got into trouble for socializing with another non-commissioned officer, “just talking, clothed, out in the open, in front of people.” She received a counseling sheet for an improper relationship, while the rumor mill said that she “got caught with a Corporal after lights out.” Another participant had a similar experience. As the only female in a 40-member unit, she explained, “you have to choose people carefully and have lots and lots of witnesses.”

Another participant disagreed; she socializes frequently with members of her unit. Others responded to her that she is not yet in a position of authority, and that “as you pick up rank, you have to watch what you do... I never interact with people at all.”

These Marines believe that their inability to establish social relationships hampers their work productivity. Since men do not have to worry about rumors, they can establish more connections with coworkers, and this helps them get their jobs done.

One woman explained that when she is off duty, she acts more feminine, but when she’s in uniform, she acts “more butch.” Men who see her outside of work, then back at work, do not know how to treat her. Another woman, the only female in a shop with 15 people, said that everyone in her shop usually works with a buddy. But after working on a computer problem with her male buddy standing over her, she was told by her supervisor that this was inappropriate.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating? Do these social interactions cause any problems? Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective? Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled. Do your superiors have an open door policy?*

Women disagreed on whether regulations were clear. The majority said that regulations were clear. One participant said that it depends on how many females there are. In 3 years, she's only been harassed once, which she perceived as low. "The regulations are very clear but more often than not, people choose to ignore them."

Another woman pointed out that regulations are clearer in some occupational specialties than others. She said that women enlisted persons cannot talk to male officers, but male enlisted persons can. "When you're on a plane, officers and enlisted have to be one crew...and nine times out of ten [the enlisted people] know more about what's going on than those pilots up there moving the sticks... As soon as you step out of the plane, you're in a different role, it's 'Yes, sir, no sir, yes sir, no sir,' and he's the one that's in charge... You have to know how to draw that line, and when that line becomes fuzzy, some people get in trouble."

Women felt that it was important not to break the chain of command. For example, someone squished a gummy bear and a woman went straight to the top, bypassing the chain of command. Another participant stated, "We don't break the chain of command."

Women said that if sexual harassment disrupts work behavior, it goes up the chain of command. When asked whether the supervisors have an open door policy, the group said that they did.

Some participants hesitate to complain because of the need for a witness to hear the complaint and because of stereotypes. If the victim is female, a second female must be present when the first makes her complaint. "You may be the best female in that shop but [the men] still don't trust you." Another woman said, "This makes you more reluctant to lodge complaints." A third offered, "A lot of things I don't say because I'd have to say it in front of somebody I don't want to know or if I say it, I'm gonna be whining because I'm a girl and can't take it."

Another woman said that she preferred to take up her issues with the offending person. "I don't care if he's a sergeant, staff sergeant, gunny... There was a sergeant one day giving me dirty looks when we're doing a run [so I asked him] did I do something to offend you that you have to give me a dirty look? ...if you have a problem with me please say something to

me, because that's the kind of thing that gets me written up for having lack of military bearing or having an attitude."

Another Marine felt that the men in her unit were respectful. "They listen to me. They depend on me. They respect me."

A woman pointed out that men are tougher on fat male Marines than they are on females, because they know the men will not cry or make a sexual harassment claim. Another disagreed: "There are some heavies in my unit. Nobody bothers them."

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

These women work in low-gender-integrated units. The proportion of women ranges from two to seven percent.

8. *How big an issue is gender in the military? Why?*

The group largely agreed that recruiting fewer, more effective women Marines was preferable to admitting more, poorer performers. Individual comments included:

- "It depends on command and [occupational specialty]. In combat, it depends on the individual female Marine. The Corps shouldn't force female participation. If a female can't hack it, drop her."
- "It's a big problem, very big. Half of women recruits drop out. Why bother to teach people who are going to drop out? The Corps should make boot camp tougher... They try too hard to let females in."
- "Boot camp was not as hard as I expected."
- "Unless you have gold or silver on your collar, how good you are doesn't matter."
- "It's a pretty big problem. It depends on your [occupational specialty]. If it's mostly male, it's hard [being a woman Marine]."
- "A lot has changed in eight years [since I enlisted]. I was told right away that I didn't belong, especially in welding. It's been a challenge. I still have to prove herself every time [in every new assignment]. But I wouldn't have done anything any differently."
- "It's a big problem. I think a lot of it is due to the fact [the Marine Corps is] what men kind of thought is like their sanctuary...[but] I'm starting to see changes for the better."
- "If everybody would just suck it up and treat everybody like a Marine and not a boy or girl we wouldn't have that many problems."
- "If you can keep up [on runs], it's not a problem."

- “They want to thrash you because you’re in their area, but they want to protect you because you’re a female. [Men are] so very confused about everything.”
- “I’ll be honest [about physical differences], carrying the same amount of gear I’m a little bit slower but you know what? I’ll get there, and [my male coworkers] understand that. As long as I don’t stop and I don’t give up. I’m gonna get there sooner or later.”

9. *Is there anything else you’d like to tell me about your job environment and experiences?*

These women believe that Basic Training should not be integrated. They think it would be preferable to have fewer women who are good Marines, rather than to have more women, some of whom are substandard. “We need *good* female Marines, not *more* female Marines.”

Focus Group Session Summary

USMC

December 14, 1998, 0830

Males in Low Gender-Integrated Operations Units

1. *What occupational specialty are you in and why did you join the Marine Corp??*

This group included nine men who were serving in low-integration operational units. Five participants did not have any women in their units. These men had been Marines for two to eight years.

Occupational Specialties

- Helicopter mechanic
- Antitank assault
- Fire direction control
- Aircraft maintenance
- “Tanker”
- Combat engineer
- Computer technician
- Radar repairman.

Reasons for joining the Marine Corps included wanting to be a Marine, continuing the family tradition of becoming a Marine, getting training and schooling, and earning money for schooling.

2. *Now let’s discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

One Marine indicated that a lack of human resources in his unit hindered his performance. His platoon is currently at about half-strength. “If we went to war [today],” he said, “we wouldn’t be ready.”

Another Marine reported that, in his unit, people are doing more than one job in order to make up for labor shortages. Further, Marines must do jobs for which they have not received specialized training.

Another hindrance to performance is old equipment. A helicopter mechanic reported that his helicopters break down constantly, and repair crews often do not have the parts they need to make repairs.

The anti-tank assaultman stated that the best way for him to become proficient was to use his weapons, but his unit lacks the time and money to practice with their equipment. “We don’t have enough practical application time.”

Updated gear was also mentioned as a barrier to individual performance. These Marines have old gear which breaks down frequently.

A Marine in a radar repair unit said that his unit had too many staff, making the group too big to train efficiently.

The moderator then asked the group whether someone had “shown them the ropes.” After a long silence, one Marine said that his corporal “threw the trainees in” and made them do the job.

One Marine recalled his corporal in tech training: “He was really hard on us—on any topic. He really grinded into us being [occupational specialty]-proficient... I’m a better leader now because I’ve been able to work with good leaders.”

Another Marine mentioned his sergeant: “When we went on deployment, he was really knowledgeable... he taught me a lot, [both] Marine Corps knowledge and technical knowledge.”

3. ***What about your unit’s performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit’s level of teamwork contribute to performance?

Group members mentioned several kinds of units:

- Tank crew, composed of 8 to 16 Marines
- Squadron, including about 400 Marines
- Shop, including about 40 people
- Section, composed of 13 to 20 people.

After the moderator’s question about successes and failures, another long silence ensued. Finally, the group members suggested the following as contributing to failures:

- Lack of parts
- Short-staffed units
- Needing to incorporate new people into units.

When asked about individuals going out of their way to help, the group responded more enthusiastically. They declared that in their units “Everyone goes out of their way to help each other. Everybody *has* to work together or everything goes downhill.”

The radar repair technician reported that, in his unit, people try to cross-train so that they are able to do more. But some service members mentioned that their units had more trouble working together. One said: “In short-handed units, it’s every man for himself. Everyone is already doing more than one job.”

Another Marine said, “People work better when they know what their mission is. But some [people] think they have a small job that’s not important.”

NCOs were mentioned as hindrances to unit performance. One Marine believed that new NCOs just out of school “don’t know what’s going on.” This creates friction when they are put in charge of experienced people, creating animosity and hindering discipline within the unit.

Another Marine reported, however, that there were not *enough* NCOs in his unit.

This group of Marines thought that teamwork is “a big thing” that contributes to performance. “Everyone has to know every job.” For example, the tank crew tries to do some of their own maintenance, to take the pressure off the maintenance crew and to speed up the process, since when the tanks are in the shop for maintenance, the tank crews cannot work. Teamwork between the tank crew and the maintenance crew is thus critical.

One Marine thought that teamwork in garrison situations was different from that needed in field situations. In the garrison, teamwork between shops is less important but, in the field, teamwork between different crews and/or shops is critical in order to be able to get the job done.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

One Marine complained about the difficulty of working with a new lieutenant. “He comes in [to the unit] and tries to change everything. He’s trying to be the leader he was trained to be, but it just brings down morale. He’s trying to change the world, and we’re trying to do what we were trained to do.”

One Marine thought that people were treated firmly but fairly. “You get out of something what you put into it. People have to pull their weight.” A black Hispanic Marine reported that an NCO had gotten “on his case” because he was a minority, “but I tried not to let that bother me... Do your job, and what you’re supposed to do, and people come around.” He thought that one of the great things about being in the Marine Corps was the opportunity to change “the stereotypes in people’s minds.”

As soon as the issue of gender was raised, these Marines voiced many negative perceptions about women in the Marine Corps. One Marine reported resentfully that, when shops held sporting competitions, “[If] we have women and the other shops don’t, we automatically know we’re not going to win.”

As examples of favoritism towards women, these Marines asserted that women do not have to run during physical conditioning, and women also receive different assignments. “When there’s a heavy task, we don’t ask the women. They don’t get sent to do working parties [doing] shit jobs.” These Marines felt resentful of women and the favoritism they perceived that women were shown, but “everybody’s scared to say anything [to women].”

One Marine complained that women “physically can’t do some things, which makes units more shorthanded. But another Marine disagreed: “Some women can kick ass.”

Another Marine stated that women Marines are pregnant most of the time. “[It’s] the biggest killer of morale—pregnant females. It’s annoying. You don’t want to hear her nagging about how her feet are swollen... She serves no purpose... somebody [else] has to do her job... We’re forced to treat her differently, [which] creates all kinds of problems [and] friction.”

Another Marine objected to this characterization of women Marines as malingerers: “Not all women Marines, but some... [But] we have men like that too!”

Another example of favoritism was that women Marines don’t get “shit details” as punishment. Men Marines may be punished with “shit details” to do, and even if the male Marine complains about it, other people still understand that “it’s a Marine thing.” “But if it’s a female...you can’t [give them a shit detail]. *And* people rush to help women!... We had to remediate a lot of male Marines [and] you can take him and ‘hump’ him [e.g., march long distances in formation wearing 80-pound packs]... [but] you can’t do that with a female Marine.”

These Marines also complained that women Marines are not treated the same as men in male/female relationships. They believed that, in these situations, the man is punished while the woman is not, or that the word of the woman is taken over the word of the man. “The good guy always loses when you deal with this issue.” They believe that sexual relation-

ships between men and women Marines lead to “a complete breakdown of discipline and order.”

One Marine stated that he thought it was better that basic training is gender-segregated. “I don’t think that they should be integrated in basic because you don’t know all the rules yet.”

These Marines stated unequivocally that women were not held to the same performance standards as men. “When it comes to working their [occupational specialty], they can’t pull their own weight.”

Examples of different performance standards included:

TOILETING DURING FIELD EXERCISES

One Marine gave the example that, in the field, men can urinate off the side of the tank, but women cannot. “It takes away from the ‘family’ of the team... [Men] hang out together, bullshit, talk. You can’t do the things that men do together to bond. You can’t trust your gunner to hit a target if you can’t talk with him.” These Marines also complained that women were provided porta-johns in the field, while men were not.

UNIFORM REGULATIONS

These Marines thought that many women Marines were overweight “but nobody says anything to them.” They believed that a male Marine would get jumped on for looking messed up, but women Marines are not jumped on when they looked messed up. Pregnant Marines in “cammies” (Battle Dress uniforms) were cited as an example of different performance standards. “Why are they in cammies [since they can’t go into the field while they’re pregnant]?” These Marines also claimed that pregnant Marines were issued additional “maternity” uniforms at no cost, and they thought it was unfair that women received free uniforms while the men could not.

These Marines believed that women obtained better treatment if they “got on the good side” of an NCO. They also complained that superiors favored women over men.

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Common social interactions described by these Marines included going out and getting drunk, partying, and “having fun [after] working hard all week.” They reported that hanging out with buddies and being friends outside work helped them work together: “I’ve never had to order a friend to do something.”

These Marines thought that some people were left out of social interactions, particularly people with different personalities, different interests, people from different shops, and people from different places. One Marine described another fellow Marine who did not want to participate in “Porno Night”: “[After that,] people put [pornographic] pictures in his rack every night, because they knew it would push his buttons... He [eventually] moved out.”

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

One Marine reported that the only woman Marine in his shop “pulls her weight... I’m just lucky that the one woman in my shop [is good]. She’s one of my better friends.”

Another Marine pointed out that social interactions involving women, men and alcohol were problematic: “Something’s going to happen...then afterwards it’s hard to deal with her at work.”

These Marines declared that military regulations definitely were not clear. They believe that, if the woman feels something is discrimination, then the USMC will take her side regardless of the situation. One Marine explained that, if some men are talking about something sexual that a woman overhears, she can say that she is being harassed. “You can’t say what you want [to women]—freedom of speech went out the window... If she’s not even in the conversation, why should I have to answer to her?”

When asked if regulations were effective, one Marine stated: “They’re not effective if you’re on the losing end!”

“If women come into tanks, I know of five good sergeants that are leaving the Marine Corps.”

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

Four out of nine of these Marines are in integrated units.

8. *How big an issue is gender in the military? Why?*

- “It’s a huge issue... I’d like to sit in the female side of this to hear what *they* say.”
- “It’s a big issue—politically, it will continue until women get what they want.”
- “It causes problems.”
- “It’ll always be a problem.”
- “It’ll never be solved.”
- “Women blow it [the issue of gender in the military] up a lot—they make it sound like we’re always harassing women.”
- “The guidelines [for interacting with women] are too strict, which causes problems.”
- “It’ll be even more of a problem if you try to put women in combat [occupational specialties].”
- “You have to watch what you say and how you say it [to a woman].”
- “Gender will be an enormous problem if they put women in fire direction control. There’s no room in combat for special treatment for some people.”
- “Politicians push for all people to do all things... It destroys unit cohesion. That shower scene in *Starship Troopers* [where men and women showered together without any sexual overtones]—it’ll never happen.”
- “People are sexual creatures.”
- “Basic should be separate.”
- “It’s a bad thing... They should give us more leeway in how we treat them.”
- “No matter what we say, it’s still going to be a problem. No matter what we say, I’m still going to lose.”

Air Force

Focus Group Session Summary

USAF

December 4, 1998, 0800 hours

Females in Gender-Integrated Basic Training Units

1. *What occupational specialty are you in and why did you join the Air Force?*

These trainees were in their fifth week of Basic Training; only two knew that their occupational specialty would be Security Forces.

Five women said that they joined the Air Force to serve their country, get an education, and travel. Other trainees' reasons included receiving the benefits, to be on their own, and because of a family history of being in the military.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Several respondents talked about how the military had helped them. One woman said, "I learned how to move faster and how to not be dependent on my parents. I'm more confident now. The pressure from the training instructors makes me realize I've got to do my best, I don't have any choice." Another woman said that the Air Force had taught her independence. She said, "The training instructors are constantly yelling, but they're paid to perform a job. You've got to take the pressure, in preparation for wartime. I move faster too, have more self-respect and more confidence."

Some respondents talked about what they had learned by being in the Air Force. One woman said, "You dig into general things and figure out how to do it. For example, folding shirts into 6-inch squares. They actually come and measure the shirts! After awhile, you see what can happen if you fail. Sometimes criticism is good."

Another woman said, "I learned accuracy. I never knew why I had to stand at attention. For example, even if a bee stings you, you can't move because that may give away your position to the enemy. Everything in Basic is for a reason." Another respondent said, "You're taught to pay attention to detail. I don't procrastinate any more. The training instructors mean business." Another woman added, "We all have to work together. For example, because one bed was not made tight enough, we all missed our patio break."

Things that have hindered the group members include lack of sleep. One woman commented, "You don't get a nap. Once you're up, you're up for the day. I wasn't used to it. You're going through the confidence course and you feel drained. You boost yourself somehow. I've adapted to having three to five minutes to eat." Stress is also considered a hin-

drance. One woman said, “People are from all over the country. It’s a melting pot. We all have different attitudes.”

One woman talked about lack of respect as a hindrance, “I was just recycled. My last flight didn’t get along. This one’s even worse, no offense. A lot of people have bad attitudes. People are not respectful. Everybody’s done it. It’s hard to help someone who doesn’t treat me with respect. For example, the swearing that goes on.”

Another respondent agreed, “A lot of people come with an attitude. You see a big difference between what you’d heard it would be like and how it actually was. I know who I am and they can’t change me. As long as you don’t forget who you are. I expected it to be easy. I heard [the Air Force] was easiest of all four Services. I’ve been recycled twice and I realize now what I’m up against. You have to sit back and suck it up and do what you need to do for six weeks. If I go home, I go home to nothing. I go through a little bit of this, graduate, get the benefits, and have a guaranteed job.”

When asked if someone had shown them “the ropes,” participants said that their training instructors had influenced them. One woman said, “A lot of stuff was thrown at us. They tell you to read your book to learn. The training instructors showed us once very quickly [but] I learn by watching.”

Another respondent added, “The training instructors would yell at us if we got it wrong. We had people already gone. Our mother flight, who was in their third week when we got here, would check our lockers for us before inspection. They knew everything we needed to know.” Another recruit disagreed: “The training instructors showed us how to do things. They did their part. They expect us to do our part.” The first recruit demurred, “The training instructors went over every single item at one time, so you forget.”

The focus group participants discussed what they had learned from the training instructors. One respondent said, “We learned how to cram a lot of stuff into a small space. There are 15 things in one drawer. That’s why they make you do it in certain measurements. Paying attention to detail is important. In the FTX and Confidence Course, you need to take stuff apart and build it back up again.” Another woman added, “Our training instructors help us a lot indirectly. In the classroom, the training instructors are actually human. They are interested in how we function. They try to get us to stand motionless.”

3. *What about your unit’s performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit’s level of teamwork contribute to performance?

The general consensus was that their unit was their flight, which was mixed gender, or their dorm, which was all female.

One recruit said in regards to the flight's performance, "We had an Honor Flight competition. The other flight on our team had demerits and we did not. Their score was a minus 12! Our two flights were brought together as one for the competition."

Several people talked about their unit's performance. One woman explained, "My detail is Latrine. We worked together and received no demerits. We did not want to get into trouble." Another recruit added, "I also see that it's not only Latrine crew. Slowly, people are starting to help everyone else. That helps people to get zero demerits. It encourages them to get patio breaks."

The group also talked about things that hinder them. One woman said, "We've had someone go in and ruin a person's locker because somebody doesn't like them. Our teamwork in the dorm is awful. If they don't give us any motivation, there's no teamwork."

Another woman added, "I try to get everyone to get along. Once, I told them my life story so that I didn't have to hear them argue."

There were also complaints about the unit's teamwork. One woman remarked, "It's very hard to know someone for only six weeks. I wonder if she really likes me or if she feels like she has to help me." Another woman added, "You see someone walking around not doing anything except supervising. They can't help others unless their stuff is perfect." One woman advised, "Things are never quite perfect. You still need to help someone else, though."

Discussing teamwork, one recruit said, "If there were better teamwork, it would go faster. For myself, I will take her glasses and put them in her locker. If we didn't have attitudes, it would be much better."

Another trainee added, "I'm on laundry crew. There are only three of us, instead of four. I was doing two elements' clothes. My element leader did not help. I go to her, then the dorm chief. Some people in our dorm abuse their authority. Everyday, I was doing laundry for 4 or 5 hours. I missed classes, learning how to fold clothes, etc. Finally, people would give me less laundry. I couldn't do that much laundry. It takes work to get people to help you."

One woman discussed working with other groups: "On the two best days, I did details and got to get out of the dorm to work with our brother flight. You hardly get to work with them. It's more relaxed. I liked getting away." Another woman commented on working in mixed gender groups, "There comes a time when the training instructors are concerned about public displays of affection if the females work with the brother flight too much. The training instructors think that if the women don't get to know the men, there won't be any chance for public displays of affection. But in the real world, we'll work with them. How do you get a chance to trust them if you never work with them?"

Another woman added, “Some people try to hold in their attitudes, but they have to air them sometime. But we’re getting out soon.”

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Several women offered their views on how people were not treated fairly or equally. One woman said, “No one is treated equally. There are cliques.” Another woman said, “The PT standards are different between females and males.” Another trainee added, “There were three guys with me and I was the one who got recycled. The training instructor knows that I’m a good airman. We have a hard time here. They don’t treat us the same.”

One woman explained, “The Latrine Queen [trainee in charge of cleaning the latrines] lets her friends use the latrine when the crew is cleaning it, but they would yell at anyone else who tried to use it. They shut it down to get it done.” Another woman disagreed, “You know they’re cleaning the latrine. They say that as long as you help clean up after yourself, you can use it. Be nice and respectful.” Another woman added, “I took it upon myself to not do my hair for 3 days before inspections, so that the latrine would not be messed up.”

A woman explained her experience with unequal treatment at the hands of a female recruit: “The Dorm Chief has her own friends. They expect us to be god-perfect, but there are lower standards for her friends.”

The group began discussing equal treatment compared to the males. One woman explained, “The only time we see the males occurs when we eat, go to classes, and march. None of these has an issue of fairness.” Another recruit agreed, “We don’t do anything together.” A third added, “Male airmen tell us we have it easy. It may seem like one person is treated unfairly. The training instructors may just yell at one person, but they’re talking to everyone.”

One trainee explained differences in treatment between two female flights, “The girls in the other flight get treated better. For example, the training instructor would give us patio

breaks. He kept it inside the dorm so that when males and females were together, there was never a difference.”

Some women found motivation in competition. One woman said, “I think some things we are better in. Our training instructor made a bet between the males and the females. He wanted everyone to try to do their best.” Another agreed, “It’s more of a motivation thing. Males versus females, so that you have a goal.”

The group also discussed jobs for each gender. One woman said, “We have 60 males and 36 females. There are fewer females to do the job. They appreciate the fact that we have less people and still get everything done.” Another woman added, “We have three or four details per person. Males only have one each. And they have some details that we don’t have. For example, one person is keycheck person, who goes around and makes sure everyone has their keys in their lockers. I’m on laundry and stairwell. Then, I miss classes and inspection. We have to overcome that now.”

Another trainee said, “The training instructor listens to music while checking the dorm. It eases the tension. Males think we’re dancing and partying. People in the day room are talking and studying. You can hear so much through the vents. The males assume too much.”

The group discussed relationships between superiors and subordinates. One woman gave an example of a training instructor and a trainee: “He picks one person to focus on more than anyone else. He coaches one person on. This person is one of the most capable people in our flight. That should not have occurred. That bothers me.” Another woman added, “He always says certain things to her. She showed him her pictures. There’s a close bond that’s not natural and not professional. It shouldn’t be on that level. He smiles at her.”

One woman related: “Everybody’s lockers were messed up. We call the person [doing it] the Button Fairy because we find our clothes with one button unbuttoned. We didn’t go to the training instructor and accuse someone of being the Button Fairy [but] she told the training instructor that someone purposefully destroyed her locker. Everyone else kept it to themselves and just fixed it.”

A trainee concluded, “There’s always a favorite person. There’s a problem when they want to date an airman. It’s really not affecting us if they check someone else’s stuff to a different standard.” Another woman added, “I think it’d be different if more than one training instructor treated her differently. Our brother flight members see it too.” Another trainee added to that story, “When we were getting briefed on the FTX, [the flight commander] asked if our training instructor was sweet on an airman. This training instructor must have a history of getting sweet on airmen.” One airman commented, “Looks like he has feelings for her.” Another said, “One person points it out and everyone pays attention to it.”

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

The group discussed how social interactions occurred. One trainee said, “You tend to interact with people from the same part of the country.” Another trainee pointed out, “Once you get to know someone, you try to find out where she lives and if you live near each other at home.” Another added, “You get used to hanging out with people and you help their friends first.” Another recruit said, “I really like our Brother Flight. They motivate me. They’re like-able.”

One airman explained her experience, “I’m on laundry crew and we stick together (four females and four males). We help each other out and we’re from all over the country. We work together, so I know them better. There are some people I’ve never talked to. I’m not going to approach them if I don’t know how they’ll react.”

Another airman discussed the term “cliques” that were used to describe the social scene. She said, “I think our main problem is the use of the word, ‘clique.’ We’re from so many different states that what I’m taught in New Jersey may be different from what you may have been taught in Alabama. I just have more in common with them, but it’s not a clique.”

The group discussed the importance of having buddies in the Air Force. One woman said, “When I first started, everyone ran [in physical conditioning] by themselves. I came in 30 out of 30. In the end, that was the only thing I passed because I have someone to run with now. She helped me take 10 minutes off my time because she runs with me and encourages me.” Another airman added, “I was taught to have at least one good friend. I have grown close enough to one woman, to talk to her. You need that one person. Otherwise, you can’t make it.” One woman said, “Everyone’s my buddy. You know that I’m always saying that I love y’all. I have one really good friend, though, who was from MEPS with me.”

One recruit talked about people being left out: “There are two girls in my element [a subset of the training flight] who just can’t do anything. Everyone purposely left them out. I got stuck marching behind them. Those are only two people who got left out. They’re in their own little world. One failed in her sixth week. That shouldn’t happen. People got fed up with helping them.”

Another added her observations, “At one point in time, we did things together. Now, it’s with that one person. People stay off to the side if they’re slow. I say her to [one of the two slower women], just to let her know that we’re not all against her. I wouldn’t want to be [in her position]. I feel badly that she’s slow.”

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have

been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

The group discussed how little time they had available to socialize with the males. A trainee commented, "You don't have time to talk to any males. They have a saying here that if you can talk, you can walk. There's not enough time to eat if you're talking." Another airman added, "That's why we fight so much in the dorm, because you're around other women constantly."

One woman said that she did get to socialize with the males: "In certain details, you can't be doing other things. You help each other study, it's like a social time." Another woman agreed, "We do get time to interact with males. On patio breaks, there are vending machines and phones. Some flights are weeks ahead of you. I talk to them to get information. We're never fighting on the patio breaks because we're so happy to be out of that controlled environment." One woman explained her situation, "When we go to church, we go early so that we can sit outside and talk. We talk to the males then and on the patio breaks. One training instructor asks me, 'What stories have you heard from church and I'll tell you if they're true or not.'"

Several group members remarked that people do not date. Others added that some couples "lucked out" and got in a flight together, but they had to keep their relationships quiet. One woman commented, "You don't have time to date. Especially if they're from another squadron, you never know if you'll see them again."

One trainee commented, "Other people do try to date someone." Another said, "There are females who date, that I've heard of." One woman related that a male trainee had tried to date her. He comforted her when she got recycled. But then he started sending her letters. He wanted to be her boyfriend and missed the idea of friendship and support. She told him she was not looking for a boyfriend.

Other group members commented on how dating causes problems. One woman explained that some female trainees get male trainees to shine their boots for them while the females fold the men's shirts. If one female leaves to visit a male, then they all get in trouble. One airman said, "In my last flight, five girls were writing notes to guys downstairs." Another trainee said, "It shows a lack of integrity, taking your boots for someone else to shine." Another said, "I think the boot thing is an excuse to go down there and meet males in the hallway."

A trainee who had the responsibility for guarding the dormitory door reported, "My element leader got mad at me because I wouldn't let her out [of the dorm]. [But if] a training instructor saw her taking her boots to a male to let him shine them, I would get in trouble for letting her out. If CQ called and asked how many airmen were present, I would have to say 36

of 37. And I would get in trouble for letting her out. They have cameras and intercoms. They do it anyway, even with the camera and intercoms.”

A trainee said, “We’ve been told not to let males do our stuff. The female will say that she’ll help the stairwell person, when she just wants to sneak out through the stairwell to see some male.” Another woman added, “Males thought females were built differently. Taking our boots down puts ourselves in a situation in which we’re seen as inferior. The training instructor said this is reinforcing stereotypes, where the female should fold the shirts and the male should shine the boots.”

In thinking about dating, one woman said, “If I care about him, why shouldn’t I date him? It may affect my career in the military, but they shouldn’t place him in my chain of command.” Another woman retorted, “If you date your training instructor and something happens, it causes problem in the real world. Your hatred for him because he doesn’t want to date you anymore could cause problems in the real world.”

The group consensus was that military regulations have been effective, but they have not seen any examples. This group knew of no situations that had been brought to the chain of command. One woman said, “As of today, we’re holding it back [the situation with the male training instructor and the female airman]. I don’t want to pull the whole flight down. It’s how you voice your opinion. Bring it out anonymously so that this situation doesn’t happen again to the next flight.” Another woman added, “They try to have an open door, but it doesn’t seem that way. You have some training instructors who don’t want to hear your side of the story. You can’t defend yourself. It depends on who you luck out with and talk to.”

In deciding to voice her opinion anonymously, this recruit said, “I’m not putting my name on [the comment card from the dining hall]. It’s an unprofessional relationship.” Another woman argued, “If we confront the training instructor, he’ll take it out on the whole dorm.”

Group members continued arguing about what should be done about the relationship. One woman said, “Everyone in the dining hall witnessed him saying that he’d make her cry every day [if she didn’t do what he wanted].” Another woman commented, “She didn’t have the balls to stand up to him.” A third said, “You don’t have to put your name or your flight number on the comment card.” Another woman argued against reporting the relationship, “But we only have one more week to go! This doesn’t really concern us. Everyone notices.” A trainee argued for reporting it: “You should make a stand.” Another woman advised, “Bring it to [the offending training instructor’s] attention first. We should be fair back to him.”

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

These basic trainees were in an integrated flight, with about 50 percent women.

8. *How big an issue is gender in the military? Why?*

The group discussed the improving situation of women in the Air Force. One woman said, "It's important. Everything is improving for females. The Air Force is 40 percent female now." Another trainee added, "Females can have the same jobs and should have equal opportunities." A woman said, "Now, the females pull together and fight for what we believe, in order to have opportunities. We should keep pushing to fill positions which have never had females in them."

One woman observed, "There is no problem in terms of discrimination." Another agreed, "This is a stepping stone and a chance for women to say or to show the males that we can be just as good as them. We're not just for cleaning, getting fat, and having babies." Another airman said, "The majority think women should not be in high ranking positions. The males can't take orders from female officers."

One woman noted, "Some people do have problems with females in their flight. I talk to people in our brother flight more than I talk to people in our flight. I have a male friend who pushes me just as hard as he pushes his friends. He said that since I was a female, I had to do less stuff than him, but he still wants to see females succeed."

One group member concluded, "Gender doesn't play a part in the Air Force. You work together as a team. Nobody cares what gender you are."

9. *Is there anything else you'd like to tell me about your job environment and experiences?*

The group discussed positive results and improvements that they noticed during their training. One woman said, "During my first week, I wanted to go home. But the more I do, the more I like it. But they're right in your ear the first week." Another woman said, "The FTX is 5.7 miles of walking and obstacles. I couldn't believe I could do that. I can be more than what I am. I survived that and it built my confidence." One respondent related, "At first, I would shake and almost cry when the training instructor talked to me. Now, I can do everything. I have more confidence. I always thought I needed help."

Another woman offered her experience, "I knew that I was physically challenged. I felt that it would hold me back. You have to push yourself to the extreme. You have to keep plugging along."

Focus Group Session Summary

USAF

December 2, 1998, 1300 hours
Males in Gender-Integrated Basic Training Units

1. *What occupational specialty are you in and why did you join the Air Force?*

Occupational Specialties

- Air Traffic Controller
- Aerospace Ground Equipment
- Navigational Communications
- Security Forces
- Electronics Apprentice
- Ammunition Apprentice.

Reasons for Joining the Air Force

- Educational benefits
- To do something different.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

One trainee said that women recruits complain and cannot keep up. For example, his flight was marching in a group. Three women displayed a bad attitude, while the men were quiet. The women complained that the flight was walking too fast and the men were “not doing something right.”

Another trainee related that, during the Field Training Exercise, the women trainees held the men back by getting in the way and complaining. Training instructors expect teamwork, but women stand around and do nothing. He also said that in some other groups, people work hard and can accomplish their tasks.

One training instructor was described as a morale booster.

One recruit who was serving as a student leader said that there are always people who slack. Another man said that it depends on the group and who is in it. He felt that everyone can “feed off” the motivation of a good leader.

When asked whether anyone had “showed them the ropes,” a recruit said that basic trainees who were two or three weeks ahead of his flight provided them with some informa-

tion, but some of what these trainees told them was not particularly helpful. He said that his training instructor told his flight not to listen to these people.

Another recruit reported that his brother-in-law helped him and gave him useful advice, “things that I could use” from someone he could trust. Another man said that the training instructors gave them hints and other ideas from previous flights. A third said that his best friend had graduated a month earlier and had taught him how to fold his clothes and gave him hints on how to clean the latrine and the day room. This friend still sends him hints.

Another man said that his brother-in-law was in his unit, and advised that he keep his mouth shut and do what he was told. One respondent said that a training instructor told him everything, including to hide in the crowd and “not to let them know your name.” Another recruit said that his friends and his friends’ fathers had mentally prepared him and told him to expect the yelling.

3. *What about your unit’s performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit’s level of teamwork contribute to performance?

These trainees considered their unit to be either the flight or the dorm. The dorm is divided into 2 flights with 60 males and 40 females each.

Focus group participants said they tended to stay together as a dorm. Each floor had one sex with two bays to each floor. An element was a row of 18 beds. The elements alternated flights.

One trainee thought that the male dorm had too many men. Because there were not enough work details to keep everyone busy, the ones who did not have a detail sat around, talked, and distracted others from doing their work. Another trainee said that people in the male dorm do not respect authority and want to “do their own thing.” He felt that they did not know how to take orders, especially from women.

One man said that his flight’s trainee chant helps motivate people and make them feel proud to be in the flight.

A student leader felt that the trainees for whom he is responsible do not have a lot of discipline. He added that he was really relaxed when he was supposed to be more strict with his subordinates.

At graduation, the flight with the most points gets the distinction of Honor Flight. One trainee said that his flight pulled together over the weekend and worked well together.

Another recruit thought that the Confidence Corps represented a success for his flight. They worked hard at it, and everyone was cheering, even the slackers.

These recruits felt that some people in the flight went out of their way to help others, but some hindered the group. One described the help that some flight members gave to help people learn how to fold their clothes. This recruit felt that his dorm monitor in particular was fair and helpful. Others discussed bunkmates and element-mates who helped people.

The group recounted one man who preached corps values such as teamwork and was always saying, “We’re excellent,” but then was caught talking on the phone, throwing boots, and getting candy. One man said this trainee seemed impulsive.

One common complaint was that people ask for help, then stand back and watch the helper do it for them. People avoided this by saying they were too busy when asked for help.

These trainees thought that the team only pulled together “if the TI’s in your face.” One respondent said that people have their own little cliques. One recruit discussed the Latrine Crew as an example. He said that two groups of three work really hard while a minority of the crew direct the others and let them do all the work. He felt that many people had not grasped the idea of working as a whole.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

One recruit explained, “It’s easy [to work together] if you have someone helping. It really depends on who you’re next to... There are a lot of us who do work together but there are a few who don’t accept teamwork.”

Another recruit added, “We can do beds in seven minutes [but] the Utility Crew uses that as their excuse for you to do everything for them.”

A third recruit said, “One guy sits in the morning and at night for 30 to 40 minutes doing nothing. He’s on Pack Crew and asks people to do his work. On pack crew, you have just enough time to do everything. We’re usually the first detail downstairs so we need help.”

These recruits felt that some training instructors treat them the same, but some give male recruits more slack, while sometimes the females get more slack.

Some recruits felt that student leaders treat their own friends better.

One interjected, “If the TI doesn’t like you from Day 1, they find a way to get rid of you. They pick on people who are weak and see if they will stay or go.”

In terms of performance, these recruits felt that males and females were not treated equally. One respondent said that he helped another male sweep the floor and the training instructor found a speck of dust under the water fountain, but in the women’s dorm, the instructor ignored “fistfuls of dust.”

One recruit lamented, “There is no such thing as equal.” Another recruit agreed: “Hair dressing day separates [men and women]. In the middle of Basic, [the women are] bragging because they get to go out for a haircut and to eat pizza.” “The second week of training, we do all their work while they’re using the phone,” said a third recruit.

These trainees said that another area where men and women are treated differently is the physical conditioning test. Training instructors yell at men but not at women during the tests. One respondent said that a woman stopped in front of him on the course, so he had to hang from an obstacle for “like 10 minutes.” Then the training instructor yelled at him because he had trouble starting again. “The TIs are afraid to yell at women. They have to ask permission to tap a woman on the shoulder!”

Trainees believed that treatment was equitable between the races. One said, “We have a male from Puerto Rico. He speaks broken English. The TIs have their fun with him, but maybe he’s got it easier in some ways.”

Recruits believed that if a female trainee “got onto” a male trainee, the man would be more likely to be disciplined than the woman, but the reverse is not true. “We can’t cough or sneeze without the females getting on us. If we argue, then they tell the TIs.”

Trainees felt that men and women recruits had different relationships with training instructors. They felt that male recruits do not have a relationship where they can “shoot the bull” with the training instructor, but females can be relaxed with the instructors.

Another respondent argued, “TIs look at what kind of person you are. For example, I had messed up on my wall locker. If it weren’t for a helpful TI, I would be gone. But he looked at me and said I was a good person. The TIs really look at you as a person.”

Recruits disagreed about whether women were less likely than men to be recycled. Some thought men were more likely to be recycled, while others said that men were not more likely.

5. *Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

While recruits pointed out that they did not have much time for socializing, they reported that groups that work together (e.g., details) or live together (e.g., elements) also socialize together. "You live with them and get to know them that way. That's the way teams get together."

Another recruit explained, "We go through the exact same thing every day, yet we find some aspect to be different. For example, the cook made pastries. We talked for an hour about everyone's different pastry."

A third said, "If anyone is left out, it depends on their personality. You do it to yourself."

When asked if they had buddies, one trainee said, "It depends on personal hygiene. There are people who always smell bad, like 'Power Ranger' and 'Latrine Queen.' The guy with the stuff on his front and back. He's always picking at himself and constantly tries to tell people what to do."

Another added, "Guys who want to work, stick together. Guys who are lazy are kicked out."

These recruits spoke of their sister flight when asked if anyone was left out. Some felt that the women were not left out, not even left out of the fighting: "We yell at each other to get off the phone."

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

Trainees felt that military regulations were clear. One recruit explained that he was following the rules carefully: "I'm trying to go forward, even if that means going without women and cars. Six weeks is the sacrifice. Tech school will be the reward."

The recruits thought that regulations were ineffective at times, such as when they took an abuse-of-power incident to their chain of command.

These trainees particularly felt that they were mistreated by women trainees. One said, "Female student leaders treat us like dogs." Another complained, "You can tell your element leader, who tells the dorm chief, who tells the TI, but the female student leader is never reprimanded. The females can do anything without repercussions."

Recruits felt that their chain of command has an open door, but "it's best to stay away from them unless it's serious, [then]... you go through your chain of command to keep from getting yelled at."

7. *Is your unit gender integrated?*
What is the proportion of women?
Is/was your basic training unit gender integrated?

These trainees' flight is about 40 percent female.

8. *How big an issue is gender in the military? Why?*

"It's a big thing. A few of us were discussing sexual harassment last week. Females argue that they wanted to be treated as males. But they can't compete in combat control and para-rescue because only 1 in 50 can carry a 180 pound man on their shoulders. They're not built for strength."

"Men have more standards and higher goals."

"There are as many problems from integrated squadrons. When you're in operational units, you'll have horrible superiors, both male and female. We're learning now how to take orders from a female TI. We have to watch our butts on harassment and the way we speak."

"It should be equal and we shouldn't have to worry about what we say. But I don't think it is equal. I prefer to be with one of the guys than with any female in a flight."

"Females want to be treated as equals. But when it's all boiled down, in terms of physical requirements, they realize they don't want all those requirements. So, females can't be treated equally. Females bring in more individuality. Females don't want to have to make the same standards."

“I don’t see anything wrong with having females in the military. In war, I would not want a female next to me. Tests show that men can handle stress better and that men do what they have to do. Women can’t control their stress at certain times, especially in a life and death situation.”

“I like females. They’re in the service for a reason. There are things we can learn from them and things they can learn from us.”

“It’s not a problem. Some flights have females, while others don’t. I’d rather have 100 males than be split 60-40.”

“Two males were recycled. One was not focused. One had power trip problems. The TIs are easier on the females. The TIs don’t scrutinize the female dorms as much.”

“I agree with the job restrictions. Two people carry a stretcher. If I got shot, I’d want people who could lift me. I don’t see any females doing it.”

“If you knew a female could do the job, physically, it shouldn’t matter what sex [they are].”

“If the females can bench 200 pounds, then they should do it [carry the stretcher].”

“Females are too emotional, which is a problem in time of war.”

“In choosing between males and females, I’d choose the females because you can trust them.”

“There are some females who can out perform 30 to 40 percent of the guys.”

“Put her behind the desk.”

“One female element leader is crying all the time. If she were a guy, she’d be gone.”

“There are a few females who can’t do 10 sit-ups.”

“Some females blow by me on the track.”

9. *Is there anything else you’d like to tell me about your job environment and experiences?*

Overall, these recruits found their basic training to be a positive growth experience. One explained, “It was a good experience for me... I was a slob back home. You either change and adapt or you go home on discharge.”

Trainees also felt that basic training helped them overcome negative stereotypes about people: “I came here with a mentality about Puerto Ricans. The Air Force breaks down [your] stereotypes.”

Recruits said that their training has developed their physical conditioning, discipline, and self-confidence: “This place shows you how to be more responsible and take responsibility for your actions.”

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

Recruits expressed the following concerns:

- Sexual harassment policies are too extreme and give women the means to “get even” with men.
- More female training instructors are needed so that women recruits receive the same level of surveillance as men do.
- Men and women should have the same standards for physical conditioning: “They’re not going to make an exception in war time!”
- Women recruits should have to have their heads shaved, as do the men recruits.

Focus Group Session Summary**USAF**

December 1, 1998, 0800 hours
 Females in High Gender-Integrated Technical Training Units

1. *What occupational specialty are you in and why did you join the Air Force?*

Training Specialties

- Diet Technician (3)
- Services (7).

Reasons for Joining the Air Force

- To get money for an education
- Not ready for college
- To travel
- To fight for her country
- “I’m tired of sitting at home.”

2. *Now let’s discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

A lack of sleep is a hindrance. The three diet technicians get up at around 2:30 a.m. to get to the kitchen at 3:30 to start cooking breakfast. In the afternoon, though, they could go back to the dorm and sleep.

Stress was also mentioned, especially in terms of arguments causing stress between coworkers. Some recruits thought women work much better together, while others thought females never pulled together to work as a team. Instead, they said women were out to get each other, while men covered for each other. Some women mentioned that men never let them do anything, and that the men think of themselves as “grand chefs.” This comment was in reference to a man who was at the same level as the other women trainees. Another said that most people she worked with were women and that it was not competition, so people would help each other out.

Several people also mentioned stress from living with so many different people in the dorms. One mentioned keeping conflicts out of class. Another woman responded that it was “weird, different” living in co-ed dorms that had day rooms with people she did not know well enough to approach and tell them to pick up their hairballs from the sink. Several people mentioned learning to let go of the things that bother them about other people.

In an all-female dorm, one woman was told, “Don’t make a mess.” She said that these instructions were very vague. Several people mentioned waiting for details on how to arrange their shoes and other effects in their rooms. They said that after several weeks of basic training, it was difficult to adjust to living in the dorm where there was much less structure. One woman in a leadership role said that she found it difficult to tell new people everything they needed to know in only an hour.

On the job, many of the women answered that instructors, who were mostly men, showed them what to do and helped trainees a lot, regardless of gender. The instructors were willing to help trainees after class or to help with reviewing, so that they could pass their tests. One woman also mentioned that instructors had study groups outside of class.

3. ***What about your unit’s performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***
- Did you have some individuals go out of their way to help or hinder others? What was going on?***
- Do the members of your unit work as a team when trying to accomplish tasks?***
- How does the unit’s level of teamwork contribute to performance?***

This group considered their unit to be either the squadron, with about 400 people, or the class, with around 20 people.

One trainee started the discussion with a description of her first day cooking breakfast. Her team was at the dining facility at 6 a.m. and had breakfast ready before the deadline. Another woman responded that a unit was successful when people are responsible, care about the other people, and pull together as one person. One woman said that her class had “attitude,” while another said her class can work together as a team, but only for a few hours. Still another woman mentioned taking personality conflicts to the side. Another woman said her class jokes around and has fun, but knows when to be serious and works well together overall.

Another recruit said that the instructors believed in them and told them that they were one of the best classes. It made them work harder. One woman illustrated encouragement by describing a time when her cornbread came out like a cookie, but everyone still ate it and felt sympathetic towards her and offered to help her out.

Another trainee described an instructor who was quiet and nice as a “pushover type.” She said they wanted to do well so that everyone would pat him on the back. He had saved someone from being discharged earlier.

One woman mentioned people who were aggravating her, who did not take her comments such as, “I don’t want to hear your voice,” seriously.

A trainee described a man in her class who acted like “a general” because he had prior military experience. He often told other trainees what to do and did not listen to her, even

though as a Yellow Rope she outranked him. In fact, he performed the task just the opposite from the way she had instructed him.

Many people remarked that the women could not pull together. For example, they would have to go back and realign the beds four or five times before they got it right. However, in a mixed group, men and women pulled together well.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Several women mentioned that all-male flights had no respect for females. One example involved FDX (war games), where the opposing team was all male. The men looked at the mixed gender team and laughed. Some males would push the females over in the low crawl.

One woman remarked that women go through training exactly like men. She added that the men who saw women go through training respected them more than men who did not see them. Half way through training, other men made comments such as, "I feel sorry for you [being in a mixed gender flight]...they're weak."

Some participants said that the men in their group stood up for them. Other males finally caught on, since they put you with other squadrons.

These women believed that male and female airmen are expected to perform equally well. "The military makes you do crazy things and you get through it."

One woman said she used to be a spoiled brat, but now she takes care of the dorm first as well as the other people. She feels that she does not need her parents or a guy, that she is self-reliant.

Another woman, in a position of leadership in the trainees group, said that she would do certain things, but not clean up all the clutter in the storage room.

Another woman remarked that here, at training, men and women were held to the same standards. They do the same amount of physical conditioning and men and women have to cook meals together.

One woman remarked that staff sergeants were disrespectful. She said that one of their training instructors had commented, "That's why females shouldn't be in the military." Another woman described a female leader who picked on the women all night, saying, "Why you crying like a little female?"

One training instructor, who was a pushover, let them get away with so much stuff. Her friends had said to her, "They baby you, you get away with not doing P.C. (Physical Conditioning)." Some respondents said that the instructors were nicer to women, but that the treatment for men and women should be equal. For the men, the instructors tend to be more strict.

One woman described a female training instructor who was so mean she made the recruits take five-second showers. She recalled how her hair was stuck to her head and she got a skin rash from not rinsing. Her stomach hurt from having to swallow the toothpaste. Another time, a trainee fainted and this instructor kicked her.

Another trainee described a positive experience with her female basic training instructor. The flight was co-ed and she pushed them hard. No one ever skipped physical conditioning.

Another woman described a female training instructor from her basic training, who was nicknamed "The Bulldog." After she left, a male instructor was harder on them, saying, "If this dorm isn't set up in 15 minutes, no one goes to bed." When he was leaving, though, he got emotional and told them to do well.

The general consensus of this group was that male instructors were nicer, while female instructors had to prove a point and seemed unapproachable. Some women had one instructor that was easy, one that was in the middle, and one that was hard. They had the most respect for the last one.

Trainees said that if they got along better with their training instructor, they wanted to do well to make them happy or proud. Otherwise, if they did not get along well, they just did their tasks to get the instructor off their backs.

5. *Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Women said they like to hang out, but if they are together too long, they “get on each other’s nerves.”

Women had positive and negative experiences with their roommates.

One woman said that she fought with her roommate. Another said she and her roommate were inseparable. Trainees found it difficult to go from 60+ women living without any privacy to a room with only one other person, where you have to learn to respect each other.

Another woman said that she had to differentiate the job from the person. She did not like that some of her peers gave what sounded like orders.

Another woman said that she does not interact with her roommate. She hangs out with her boyfriend instead. She sometimes hangs out with people from the dorm.

One airman said that she hung out with men, since more men than women were around. She got along better with the men. She was with women all the time and wanted to hang out with men.

Several recruits said that they mostly hung out with men friends or their boyfriends. Another woman said that she thought most women in the military hung out with guys most of their lives. Suddenly, they had to hang out with women (in the dorm or in classes). One woman said that they all had certain traits, such as assertiveness and not “taking crap from anyone.”

People who are left out tend to be those who are perceived as different or shy, especially people with different backgrounds.

One recruit said that in the co-ed dorm, men and women fight like brothers and sisters. Another said that she could never be a dorm-mate’s girlfriend because he would seem like her brother.

One trainee said that her boyfriend is in a different dorm.

Trainees said that they go out in mixed groups on a friendly basis. Air Force men were friendlier when women wore civilian clothes.

Another woman said the men would stick up for them when they go out, even though the cooks get teased a lot for being “the lowest of the lowest.” The cooks are here for only 6 weeks and their physical conditioning is easier than that for Security Forces, so the Services people get less respect. In addition, the cooks are one of the smallest units on base.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

One recruit thought the regulations go a little overboard on public display of affection (PDA). She could understand kissing or holding hands in uniform.

One woman said that she was friends with a man in her brother flight. The training instructor saw him touching her hair and they were almost recycled on charges of sexual harassment for him and PDA for her.

Another woman said the male dorm chief once saw a dorm guard monitor touch her earrings.

Another airman said that they are so strict on sexual discrimination because there are so many lawsuits. But she said that it was important for them to start strict here, since it was early in their careers.

One woman said that there was a great variety in officers with some high ranking officers not caring, while others were very strict [about PDA]. She also said that she did not understand the differences.

Another said that the rules called for no affection in uniform. Until Phase III, they are in uniform all the time. She felt deprived of affection for six weeks in Basic, and was glad it was less strict in technical school.

Another woman said that the regulations are clear, but they go overboard.

Another woman said that unwanted affection never occurs because people are so scared to get in trouble. The rules are so strict that women have to *invite* affection. This was not a problem here, since she had never heard of anything.

Still another said that the situation could be confusing to men. She felt it was okay for her to talk to some men but not others. She invited attention from some, but not from others.

Some women said that they could go to their supervisors, but they would prefer to discuss the situation with the man first, to try to clear it up on their own.

Focus group members believed that some females “patrol” for males. “A couple of girls would do anything, anytime, anywhere.”

The student leader said that, if she found a man in the dorm, she would talk to the woman first. She later said that she would go to her superior if the woman's actions could get them all in trouble.

The group felt that men cover for each other, while the women always talk. "The problem with an Air Force base is that it's like a little town; everyone knows everyone else's business."

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

The Diet Technician class was about 80 percent women. Their basic training units ranged from 10 percent to 50 percent women.

8. *How big an issue is gender in the military? Why?*

One airman said that gender was not a big deal, that men and women had equal opportunities and could do the same jobs. Only para-rescue was not as equal because the Air Force made it tougher for the men.

Another said that it was pretty much equal between the sexes, but there were a certain few who thought one sex was better.

One training instructor had told some women that men would use them and that they needed to protect themselves. One woman commented that this instructor had let some personal problems get in the way of her job.

In terms of promotion, several women thought it was equal. There was an example of a woman base commander who became a Brigadier General.

Another, however, thought the regulations went overboard to make sure that treatment/promotion was equal. For example, training instructors were trained not to say anything offensive.

Another woman said that the gender issue is, "present in everything we do."

One woman said that in physical conditioning, the women wanted to show the men, to push themselves to be equal, even if the standards were lower for women.

Two women said that they would not have joined if they had to cut their hair, while two others said they would have shaved their heads. At first the men said, "You should have to shave your heads, too." Later, they did not seem to care.

Trainees recalled a woman in basic training who had hair down to her waist, but no one knew it since she always kept it in a bun that met the 3-inch standard.

9. *Is there anything else you'd like to tell me about your job environment and experiences?*

One woman said that when she picked her technical training area, they had told her it was "restaurant management." She was disappointed when she got here and found out she was a cook.

Another woman said, "We didn't want to do Services. Most of us didn't choose."

Then, four women said that they wanted to be in Services, except one woman who said she wanted to be deployed so that she was not stuck in a hospital for four years.

Focus Group Session Summary**USAF**

December 3, 1998, 0800 hours

Males in High Gender-Integrated Technical Training Units

Context notes. These trainees were on hold in the middle of their training because instructors were unavailable. They were not happy about this delay, and frequently returned to this topic to express their dissatisfaction and frustration with the delays.

The student leaders in USAF technical training units wear an ornamental braid on the shoulder of their uniforms to designate them as leaders. Trainees refer to these student leaders as “Ropes.”

1. *What occupational specialty are you in and why did you join the Air Force?*

All eight airmen were in training for military police. The trainees mentioned serving their country, getting money for college, and getting into civilian law enforcement as reasons why they enlisted in the Air Force.

2. *Now let’s discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

This group reported that their basic training instructors helped them “like a father.” When they arrived at technical training school, they were excited to start training, but they experienced delays. The training delays frustrated them. One said, “I started to wonder why’d I even come here.” This group felt as though the Air Force did not keep its promises to them and changed the rules in the middle of things. One trainee complained, “They treat us like we’re babies.”

In basic training, the training instructors showed the trainees what to do. One trainee said that the student leaders “basically deflected hostility from the training instructors.”

In technical school, trainees felt that they were basically on their own in terms of knowing what to do. They thought that tech trainees had to interpret rules on their own: “You learn it on your own, you have to interpret [a] rule, but if you’re wrong, you get punished.” They reported that if one trainee makes a mistake, the whole flight is punished. This makes them have to pay close attention to detail.

The trainees also felt that they could not answer this question very well because they had not been in training very long. “These questions would be easier to answer if we’d been in training longer,” said one trainee.

3. ***What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***
- Did you have some individuals go out of their way to help or hinder others? What was going on?***
- Do the members of your unit work as a team when trying to accomplish tasks?***
- How does the unit's level of teamwork contribute to performance?***

This group of trainees felt that their flight was their unit, a group of slightly more than 60 people. This flight included trainees in two specialties: law enforcement and security.

The trainees felt that their Ropes did not do their job correctly and that this took away from unit performance. They said that Ropes didn't act like they knew what was going on. They didn't listen to other trainees; they simply threw out orders and expected them to be obeyed. Further, trainees felt that they got in trouble with their Ropes if they voiced their opinions.

One trainee said he believed that the Air Force picked people to be Ropes for this flight based on their age and time in the military, so Ropes do not necessarily know "the ropes." They also complained that Ropes gave contradictory orders and behaved the way they told other trainees *not* to behave. For example, this particular day, the Rope did not let these trainees go to breakfast until *after* the time they were supposed to come to the focus group. Other comments about Ropes included:

- "Too many generals and not enough grunts."
- "Everybody wants to do things their own way."
- "Everyone wants to take charge, but they don't know what's going on."

These trainees thought that their unit performed successfully when doing details (work crews). "We all work hard and get good reports." Another trainee disagreed, however: "When we're separated, we do well, but not when we're combined."

Continuing the theme of incompetent Ropes, a trainee reported that, in basic training, trainees worked hard when it was time to work but had fun during free times, even with their student leaders. "The Ropes [in tech training] seem to want to be Ropes 24 hours a day." Another trainee said, "The Ropes act like they write the [pay]checks!"

Trainees believed that their Ropes acted arbitrarily, and the trainees were punished unfairly.

The trainees felt that their instructor, a woman, has gone out of her way to help the unit. "She's been cool, down-to-earth. She'll say, I don't know, but I'll find out." "[This] instructor has gone to bat for us...on so many different things. She watches out for us, [and] doesn't play the CYA [cover your ass] game."

They thought that other instructors acted like they knew everything (that is, they would never say “I don’t know”).

One instructor from their basic training was perceived as very good. Trainees said he would “take the heat” for something that the basic trainees had done (or not done), and then would come back to the flight and punish them in his own way, so that problems would not go too far up the chain of command. This made the trainees have a lot of respect for him.

Trainees also felt that this question was difficult to answer because they had not yet trained together, and thus had had no opportunities to work together.

Trainees felt that their unit displayed teamwork when they did details. Since they were still waiting to begin some of their training, they hadn’t had a chance to do duty activities. “We can’t do duty activities, we just do details...[but] when we come together, we pull together.”

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

“No matter who it is, where they came from, we work as a team,” said one trainee. An African American trainee commented that race was not an issue in his flight.

These trainees felt that their flight was treated unfairly overall because their training was on hold, but that individuals within the flight were treated fairly regardless of their ethnicity. “We’re all expected to do the same, but we [the flight] are not treated the same.”

These trainees said that women were treated differently. In particular, women have an easier time in physical training. For example, women could not keep up with the men in running.

These trainees also felt that the friends of the Ropes were treated differently. The Ropes are easier on their friends, e.g., making excuses for them when they are late.

These trainees believed that women are held to a lower standard. For example, during a recent detail, when the trainees were moving office furniture, the Ropes told the male trainees not to let the female trainees lift things. The trainees perceived this as being unfair. One said, “If she’s tough enough to be in security, she’s tough enough to lift that furniture!”

Women were also perceived to have a lower standard in physical conditioning. Women can not run as fast as the male trainees, so the men are asked to slow their pace to allow the women to keep up. But this makes the men get less of a workout. These men thought that during physical conditioning, people should be divided into groups based on ability, not gender. This is how they did physical conditioning during basic training. That way, people who are fit enough can run at one pace, while people who are less fit can run at a pace that they can maintain.

This difference in physical conditioning between basic and tech training was mentioned by trainees as further evidence that “everything we learned in basic has basically gone down the toilet since then.” One trainee reported that people had acquired bad attitudes since basic, or they had lost their bad attitudes during basic but the bad attitudes had come back in technical school.

The trainees reported mostly negative interactions between superiors and subordinates. They reported that everyone has to stand at attention when NCOs walk by, until the NCOs say “at ease.” One trainee said that this removed their ability to think for themselves. “They should treat us like adults if they want us to act like adults.”

5. ***Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?***

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Two opinions were expressed about physical contact between women and men. One group of trainees felt that people should be able to refrain from having sex while in technical training. Another group believed that male/female contact should be permitted during off-duty time; this would keep people from misbehaving at other, more inappropriate times.

One trainee complained that he did not see “a lot of professional behavior” between men and women trainees. In the day room “they’re all over each other—they’re like Romans!” Another trainee said that he thought sex should be okay during people’s off time, because it acts as a release from “being proper all day.”

Trainees reported that their career field is very stressful.

Some reported that people get along “if they don’t have an attitude.”

Trainees reported that they tended to stay with people with whom they had been in basic, and with other “reclasses,” people who had washed out of one training class and been reclassified into another career [people are likely to wash out of one of the more difficult fields, such as para-rescue or EOD (explosive ordinance disposal—bomb squad)].

Trainees claimed that Ropes “hang together” and cut each other slack. Ropes and their friends do not interact socially with other trainees. Ropes also gave their friends special privileges, which created bad feelings among other trainees towards Ropes.

The group felt that people made efforts to include everyone. However, people with bad attitudes get left out because people do not like them. One trainee said, “I don’t see anyone...left out.” But another interjected, “If someone has a bad attitude, he gets left out.” Trainees thought that, for the most part, people tried to fit everyone into a group.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

Trainees started by pointing out that their flight had very few women in it. They said that dating did go on in their flight, and one said it was a problem within the squadron. For example, one trainee said “B-Bay [dorm] Rangers run ‘reconnaissance missions’ through the women’s dorms.” But another trainee said, “We don’t fraternize with women in our squadron.”

One trainee said that male/female social interactions were problematic, in that “our baby-pushers [student leaders] say one thing, then do the opposite.”

Another trainee said it was inevitable that they would have contact with women. “I hang out with women, but I don’t date them. I see people asking for trouble [by dating women within the squadron].”

In terms of regulations, the trainees thought that the rules were clear (e.g., “they tell us what to do, [but] it’s up to us to follow it”), but rules were not uniformly or fairly enforced (e.g., “every commander of every squadron makes his own regs”). These trainees thought that their security forces squadron had more strict regulations than any other technical school. They also did not like changes in punishments for being caught in the women’s dorms. Rules

about telephone calls, radios in dorm rooms, and cell phone use also were perceived both as unfair and as unfairly enforced.

Trainees talked less about gender-related regulations and more about other regulations related to dorms, phase privileges, etc. The word “fraternize” was used a few times but they seemed more concerned and negative about non-gender-related regulations and the inequity in regulations between their squadron and other squadrons. Their squadron commander was perceived as making stricter regulations and enforcing them more strictly. But one airman thought that their commander was strict because their squadron misbehaved more. They thought that regulations were not fairly enforced.

In response to whether superiors have an open door policy, they said “sometimes.” A trainee said that if they ask an instructor a question, the instructor thinks they are questioning his ability to manage their flight. Therefore, sometimes superiors will help, but in most cases they will not.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

In the Security Forces training squadron, approximately 12 percent are women. In basic training, some flights were all male, while others were integrated. These trainees said that, mostly, they had been in gender-integrated settings.

8. *How big an issue is gender in the military? Why?*

- “[It’s] not that big a deal during the [work] day. Off-duty, maybe yes.”
- “It would be easier if they allowed you to do things during off-hours, to keep people from sneaking around during duty hours.”
- “We’re treated the same when working, except for physical things.”
- “I have no problem with gender. But if females aren’t up to par physically, I don’t want to do PC with them.”
- “I don’t see any problem with women working with men as long as it doesn’t get too... much political correctness.”
- “I’ve yet to see a woman at all that couldn’t pull her own weight. Everybody has limitations, men and women.”
- “I’ve never seen problems... My BMT was a woman and it looks like it was no different.”

9. *Is there anything else you'd like to tell me about your job environment and experiences?*

"I just hope it [i.e., their delayed training] gets better."

There was some discussion of how women instructors were tougher than men. Female instructors were described as "fireballs."

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

One trainee thought that "off-duty hours should be your time...between consenting adults."

Another trainee reported that their male instructors tried to make them afraid of women. Asking a woman for a date is now classified as "lack of core values." Another trainee thought that leaders thought that everything is the man's fault in the military, that the woman's word is taken.

The discussion then turned to what kinds of jobs women should be allowed to do in the military. One trainee thought that all occupational specialties should be gender-blind. "If women are just as good as the men, then let them do it." Another trainee said that physical exercise should have one general standard, and women should have to meet the same standard as men. One trainee thought that women should not be allowed into every occupational specialty. For example, they should not be allowed into specialties where they might become prisoners of war because women would "break" sooner. Another trainee disagreed. He thought it was more a case that the Americans didn't want to see women as prisoners of war.

Focus Group Session Summary

USAF

December 1, 1998, 1300 hours

Females in Low Gender-Integrated Technical Training Units

1. *What occupational specialty are you in and why did you join the Air Force?*

Occupational Specialties

- Avionics
- Supply (4)
- Communications
- Awaiting reclassification (3).

Reasons for joining the military included being able to pay for school, following family tradition, giving direction in life, creating excitement and adventure, having the opportunity to travel, having structure in one's life, and helping other people.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

One woman commented that she felt comfortable coming to technical school from Basic Training because it began with a week of briefings, giving them a schedule to follow. One instructor said the 'newbies' could come to him with questions, which made her feel good, and the week gave her time to make friends with a group.

However, most of the other women had more negative experiences. One felt scared to come to technical school because, relative to Basic Training, technical school has less structure and more free time, and her transition was difficult.

One woman had attended Basic Training nine months earlier and began technical training at another installation before coming here. She remarked that she had to re-learn how to make up beds since this installation is more strict than her previous base. Another woman said that she felt lost at technical school, and no one knew the answers to her questions.

Another woman commented that she also felt lost during the first couple of days, not knowing what was allowed, and her student leader did not help. Another woman argued that student leaders are good at helping new people in the transition.

Women reported that their instructors showed them the ropes. One woman described briefings before class by the instructors, which she found very helpful. Another woman said

that she was successful because she went to class eight hours a day (3 pm-11 pm), had a great teacher, took good notes, and had hands-on training in order to learn the skills she needed.

3. ***What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit's level of teamwork contribute to performance?

These technical trainees felt that their unit was their occupational specialty class.

One woman said that, in explosive ordnance disposal, they were required to do everything as a team. The structure helped keep them in line, which was important since technical school was much more relaxed compared to Basic.

Another woman remarked that sometimes there were personality clashes, but they had to work through their problems.

One woman described the types of people she had encountered in the Air Force. Some individuals go above and beyond, so these people usually become the student leaders (called "Ropes" because they wore cords on their shoulders to designate their status). Some people do not draw attention to themselves, and others are trying to get out of the Air Force. Some people are exemplary trainees who are very good at motivating the "newbies." They applaud and offer encouragement to people running laps, and their excitement is infectious.

One woman said that a few people had a very negative attitude and just did not care.

4. ***What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.***

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

These trainees felt that working together was easy if people are motivated and care about who they are and their future.

Trainees did not think people were always treated fairly. One woman, a student out of training (SOT) who had washed out of the explosive ordnance disposal program, complained, "I'm not 18... You learn to acquire patience over time. The Air Force policy is hurry up and wait."

Another SOT remarked that through the process of being re-classified, trainees could end up "in anything." One trainee thought that the Air Force was trying to push out as many airmen as possible, because trainees could only be reclassified twice before being discharged.

In terms of performance standards, the SOTs who had been in explosive ordnance disposal training said that they were held to the same standards as men, both physical (e.g., number of push-ups) and mental (e.g., subject knowledge).

Some trainees were critical of their student leaders, while others criticized the training instructors (MTL). One student said that at this installation, people only go to their instructor when they are in trouble.

Other students disagreed. One described her MTL as a serious person who made sure everything was going well. Another said, "They look out for our squadron, run with the last runner, motivating them,... ask opinions on how to make the squadron better or how the trainees like it here." Another woman said, "They're there for you, that's really awesome."

Some student leaders also were identified as helpful to team efforts. "They keep the lines of communication open between trainees and MTLs... They work together as a real team."

5. *Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

One trainee said that she was not trying to make friends in her squadron, since she will be at this installation for only six weeks. Two other trainees said that they were roommates and always hung out together. They had had no choice, really, because they had been the only two females in explosive ordnance disposal.

One woman said that most of the people she hung out with were male friends. She was very busy, so she did not have time to "chit-chat" with other women in her dorm.

The women in their flight made up one floor in one hallway. Because so few women are in their training flight, these women sometimes felt “hunted” by the men in their unit who were tired of talking to other men and just wanted to talk to a woman.

One woman said she felt left out of social interactions, and she often sat by herself for lunch. Another woman said that if someone looked down or depressed, she would draw them out, whether they were male or female, and talk to them.

Another trainee said the experience was like high school with all the cliques. Some people were always left out.

One woman said that since she had a car, she was everyone’s friend. She always had something to do. She tried not to leave anyone out. For example, she met a girl who looked homesick, so she took her out for ice cream and to talk. It felt good to get away off of the base, so that she was not in the Air Force for a minute.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

One woman reported that some male trainees say they just want to talk, but they have other motives. For example, she danced with one guy who offered to “give her something else to wear.” She protested: “I’m not a piece of ass!”

One trainee said that everyone knew the rules and regulations and they should not cross the line. Another woman said that this installation had a lot of pent-up sexual energy: “There’s so much testosterone in the air you could cut it with a knife!” A third woman added that it was not just the male trainees who were an issue. One female trainee reputedly had 15 boyfriends since arriving at technical school. The women in this group felt that the actions of women like that reflected badly on the rest of the women.

Some women said that it mattered how trainees presented themselves. One woman said that people know “that I don’t play, not like that. If I can be respectable, then they can be respectable.”

One woman said that she has one female friend, but the rest of her friends were men. Several trainees said that they did not have more female friends because women always

started rumors. Another woman said that female friends tend to be jealous and envious. This trainee said that people see her as having an attitude without even knowing her.

A trainee said that women are “spoiled. They get what they want.” Another trainee disagreed, saying that some women are more confident than others. A third woman said the infighting between women trainees was “worse [than in college]. It’s a lot like high school. In some ways, it’s worse than high school!”

When asked about the clarity of military regulations regarding cross-gender interaction, these trainees felt that regulations were clear about fraternization. One woman said that some women behave like fools with just a little bit of freedom.

Women related that they were not supposed to have relationships with service members who were permanent parties (i.e., permanently stationed at the installation, rather than being a trainee). One woman talked about an experience with permanent party she met at the Base Exchange who kept following her and coming to her dorm to look for her. She hesitated to tell a superior because she was afraid the superior would think she had encouraged him to follow her. She finally enlisted the assistance of two male trainees to get the airman to leave her alone.

In cases of sexual harassment, some women said that they would report the problem. However, in this case, this woman would have gotten in trouble for not reporting it the first time, but she did not because she did not know he would keep bothering her. She said, “If you handle it yourself, at least you know it gets done.”

Another woman described an incident where a male training instructor called a fire drill when he knew females would be in the shower. He then stood around in the dorm with the doors wide open. Someone reported it to a female training instructor. She went to the squadron chief, who took statements, punished the male instructor, and cleared up the matter quickly.

7. *Is your unit gender integrated?*
What is the proportion of women?
Is/was your basic training unit gender integrated?

These women were all in low- to moderate-level gender integrated units.

8. *How big an issue is gender in the military? Why?*

“Positions make it a bigger deal. You have all these regulations dealing with gender. People are trained to be members. People creating the regulations think that they’re being drooled on or hit on, but it’s not that big of a deal.”

“We’re all adults, we can handle ourselves. We can reason what’s right and wrong for the future.”

Focus Group Session Summary**USAF**

December 3, 1998, 1300 hours

Males in Low Gender-Integrated Technical Training Units

Context Notes. The student leaders in USAF technical training units wear an ornamental braid on the shoulder of their uniform to designate them as leaders. Therefore, trainees refer to these student leaders as “Ropes.”

Airmen in technical training may “wash out” of a program when they must be reclassified for another occupational specialty. Alternatively, sometimes airmen are recycled “washed back,” or moved back into a later class in the same specialty (e.g., an airman in the fifth week of training may be moved back into the third week). Typically, a trainee may be recycled twice, depending on the needs of the squadron and the potential of the trainee.

Roughly 90 percent of airmen training for para-rescue wash out of the initial 10-week training program, which is viewed as an extended “aptitude test.” Trainees who make it through the 10-week program then go on to advanced training which lasts many months. A high wash-out rate during the initial training is considered desirable, because this specialty is difficult and dangerous, and airmen in it must be strongly motivated in order to succeed in the extended training.

1. *What occupational specialty are you in and why did you join the Air Force?*

Seven airmen were students out of training (SOTs). Several had washed out of explosive ordnance disposal or para-rescue and were awaiting reclassification into another occupational specialty. Others were between training programs or awaiting assignment after training.

Reasons for joining the Air Force included traveling, getting out of the house, college benefits, to further a medical career, going to law school, and to do something likeable.

2. *Now let’s discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

One trainee said, “As SOTs, the position has hindered us from actually doing our best. The Air Force put us into certain details. The people treat you as less than anything. They think that since you quit or failed, you should be treated that way.” However, another SOT disagreed, “I’m a SOT because I’ve graduated, and they don’t treat me that way.”

The discussion turned to superiors who helped or hindered the recruits. One airman said, “Whoever influences you determines your actions. We had two good instructors in Basic. Then we got one who was more relaxed and we didn’t perform as well. Whoever sets the rules influences the way you act or teach others.” Another airman agreed, “You can tell what squadron they were from by their lack of motivation and caring. What helps in my training is verbal motivation.” A third airman thought it started in basic training and depended on how the instructors taught people.

Other people helped the trainees. One airman said, “When I came in, a buddy of mine graduated six months before me. He gave me hints, which helped me to adjust better.” Another airman added, “In combat control training, the ranks were mixed. You could talk to people in upper ranks. That helped the most coming out of Basic, when you could not talk to anyone above you. Now, I know that I can go to them.” Another airman agreed with this view, saying, “I agree, para-rescue training with that guy. It helped to talk on a personal and professional basis and know that you can use your chain of command that way.”

The recruits noticed differences between basic and technical training. One airman said, “I was frightened to talk to the senior airmen and up. Now, they come up to me and talk. In Tech school, the focus is really on education.” Another airman added about tech training, “In our squadron, we talk to captains like they were part of us. We didn’t experience this in Basic.” A third group member concluded, “There’s always someone to help you out in tech training.”

Another airman talked about the differences he saw between two occupational specialties: “I was washed out of para-rescue where people were very motivated. Now I’m in Electronic Principles, where everyone is more for themselves.”

One participant remarked, “One thing I’ve noticed is that whenever I see someone doing a good job, it always makes me want to do a good job. Seeing someone slacking makes me want to slack.”

3. ***What about your unit’s performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***
Did you have some individuals go out of their way to help or hinder others? What was going on?
Do the members of your unit work as a team when trying to accomplish tasks?
How does the unit’s level of teamwork contribute to performance?

There was general consensus in the group that a unit was identified as a squadron, which was approximately 500 people. Others said the SOTs were starting to identify as a unit, but they were individuals in the beginning. People thought the team process took longer because the SOTs were together only for chow and a meeting in the morning.

One group member said that after he came out of basic training, he identified with the other trainees, then with his occupational specialty, and then with his squadron.

Other group members felt it depended more on the superior's actions. One said, "It depends on how the NCO conducts himself." Another added, "Seems like it's up to the instructor and up to them how the unit does. Another squadron is said to be the most relaxed. It depends on your training and who's in the top position." Another group member agreed and added, "I heard supply is the easiest. It really depends on who your NCO is."

One example of the unit performing successfully was that their squadron raised the most money from permanent people for local families affected by a flood. Another airman had another example, "They had some races downtown. Almost the entire company went to work this run, mostly volunteers, but some were told to. Doing this on the weekend on our free time made people pretty tight. We were interacting on a personal level outside military setting."

One airman discussed the range of behaviors that he has seen, "There's always someone who tries to help. I see others who believe 'self before service.' There's always a difference in behaviors."

Some airmen talked about unintentional hindrances. One said, "I haven't seen anyone purposefully trying to injure the whole. When people aren't trying hard enough, that hurts the whole. They gave me an award, top flight contributor. I need help sometimes, too." Another airman added, "For example, there were room inspections. Single people can hurt the whole flight or squadron, who will be punished or phased down. A person may forget to clean up, or leave their window open, which is a security violation."

In answer to the question about teamwork, one airman said, "Motivation and teamwork depend on each other." Another airman gave an example of teamwork contributing to performance. He said that during basic training, all the airmen were just thinking of themselves, but they started changing and won Honor Flight.

Another airman saw a problem in technical training, where there are different jobs and no set goals for everyone. He saw a lot of people get in trouble because they have no goal. Another airman agreed, "Some people take full advantage of Tech training. The superiors tell you what to do, but they don't check on it." A third airman also saw some problems, "As SOTs, looking for a job, a lot of us are motivated only for ourselves. We can't come together and work as a team."

Another airman felt differently, however. "In class, if one person washes out, you feel like you failed too because you didn't help," he said. Another airman agreed, "Everyone felt badly if someone failed and got recycled in Basic. After BMT, we wanted to stay together. We pushed through the hatred and worked together."

Another airman offered the advice, "Stay focused on the main goal to make it through."

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

One recruit started the discussion by saying, “In para-rescue, it was easy to work together as a team. During the pool session, all of us used the same equipment and it was marked the same as the next guy’s. Another guy was there to help out and show us how to do the tasks. You get to know the people on your team.”

Another found it more difficult: “In my personal dealing in Basic, I was trying to deal with some younger guys, who were not on the same thinking level.”

A third airman offered another view, “It’s simple to get along with certain people you hang out with, while there are others you can’t stand. Sometimes everyone will go downtown together, even if you don’t know everyone.”

One airman thought people were not treated fairly. “The MTL’s see if you can handle the pressure. I’ve seen people slide by and I’ve seen slackers. The maturity level is different for people who are right out of high school versus people who have nowhere else to go and know what they want out of their lives.”

One airman said he’d seen quite a few cases of favoritism. In areas where a student is in the occupational specialty that an instructor was in, the instructor identifies with the student and shows him the ropes. Another airman agreed, “Guys who are friendly with the TI are treated differently. Quieter guys may do a 10 times better job, but are not treated the same way.”

Some discussed a specific example of favoritism. One group member said, “My flight experienced huge favoritism. At the beginning, you have to dump out all of your personal belongings on your bed. One guy’s dad packed his stuff like he was a colonel. He got special treatment. Because the TI was his friend, he got special privileges such as going into the TI’s room and falling asleep on his bed.” Another member added, “One time, our dorm got our writing privileges taken away. This kid (the one packed like he was a colonel) was caught with a letter written and did not get in trouble. Another male almost got recycled for the same

offense. One respondent said that he was blown away by that, that the first guy was treated like an officer.”

One airman offered an opposing view, “I’ve seen people who are slackers and the MTL’s are constantly on them.”

Another airman argued, “No, people are not expected to perform equally well. First in BMT, we had two of the top ranking instructors. But, still, people in our unit could be caught off guard.”

Another said yes and no. “As the dorm chief, I had not done as well cleaning up. We had a sister flight that did not get pushed as much. The brother flight was more harshly reprimanded and punished more often. Plus, the all-male flight showed more teamwork. We saw a big difference.”

Another airman argued, “We had a sister flight that was an honor flight.”

The discussion focused on the occupational specialty, para-rescue. One airman said, “Para-rescue has higher standards than anyone else. The MTL immediately expected more of you if as an SOT if you were in the para-rescue.” Another added, “Everyone in para-rescue works much harder and their total performance is much higher.” Another airman noticed differences between occupational specialties: “On the same lines, across tech schools, there is a difference in expectations. Within a tech school though, such as para-rescue, they have the same standards.”

The general consensus in the group was that no one had yet noticed any differences in treatment of men and women. In basic training, the males and females were even and there was no difference in race.

One airman offered his opinion, “I agree, except on the gender issue. A couple of guys failed locker inspections. A couple weeks later, there was a lock down. The females didn’t get punished. The TIs don’t know exactly what they can or cannot do.” Another airman agreed, “Males are expected to do more and to be more leaders. This puts more pressure on males.”

Several airmen discussed the gender issue, “After mail call, the females always get to eat our sweets. They never get reamed out.” Another added, “Females get their own way more, with their ‘charm.’” One airman had a specific example, “After talking to friends in another squadron, they said there was a woman who got to eat Thanksgiving dinner with a woman leader. She got treated differently.” Another airman talked about a second example, “One of our females got caught with a tongue ring in the second week of training and got punished. She was caught again in the fifth week of training and did not get recycled, just yelled at.”

An airman gave an example, “When I was in EP, we had PC Monday, Wednesday, and Friday. The captain thought I was a sort of superman since I had been in para-rescue. He treated me differently.”

In talking about relationships between superiors and subordinates, one airman offered, “It depends on if the superior is male or female. If the superior is a female, she feels that she has to pull rank on you. When the superior is a male, he’s stricter on you, but he’ll come back and motivate you and bring you up again.” Another airman gave an example, “In Basic I noticed a couple of incidents. If I messed up the steak, the woman TI would be in my face. If it was a male TI, he’d knock you down, but then pick you up again.”

Another airman offered a mixed view, “One female, who was enlisted, worked great, but she really looked down on males of a lower rank. Another female was a First Lieutenant who boosted everyone’s morale and looks on everyone as an equal.”

One airman thought it depended on personality. He said, “In Basic training, the TI could not go in the female dorm all the time. He was restricted from inspecting the dorm at any time. We got a lot of night inspections because we’re guys and the TIs are guys.”

Another airman mentioned the example of the subordinate eating dinner at a superior’s house.

Another offered, “If you do not have a Tech school graduate patch on, you’re not shown respect.”

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

The group offered many comments about social activities. One airman talked about going out on weekends. Another said he got to know people by hanging out on weekends and starting to learn first names. Another airman agreed and said, “My friendships are built on learning names of all the new people.”

One airman offered a different view, “It’s similar to high school. People get into cliques based on likes and dislikes.”

One airman discussed problems associated with socializing in the Air Force. He said, “There’s little time to plan something. You’re restricted to people in your unit. I was trying to plan a movie trip. I was also trying to sit with some SF’s. But they yelled at me for visiting, since I’m supply. You’re sort of forced to stay within your unit.” Another airman agreed, “There are more differences across squadrons. My good friend is on the other side of the

base. He's hard to get a hold of. We could only talk if we had cell phones, which aren't really allowed anyway. I'm more likely to hang out within the squadron or the building."

To the question about whether having buddies affected work, one airman answered, "Of course, if you like the people you're working with, and there's a good atmosphere, a better job will be done, since people are more motivated."

Another airman added, "If I don't go out on weekends, it makes the next week tougher."

When asked if anyone was left out, one airman said, "It's like high school all over again, except that we're supposedly adults. But, it's more like the real world because you can just avoid the people you don't like."

Another airman said, "We hang with people in the building. It really depends on your location if you're left out or not."

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

Several airmen expressed the need to get off base on the weekends. One respondent said, "You can mix only when you go out. Anything can be sexual harassment. I need to get outside the military atmosphere." Another airman agreed, "Once you're with the guys for a week, you have to get out." One airman added, "A lot of females hate dealing with each other. One even told me she wished she were with the males. We get mad, but we punch each other and get over it." Another airman said, "I had a brother flight in Basic, and it's time to move on."

Several airmen talked about having females around. One said, "There's a huge difference in males and females. There's competition to talk to females and get their phone number." Another airman added, "I noticed in FTX with a brother flight, there were 10 trainees trying to talk to one female. It's weird, because I deal with female trainees every day." One airman said, "Me and my buds feel it's good to have females in the conversation. They add something to the conversation." Finally, another respondent added, "You saw guys 24/7 in Basic. It's a shock when you get here because you can talk to females. But you're wondering if someone is thinking [public display of affection]."

The airmen had several examples of effective military regulations. One group member said, "People have gotten written reprimands and recycled for sexual harassment." Another airman added, "You can get written up as [public display of affection] even if the male and female don't care about each other."

The group also discussed how the regulations effect daily life. One airman said, "I think there is such a big thing about [public display of affection] that it affects how you are going to act towards a girl, especially when people are watching." Another group member added, "Sexual harassment has grown and is blown out of proportion. You can get in trouble for just looking at them. It's all in how it's perceived." Another airman added, "Females always have that to fall back on. TIs know that and it hinders them from performing their jobs properly."

One airman offered, "We forget we're in training and confuse that with the new freedoms, even if they are limited."

Another airman said, "The regs are very clear. There are no gray areas. With sexual harassment, you don't know how someone else may perceive it. For example, a female dorm chief confessed to sexual relations with a tech student. She got recycled, but shouldn't she have been discharged? It depends on the way it's brought forth and perceived."

A trainee said about military regulations, "Yeah, they work. Some people are scared of the repercussions, while others like the excitement." Another trainee reported: "In one instance, two airmen were caught kissing and got phased down [had their privileges restricted]."

Another group member cautioned against going up the chain of command to report incidents: "You should keep it at the lowest level since this person who got in trouble may be subject to humiliation."

One airman said, "There is an open door policy. But, they like us to use our chain of command. To go to a superior, it has to be something substantial."

7. *Is your unit gender integrated?*
What is the proportion of women?
Is/was your basic training unit gender integrated?

Proportion of women in their units ranged from 12 to 30 percent. All of these trainees were in gender-integrated basic training.

8. *How big an issue is gender in the military? Why?*

One trainee started the discussion, saying, "It's a real big issue and very important. For ages, the male has been more superior, but it's become more equal." Another added, "It's

good that females are in every career field and that they receive the same training.” However, another airman countered, “It’s the second biggest issue. The Citadel is now making room for women. They’re trying to push it. They treat women as equal. They can be equal, but they’re not. We’re all different.” Another airman agreed, “In certain career fields, they can’t make it, like in para-rescue. Gender plays a big part.” To add on, another airman commented, “Most guys don’t want to be a nurse.”

Another airman said, “It’s a big issue, but not more so than in society. It’s better in the military for women. They can advance farther and faster. In the civilian world, favoritism is noticed less. They wouldn’t have to meet requirements.” Another airman added, “For females, it’s much easier to come into the military. There are so many penalties for holding women back. They have more open doors than in the civilian world.”

9. *Is there anything else you’d like to tell me about your job environment and experiences?*

“From the SOT’s point of view, while we’re waiting, we need to be doing something productive, so you feel like you’re accomplishing something productive. The details we do are so monotonous. We’re sitting for 8-10 hours doing nothing. They should put us somewhere where everyone’s benefiting.” Another airman agreed with the problems associated with being a student out of training. He said that it seemed like the recruiter didn’t need me. He added, “Sometimes we had to do stupid things because there was nothing to do. There’s a lack of organization. You hear one thing from one MTL and something else from another. They all don’t know what they’re doing. There are a lot of people doing nothing.”

One airman offered an opposing view, “Ain’t nothing perfect in the world, but my tech school is close.”

Another airman said that this meeting is a good example of what you see in the Air Force. He noted that one airman was positive, while the others all had complaints.

Another airman saw some other problems. He said that it depends on your route of training and that there’s a lack of communication among superiors all the way down to subordinates. Another airman added that who you know influences where you get your information. Another added, “You could just be at the wrong place at the wrong time and let go. You wait for orders and that looks bad.”

One airman commented on being a student out of training. He said, “For SOTs, once you’re in one occupational specialty, you’re at the mercy of the Air Force. They’ll stick you wherever they want. How can that help the Air Force? You should have the option to get out or to choose your occupational specialty.” Another airman agreed and gave an example, “It happened to me. It doesn’t count what you pick. The needs of the Air Force come first. We had a choice at first.”

The discussion turned to people's occupational specialty and the amount of choice in getting a desirable occupational specialty. One airman remarked that people have gotten jobs not even near what their list of six were. Another respondent added an example of one guy who made 88 on his intelligence test, but was put into a job that required a 40. "Some people are book smart, but not tech smart."

One airman said, "Recruiters don't tell you the whole truth. They push the needs of the military and fool somebody. That's wrong as a human being. For example, one female complained about the recruiter misleading her. It was documented, but they're not going to deal with it."

The problems associated with mismatching people with occupational specialties was discussed. One airman said, "It affects morale and it's hard to motivate people when some don't want to be there." Another respondent wondered, "What job will I get stuck with this week? I'm high in mechanics and in electronics, but I'll get stuck behind a desk."

However, one airman had a different point of view. He said, "Training was positive. In the SOT hall, we go out for physical conditioning with the other buildings. We're called quitters and looked down on. We're put from an elite training environment, such as explosive ordnance disposal or para-rescue into SOT. A lot want to get out because of that. The recruiters shouldn't fool you just to get you in. They lack integrity, or maybe they just have less." In response, one airman said, "That's why I pushed for the job guarantee. Some people came in general, that's why I pushed for my job." Another airman added, "People want to be discharged because they did not get the job they wanted."

Focus Group Session Summary**USAF**

January 13, 1999, 1300 hours
 Females in High Gender-Integrated Operational Units

1. *What occupational specialty are you in and why did you join the Air Force?*

Occupational Specialties

- Pharmacy Technician
- Fuels Specialist
- Medical Technician
- Health Service Management (2)
- Dental Technician
- Supply
- Pathologist Apprentice
- Medical Equipment Maintenance
- Air/Space Physiology
- Supply/Histopathology.

Reasons for Joining the Air Force

- Education
- Travel
- To get away from home
- Curiosity
- Family tradition of military service.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

There were mixed responses based on unit and when they entered the military. One woman with more than eight years of experience said that she was shown *exactly* (her emphasis) what to do, including how to work the system to her advantage. Among the participants with fewer years of experience, one said that her unit was very competitive and that no one showed her what to do. Another participant said that at her last base, they told her exactly what she needed to know.

3. ***What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?***
- Did you have some individuals go out of their way to help or hinder others? What was going on?***
- Do the members of your unit work as a team when trying to accomplish tasks?***
- How does the unit's level of teamwork contribute to performance?***

This group considered their unit to be the squadron.

Those from supply said that the severe personnel shortages decreased proficiency and increased tension in the squadron. A technician said that staff cutbacks make it difficult to get leave when requested. In addition, optempo created difficulties that affected proficiency. Patients had to be rescheduled so that deploying troops could receive dental services. Another woman agreed that optempo was affecting proficiency. She said that everything was really rushed because of the need to get troops deployed.

4. ***What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.***
- Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.***
- Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?***
- What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?***
- Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?***

Participants had diverse views about the treatment of women. There were diverse views. One participant said that she thought the Air Force had "come a long way" in the treatment of pregnant women. Another said that it depended on the squadron. Some squadrons are more supportive than others. One woman said that when she was pregnant, she heard several negative comments about getting sick and other pregnancy-related health problems. Another said that she continued to hear comments that women do not "have any business in the military." Another said that she had never seen the "total equality" that the others were talking about.

When asked about performance standards, the participants talked about three issues:

- The role of experience and reliability in supervisor expectations,
- Differing expectations for men and women, and
- Differing expectations of new recruits compared to previous years.

The women told us that supervisors, needing to get the work done, frequently expected more of people with whom they had experience. This meant that if people do not work very hard or do quality work, they could continue to underperform; the supervisors would go to the competent people first. The competent people then end up with too much to do.

One woman told us that in her shop, men would walk right past her to get help from the male mechanics when they had a problem. They did not expect her to be able to answer their questions.

Then the women began to talk about new recruits. Some women suggested that basic training no longer teaches discipline and that the Air Force is more like a business than the military now. Other women said that recruits are not different but supervisors expect less of them.

Women told us that gender is less important than race in superior/subordinate relationships. In units with few females, men are very careful because they are afraid of being taken to social action for sexual harassment. One woman said that in her unit, women speak up if they are offended by something the men said. One thought that the rules about harassment may indicate that leadership are trying to speak for women when the women do not want to be spoken for.

5. ***Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?***

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Women said that when the unit socializes together, it makes going to work easier in most cases and helps with morale. However, one woman related a story about problems caused when some people are left out. The commander of her unit organized an all-male golfing trip which had a negative effect on morale of women and men who were not invited. In addition, the women indicated that sometimes when people hang out together, they then have trouble distinguishing between personal and working relationships.

6. ***Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?***

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

The groups that socialize together include both men and women. Most of the women said that the policies about relationships are clear but ineffective because the regulations are not followed. They discussed several situations of fraternization. In one, a captain's career was ruined because he married an enlisted woman. In another, a married couple, one a Lieutenant Colonel and the other a Tech Sergeant, had to get permission from their new base commander every time they relocated.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

These women were in gender integrated units with the proportion of women ranging from 4 to 50 percent. Basic Training units were also integrated with from 10 to 50 percent women. Some of the women said that gender integration in basic was a distraction to the young women. Others said that if the military was going to be integrated, they should go ahead and integrate basic training.

8. *How big an issue is gender in the military? Why?*

Some of the women told us that gender is not as big an issue as it used to be. They said that single parenthood is a bigger issue and that it makes women look bad. Women with children continue to be stigmatized. One woman said that she was asked, "Why should the military pay you for getting married and having a kid?"

9. *Is there anything else you'd like to tell me about your job environment and experiences?*

The women recommended that the Air Force:

- Set up special training for supervisors and managers
- Do something about people who are "retired on active duty"
- Pay better wages.

Focus Group Session Summary

USAF

January 13, 1999

Males in High Gender-Integrated Operational Units

1. *What occupational specialty are you in and why did you join the Air Force?*

Occupational Specialties

- Medical Technician (3)
- Dental Technician
- OR Technician
- Diet Therapist
- Field Specialist
- LAN Administrator
- Public Health
- Supply.

Reasons for Joining the Air Force

- Education
- Travel
- To pay off student loans
- To change careers.

2. *Now let's discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

Airmen said their proficiency was helped by:

- Having an opportunity to work “downtown” part time
- Role models who worked and went to school at the same time.

Airmen said their proficiency was hindered by not receiving needed training.

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

***Do the members of your unit work as a team when trying to accomplish tasks?
How does the unit's level of teamwork contribute to performance?***

One airman related that his unit had performed well after an airplane crash. He thought they had responded well because they were well-trained.

Airmen thought that some people went out of their way to hinder unit performance. One man described a superior with "bad management style." His unit had just had a good inspection, yet this superior came in and moved everyone around. Another airman's unit had just returned from a deployment where there had been Inspector General complaints about senior leaders.

Airmen told us that teamwork was important to unit performance. One airman said that in his squadron, some people help each other, but no one is assigned to help. Another airman said his unit worked well as a team.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Some men said that it was hard to work with some people and remain motivated. These airmen did not think everyone was treated equally. One said that some people get the benefits of unit success when they have not done anything to contribute to it. Another said that his supervisor gives assignments to the people the supervisor likes. A third said that customers will go to people who provide 100 percent effort over those who provided 25 percent, while his supervisor "will not push the 25 percent group." These men told us that most supervisors will let the people who do not succeed "just sit around."

Airmen were undecided about whether any group was shown favoritism. One man said, "Gender is a problem in our office. Two airmen complained to the First Sergeant that they were not feeling well. The male was sent to sick call. The female was sent home to rest." Another airman complained, "Seems like females cop out all the time with sickness." A third said, "Why do men always get detailed to physical action and women aren't?"

One airman said that in his unit, women are given the indoor jobs. Another said that when his unit was deployed in the Persian Gulf, the women did not help put up the tents. He also claimed that women avoided getting into deployment teams by becoming pregnant.

On the topic of superior/subordinate relationships, airmen did not think that gender mattered. “It [only] matters if they are concerned about you,” said one. Another commented, “Job knowledge makes a difference, not gender.”

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Airmen reported that younger airmen get together and play sports, drink, and play video games. Some told us that they do not socialize with people in their duty section. Airmen thought that it helps them get along better and work together better if they “hang out together,” but it is important to distinguish between professional and personal relationships. Some of the younger airmen may call their Sergeant by his first name, and the airmen in this group said that was inappropriate, but they think that younger airmen are not as disciplined as “oldtimers.”

Airmen said that no one was left out of social interactions unless that person chose to be. One said a few people in his shop are left out because they have no social skills. “Most of us avoid each other as much as possible after hours,” said another.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

According to these airmen, men and women socialize by going to clubs, lunch, concerts, or basketball games. They said that no one is dating within their units at this time.

The men told us that social interactions do not cause any problems. They said that the media “blows it out of proportion.” One airman said he had seen dating cause problems when the woman was an officer and the man was enlisted.

Airmen said that circumstances were different when they were deployed. “What goes TDY stays TDY. You would be surprised what goes on. I was just amazed.”

Airmen said that recently regulations have been interpreted differently. They perceive a “huge gray area in what’s fraternization and what’s not.” They said that dating was a “no-no” but then if people get married, that is okay. The effectiveness of regulations depends on the implementation by officers in charge.

Airmen said that open door policies undermine discipline because “when you can bypass your supervisor, it interferes with the chain of command.”

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

These men were in integrated units. Proportion of women in their units ranged from 4 percent to 66 percent. All had been in gender integrated Basic Training units.

8. *How big an issue is gender in the military? Why?*

- “It can’t be an issue; there’s not room for it.”
- “It’s not a big issue, but it’s something that can be worked a little better.”
- “It’s not an issue. Women should be trained and should get their hands dirty, just like us.”
- “It’s a non-issue. If a person can do the job, they should be able to do it.”
- “It’s no issue.”
- “They need to get away from favoritism.”
-

Extra question: What would you change, if anything, about policies, programs, or actions related to gender relations in the military?

“Tricare is costing military people a lot of money.”

Focus Group Session Summary

USAF

January 13, 1999

Females in Low Gender-Integrated Operational Units

1. *What occupational specialty are you in and why did you join the Air Force?*

Occupational Specialties

- Security Forces (2)
- Crew Chief (3)
- Maintenance Scheduler
- Radar Specialist (2)
- Supply.

Reasons for Joining the Air Force

- Family tradition
- Mother was a crew chief for heavies
- Air Force is the best service
- Air Force treats women better than other Services
- “I didn’t want to go to school.”

2. *Now let’s discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?*

Did someone show you the ropes? Describe that person and how he or she helped.

One woman told us that she had been helped by “amazing male superiors.” However, this was back when more people were available to train the younger people. Now (several women agreed) that the staffing is too low for training and so they want to send people out to the units without enough training. The women said that people in the office think they are overstaffed, yet they must train entry level people. In addition, middle level people are getting out, so there is really no one around who is competent to train young people.

3. *What about your unit’s performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*

Did you have some individuals go out of their way to help or hinder others? What was going on?

Do the members of your unit work as a team when trying to accomplish tasks?

How does the unit’s level of teamwork contribute to performance?

This group considered their unit to be the squadron.

Women said that squadron proficiency is negatively affected by the intense flying schedule. The flying schedule keeps them from training because proficient people have to do the work (rather than train) to get planes up faster.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*

Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.

Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?

What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?

Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?

Gender and race do not have much to do with the kind of standards to which one is held; it all depends on how proficient the troops are. One woman said that there are some morons in the units.

The women gave examples of how women are treated differently:

- One woman explained that she was the first female crew chief in her squadron. The men in the squadron knew she was coming three months before she arrived. She told us that the men thought that because she was a woman, she would not be able to do the work. She proved them wrong, but it was hard at first because the men would not ask her to do anything and they were afraid to talk around her.
- Another woman said that women are discharged for questionable mental stability when they perform at the same level as men. Men with these performance problems are trained longer rather than being ejected from the Air Force.
- On her first day on the flight line, one woman was not given the chance to prove herself. Instead, she was assigned to make name tags rather than do her job. A woman from security agreed, she said that women are not often assigned to security rather than road patrol and that this prevents them from proving that they can do all aspects of their job.

Women said that the current optempo, with rotations to Saudi Arabia every 4 months, keeps them from building cohesive teams.

With regard to superiors and subordinates, the women told us that women are harder on each other. This may be because the men are afraid to yell at the women or that the women superiors realize that women have to be three times better than the men with whom they work.

The women also told us that men do not like taking orders from women. One of the women initially had difficulties when she took over an all male shop. Her male subordinates did not want to tell her what was going on and they were hostile to changes she made. She had to prove herself as their leader. She did this by observing at first and then by demanding change.

Another woman took over an all male group right at the time they were generating for war. She said that she did not have time to observe. She just wiped everything out and told the men to do it her way. She accomplished this by being really tough—tougher than the men.

5. ***Let's now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?***

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

Women told us that each squadron has its own bar, which encourages unit social interaction. Some young troops, however, do not “focus” correctly after they socialize with superiors. It is difficult for them to separate work and play. Moreover, when troops of different levels hang out together, those who are not part of the group tend to feel left out and have questions about favoritism.

In general, people socialize with people of their own rank.

6. ***Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?***

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

Women told us that some women will use sex to get what they want, but others work hard to prove themselves. Women of the first kind make it difficult for other women to work with the men. This may be why women are so hard on each other.

Men and women do mix socially. Some date, but these women said dating is not a good idea. “The woman’s name will be out the next day. Men are interested in who had sex with her first, and then everyone else in the squadron will try.” Rank differences also cause problems. More senior people talk frankly to women about these problems, but “no one talks to the men.”

Women said no one is accused of being lesbian for not participating in dating or sexual activities. The women told us that it all depends on how one carries herself.

The women told us that regulations are clearer now since they have been rewritten. The one who gets in trouble is the partner of higher rank or the supervisor. Some of the women said that their squadrons have many couples and none have had problems.

7. *Is your unit gender integrated?*
What is the proportion of women?
Is/was your basic training unit gender integrated?

These women are in gender-integrated units, with the proportion of women ranging from 4 to 15 percent. They were all in integrated basic training units.

8. *How big an issue is gender in the military? Why?*

Women disagreed about whether gender was a big issue. Some said it was not an issue unless one lets it be, while others said it was an issue, citing the Kelly Flynn case as an example. One woman said that in maintenance, she is a woman first.

When asked if circumstances had changed over the last few years, the women said that they thought it was getting better. Women are not required to prove themselves as much as in the past.

9. *Is there anything else you’d like to tell me about your job environment and experiences?*

The women expressed their frustrations over multiple deployments, the optempo, being undermanned, and having too few aircraft parts.

Focus Group Session Summary**USAF**

January 13, 1999

Males in Low Gender-Integrated Operational Units

1. *What occupational specialty are you in and why did you join the Air Force?*

Occupational Specialties

- Avionics Tactical Control
- Crew Chief (3)
- Fighter Weapons Troop
- Avionics System Craftsman
- Security Police
- Weapons Loader.

Reasons for Joining the Air Force

- To get ahead
- Family Tradition
- Education
- Travel
- “It was the right thing to do”
- Don’t know.

2. *Now let’s discuss your current level of proficiency. What has helped or hindered you from performing well or doing your best?****Did someone show you the ropes? Describe that person and how he or she helped.***

Several of the men said that technical training was a waste of time. The Security Police airman said that all of his good training came from civilian agencies because his Air Force training was outdated. Another man said that his technical school was a waste of time. He said that he really did not learn the job until he got to his first assignment. He thought that going to a two-week technical course after basic and then going straight to his job would be better.

In general, when asked about one-on-one mentoring, airmen said that a critical personnel shortage was preventing training. They said that the staffing looks good on paper, but they are shorthanded if only those who can really do the job are counted. Moreover, the shortage often means that individuals are supervising (or being supervised by) people on opposite shifts so that they have no opportunity to interact either for training or to get input for review.

3. *What about your unit's performance and things that contribute or take away from it. Describe events where your unit has performed successfully or unsuccessfully. What contributed to these successes/failures?*
- Did you have some individuals go out of their way to help or hinder others? What was going on?*
- Do the members of your unit work as a team when trying to accomplish tasks?*
- How does the unit's level of teamwork contribute to performance?*

This group considered their unit to be the flight.

Men talked about the importance of leadership to flight performance. One said, "If you've got someone who will really take care of you, you'll bust your butt." They told us that the performance of a shift depends on the shift leader. That person sets the tone. According to the men, problems can occur when someone is in the same place for 12 or 13 years.

4. *What about your unit members, how easy or difficult is it for people to work side by side in your unit? Please provide examples of your experiences.*
- Are all people treated fairly? Are they expected to perform equally well? Can you describe events that occurred (in training / on the job) that illustrate whether different kinds of people in your unit were treated fairly? Consider, for example, the issue of whether favoritism was shown towards one gender compared to another or one race compared to another.*
- Please describe incidents that support your conclusion about whether men and women are held to the same performance standards in your unit. Were some individuals held to a higher or lower target of performance?*
- What about relationships between superiors and subordinates? Can you describe some key positive and negative interactions between superiors and subordinates in your unit?*
- Does it matter if the superior is male or female? Does it matter if the subordinate is male or female?*

One airman said some people work and others just sit around and do nothing. Another told us that he had seen cliques but that performance was still good in spite of them. He attributed this to fear of punishment.

The men told us that people who do good work have to work harder than "slackers," making the good people leave. They also told us that some units have ways to get rid of people who do not work hard.

These airmen believe that men have to work much harder than women because the chain of command is so worried about discriminating. They said that women always seem to get awards over equally qualified men. Sometimes, in fact, the woman is less qualified than the man but still wins the award.

The airmen also talked about treatment of blacks and whites. They said that the majority of supervisors are black, and are just “trying to get what they can out of the system.” (There were no black respondents in this group.)

The men told us that most of their occupational specialties included no women. Of the few women who have been in their occupational specialties, most have been outstanding. They thought that there were a few “bad apples,” the same as with the men.

These airmen did not have any examples of men and women being held to different standards. One man commented that “the whole gender thing...just seems old.” Another airman began to talk about the “Kobart Queens,” women quartered at the Kobart towers in Saudi Arabia. He said these women did not have to do anything. “They just seem to skate if they want to.” He went on say that this was not widespread and would never happen in the United States.

Men had no comments about the role of gender in superior/subordinate relationships. They said that the key element in superior/subordinate relationships was respect. They told us that new men complain about being the low man on the totem pole and getting the bad assignments.

5. *Let’s now take a moment to discuss social interactions within your unit. Can you describe social interactions in your unit, on and off work time?*

Do you have a group of buddies in your unit? Are there other groups of buddies? Does hanging out with your buddies affect your job and military life? If so, how?

Is anyone left out of social interactions in your group? Is everyone pretty much accepted in your unit? How and why is anyone left out?

The men told us that the airmen living in dormitories interact mostly with one another because they do not know anyone else. They told us that dorm life is no fun, with no privacy, incompatible people, and regular inspections. They said it was better to be married and go home after work, to not be military 24 hours a day.

They told us their units had groups of buddies, primarily by level (e.g., crew chiefs hang out with crew chiefs). Overseas, everyone from the unit sticks together. They told us that white and black relationships are better overseas. Different races socialize together because they are all Americans.

The men told us that hanging out together made working together a little easier and that it increases the trust factor. One man said that if given the choice, he might fix a friend’s jet before someone he did not know.

They said that no one is really left out of the work groups unless they chose to be left out. However, sometimes married people are left out of social plans because they do not live in the dormitories.

6. *Are there groups that include both men and women? Do men and women mix socially? Describe the types of social interactions. Does this include dating?*

Do these social interactions cause any problems?

Do you think that military regulations (policy) about male/female relationships are clear? Why or why not? Can you give an example of how military regulations have been effective/ineffective?

Have any situations been brought to the attention of the chain of command? What kind of situations? What has been the result of bringing situations to the attention of the chain of command? Please describe how these situations have been handled.

Do your superiors have an open door policy?

Groups include both men and women. In one unit, relationships between men and women are very professional at work but in off-time, women are not friends, they are just women that the men have not had sex with yet. Other men said that in their units or dormitories, men and women just hang out together. When they have boyfriend/girlfriend relationships, it may cause problems at work.

The men told us that regulations have been effective because they are briefed repeatedly. They then went on to talk about how careful they have to be when talking around women and told the story of a woman who was a “bad troop” and tried to take the men down with her by accusing them of inappropriate behavior.

One of the men told a story about some sergeants who saw a woman being harassed by crew chiefs. The sergeants took the problem up the chain of command. All the crew chiefs came by and apologized to the woman. Another airman said that he had seen a man falsely accused of rape. The accusation ruined his career.

The men told us that they felt as if they had to walk on eggshells around the women and that this feeling of having to watch every word was not conducive to a trusting environment.

7. *Is your unit gender integrated?*

What is the proportion of women?

Is/was your basic training unit gender integrated?

All the men came from units with few women. They all had some form of gender-integrated basic training. However, one man told us that it did not matter whether basic was integrated because it was worthless.

8. *How big an issue is gender in the military? Why?*

There were two general comments from the men:

- Gender is an old issue
- Gender is not an issue as long as everyone performs by the same standards, including physical training and lifting requirements.

9. *Is there anything else you'd like to tell me about your job environment and experiences?*

One man said that race may be an issue. He had witnessed more senior black personnel being asked to pick up trash when junior white personnel were present.

Another man stressed the importance of more pay and more quality people to mission success.

PART 3

Performance Data Modeling

by

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and
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PART 3

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EXECUTIVE SUMMARY

Among the methods employed by the research staff of the Congressional Commission on Military Training and Gender-Related Issues was modeling of archived performance data. This methodology was used in conjunction with other research tools to provide information to the Commission relevant to its governing statute which covers cross-gender relationships, gender-integrated basic training; and basic training in general.

More specifically, personnel and attrition data were obtained from files maintained by the Defense Manpower Data Center (DMDC). DMDC data for cohorts who enlisted from Fiscal Year 1991 through 1996 were examined. The modeling effort addressed the question of whether basic training format affects subsequent military performance. Of primary concern is whether attrition rates differ based on whether or not military personnel participated in a gender-integrated training environment. Analyses were conducted separately by Service and by cohort year and took into consideration gender, various other demographics (e.g., aptitude and education levels, race/ethnicity), and, when available, the incumbent's job category.

Following are the major findings for each branch of Service:

Army:

Gender-integrated training was fully implemented in Fiscal Year 1995. The impact of gender-integrated training was assessed by comparing attrition rates in 1991-1994 to the rates in subsequent years. The earlier years represent gender-segregated training; the latter years reflect gender-integrated training in non-combat MOS. The attrition rates for the 1995 cohort were comparable, indeed slightly lower than, the attrition rates for previous years. The 36-month attrition rate in 1996 could not be adequately assessed, because the data files were generated before a full 36 months had elapsed for the 1996 cohort. Therefore 12-month attrition rates were calculated for 1991 through 1996. This analysis revealed that overall 12-month attrition rates have been relatively stable over time. After an increase from 15.6% in 1992 to 17.5% in 1993, the rates have been very consistent. The 1995 and 1996 cohorts, which both experienced gender-integrated basic training, had 12-month attrition rates of 16.8% and 17.6%, respectively. These rates are negligibly lower than the 1994 rate of 17.7%. These results show absolutely no impact of gender-integrated training on attrition rates, and they are untainted by the 1996 data issue raised above.

Attrition rates for Army women were consistently 10-15 percentage points higher than the rates for Army men in the same cohort.

Navy:

Training format could only be compared directly in 1994, when both gender-segregated and gender-integrated training were utilized. The analysis revealed that sailors who had undergone training after the introduction of gender integration were significantly less likely to succumb to attrition than sailors who had been trained in a gender-segregated format. In addition to this comparison, it is noteworthy that overall 36-month attrition steadily

increased from 1991 to 1995, from 27% to 35%. This trend was unaffected by the introduction of gender-integrated training.

Attrition rates for Navy women were initially higher than the attrition rates for Navy men (5 percentage points in 1991 and 1992, 3 percentage points in 1993). In 1994 and 1995, however, the rates were identical.

Air Force:

The effect of training format could not be assessed for the Air Force, because gender-integrated training was implemented throughout the study period. However, it could be determined that attrition rates for Air Force women were higher than the rates for Air Force men in the same cohort; this gap decreased from 12 percentage points to 5 percentage points over the years 1991-1995.

Marine Corps:

The effect of training format could not be assessed for the Marine Corps, because all training was gender-segregated. Attrition rates for Marine women were consistently higher than the rates for the Marine men in the same cohort; this gap ranged from 11 to 20 percentage points.

This report provides the details of these analyses. A set of recommendations for additional data capture is provided; these data would facilitate more precise analyses in future studies.

INTRODUCTION

Background

The Congressional Commission on Military Training and Gender-Related Issues was directed by Congress (Public Law 105-85) to examine the effectiveness of military basic training. Cross-gender interactions, including the degree of gender integration within the training environment, were of particular interest. These issues were assessed in terms of their effects on military performance, proficiency, and readiness.

A variety of methods was used to inform the Commission regarding these topics. The primary tools were:

- Expert testimony
- Paper-and-pencil surveys
- Focus groups
- Administrative data analysis
- ✓ **Examination of existing data**
- Literature reviews

This report documents the results of analyses conducted using existing performance data on enlisted personnel. Military performance is multidimensional. Despite its complexity, an informed examination of individual performance dimensions provides a valuable contribution to military personnel policy analysis. One important performance measure is attrition—the failure to complete the contracted first enlistment term.¹

Because it is routinely captured and coded in personnel databases, attrition is a commonly assessed performance dimension. Typically, around one-third of entering recruits (aka, accessions) leave service before completing the enlistment term for which they contracted. Recruits leave for many reasons. The majority of documented premature separation codes fall within the bounds of failure to meet minimum behavioral or performance criteria. Other cases of attrition include those that are medically related. Although administrative records of attrition are kept, it is important to recognize the lack of precision in such data files. That is, not only are qualitatively different types of attrition lumped together, but error is compounded by restrictions permitting the use of only one code and organizational exigencies to expedite separations of recalcitrant recruits.

¹ For a more detailed discussion of attrition see Laurence, J.H., Naughton, J.A., & Harris, D.A., (1995, January). *Attrition revisited: Identifying the problem and its solutions* (FR-PRD-95-01). Alexandria, VA: Human Resources Research Organization; and T. Trent & J.H. Laurence (Eds.) (1993). *Adaptability screening for the Armed Forces*. Washington, DC: Office of the Secretary of Defense.

Eight broad Interservice Separation Codes (ISCs) are used to categorize personnel losses as follows:

- Release from Active Service
- **Medical Disqualification**
- **Dependency or Hardship**
- **Death**
- Entry into Officer Programs
- Retirement (Other than Medical)
- **Failure to Meet Minimum Behavioral or Performance Criteria**
- **Other Separations or Discharges**

The categories identified in **boldface** above typically define attrition. Attrition is one of the military's most serious and costly problems. Monetary costs result from investments in training, higher recruiting and salary costs, veterans' benefits expenditures, and payment of unemployment compensation to separated service members. In addition, attrition results in force instability, lowered morale, and lack of readiness.

Premature departures from the military have been shown to covary with numerous individual and group characteristics as well as with organizational and job characteristics. Further, research studies and anecdotal evidence suggests that the magnitude of attrition is responsive to explicit and implicit personnel management policies and adjustments.

Most attempts to reduce attrition have focused on personnel selection. The single best predictor of such turnover is education credential. Studies have repeatedly found higher attrition rates for non-high school graduates and alternative credential holders than for high school diploma holders. However, in addition to this group characteristic, analyses have uncovered relationships between attrition and age, race/ethnicity, aptitude (i.e., as measured by the Armed Forces Qualification Test (AFQT) used for enlistment screening), gender, and marital status.

The reliance on personnel selection to control attrition is evidenced by enlistment screening policies that favor diploma graduates. Regular high school diploma graduates are the preferred enlistment candidates. Alternative credential holders and those without secondary school credentials are enlisted sparingly; further, they are required to meet higher minimum aptitude scores when and *if* enlisted. These policies confound the study of attrition. Because the overwhelming majority of new recruits are high school graduates, the *apparent* relationship of the factor to attrition screen is diminished.

Research Questions

This study analyzed extant longitudinal data for Service accessions from 1991 through 1996 to assess the following research questions.

- (1) What impact does gender-integrated training have on 36-month attrition?
- (2) What differences exist in male versus female 36-month attrition, after controlling for other variables?

Data Source

Military personnel data were obtained from the Defense Manpower Data Center (DMDC). DMDC staff extracted records from the U. S. Military Entrance Processing Command (USMEPCOM) Examination and Accession File and the Active Duty Loss File for all active duty enlisted accessions in fiscal years 1991 through 1996 for the Army, Navy, Air Force and Marine Corps. These files included personal/demographic, medical, administrative, and loss information. Social security numbers were encrypted to ensure confidentiality.

Structure of Analyses

The data were analyzed in twenty-four (24) independent sets (i.e., six cohort years by four branches of Service). This technique was employed to provide the greatest possible fidelity in the analysis. Years were analyzed separately to prevent contamination by external forces, such as the drawdown of the early 1990s and civilian economic conditions; differences in attrition rates that were affected by either of these situations might have overwhelmed the more subtle contributions of demographic differences, for example. Branches of Service were analyzed separately to prevent the loss of precision that results from such a blending of heterogeneous groups.

Logistic Regression Model

Each of the twenty-four analyses was conducted at two levels. First, descriptive statistics characterizing the cohort were produced. These statistics were generated separately for men and women to permit comparison. Second, a logistic regression analysis of the relationship of these variables to 36-month attrition was conducted.

A logistic regression is appropriate to predict an either-or outcome (such as attrition) from a set of predictor variables. The process constructs a model in which the weights of the predictor variables are adjusted such that the predicted outcome (i.e., whether the model predicts that an individual would “attrit” or not) best fits the observed outcome (i.e., whether that individual actually did “attrit”). The model adjusts through multiple iterations until the percentage of correct predictions is maximized.

The analysis provides a weight value for each predictor in the optimized model as well as an indication of statistical significance. These values can be used to determine which hypothesized predictor values are reliably predictive of attrition. In addition, the analysis calculates a “change in odds” which indicates how much more or less likely an individual is to leave service prematurely, based on each variable.

The twenty-four analyses presented here all employ the same model. The predictor variables were selected based on a combination of previous research findings and data availability. They were entered into the analysis in four stages as depicted in Table 1. In all cases, the outcome variable was 36-month attrition status.

Table 1
Predictor Variables in Logistic Regression Analysis
By Entry Block^{2 3}

BLOCK	PREDICTOR VARIABLE
1	Age
	Race/Ethnicity
	Census region of origin
2	Highest education level achieved
	Marital status
	Number of dependents
	Armed Forces Qualification Test (AFQT) percentile score
	Waiver category
	Number of medical failure codes
3	Term of enlistment
	Military Occupational Specialty (MOS) classification
	Entry pay grade
	Enlistment bonus option
4	Gender
	Training format (i.e., gender-integrated, gender-separate)

A p-value of .01 was used to decide whether each predictor was statistically significant.

Organization of Report

The detailed results are presented in four sections, followed by a separate section containing overall conclusions. Each detailed section describes the results for one branch of Service. Within Service, the findings for each cohort year are presented in chronological order. Each Service section concludes with a summary of findings for that Service. An overall summary follows the individual Service sections.

² Waiver categories include age, number of dependents, mental qualification, moral qualification, previous disqualification separation, lost time, physical qualification EPTS, physical qualification, security risk, conscientious objector, pay grade and other.

³ Job classifications are Combat Arms, Combat Support and Combat Service Support for the Army, Navy and Marine Corps; Mechanical/Electronic, Administrative and General for the Air Force. These were not provided directly by DMDC. The DMDC data files contained specific MOS codes at point of entry into the military. These MOS were converted into categories based on DoD documentation and the advice of the Commission Service Representatives. A substantial proportion of the MOS codes were unidentifiable and were thus coded as *Other*; these rates are provided in the description of each analysis.

ARMY

Cohort Year 1991

Description of Cohort

In fiscal year 1991, 78,655 accessions were processed into the Army Active component. Of these, 85% were male, 96% had at least a high school diploma, 85% were single, 84% had no dependents, 89% did not require any waiver to enlist, and 98% had no medical failure codes. The most common term of enlistment (48%) was for four years. Most accessions (62%) entered service as an E1. The average age of accessions was 20 years old; average AFQT percentile score was 61.

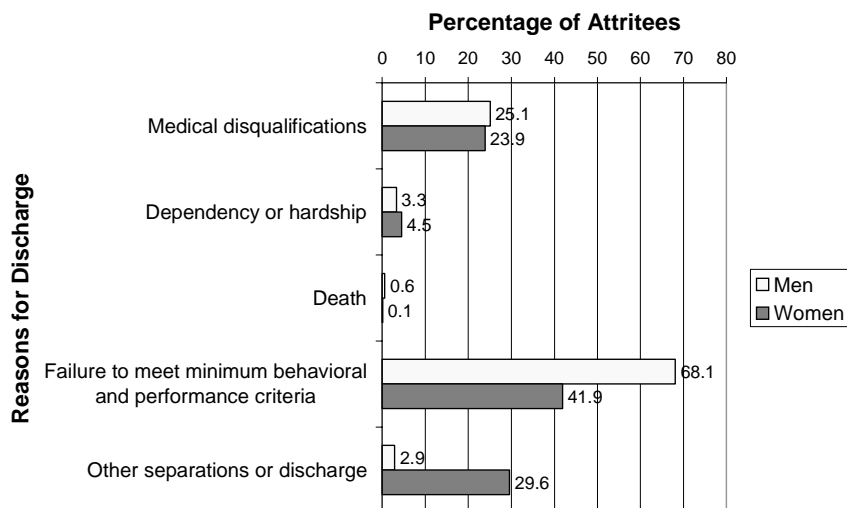
Cohort Gender Differences

The racial/ethnic distribution of accessions differed by gender. Whereas 73% of the men were White and 18% Black, 58% of the women were White and 33% were Black. Other categories were comparably represented. A slightly larger percentage of women than men (18% versus 15%) were married. A greater proportion of men than women required some sort of waiver to enlist (11% versus 6%); this difference was primarily attributable to moral waivers (8% versus 3%).

Description of Attritees

Thirty-one percent (31%) of the 1991 cohort left service before completing at least 36 months. A larger percentage of women (44%) than men (29%) left prematurely. The official reasons for discharge are described in Figure 1.

Figure 1
Army Cohort Year 1991
36-Month Attrition: Reasons for Discharge



As depicted in Figure 1, a greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (68% versus 42%); a larger proportion of women than men were classified as *Other separations or discharge* (30% versus 3%). Note

that “pregnancy” and “parenthood” fall into this last category. Among women, these two codes account for the majority of “Other” attrition (67% and 27%, respectively).⁴

Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) was not a factor because all Army training in 1991 was gender-segregated. Second, Job classification was of limited use because 26% of the MOS codes were unidentifiable; these individuals were categorized as *Other*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 69% of cases. The categorization results are presented in Table 2.

Table 2
Model Predictions of Attrition in Army 1991 Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	52,652	1,229	97.72%
ATTRITEE	23,119	1,614	6.53%
			69.03%

The analysis revealed that several factors were predictive of attrition. The following list includes only those factors that were found to be statistically significant. They are listed in the order in which they were included in the calculation.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.03⁵).
- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.68, .60 and .53, respectively⁶).
- *Education*: Individuals with higher education were less likely to leave service prematurely than individuals with lower education (.91).
- *Marital Status*: Married soldiers were 1.15 times as likely to leave prematurely as single soldiers.
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than those with lower scores (.99).
- *Waivers*: Requiring a moral waiver to enlist increased the odds of leaving early (1.15).

⁴ The proportions of “Other” attrition attributable to these codes was roughly similar in subsequent cohorts.

⁵ The number in parentheses indicates the impact of age on the “odds” of attrition. The odds of 1.03 indicates that, with each additional unit increase in the predictor variable (in this case, one year of age), the odds of leaving service prematurely increase by .03. This notation will be used throughout the report.

⁶ Here again, the numbers in parentheses indicate the odds of attrition. In the case of race, each racial/ethnic category is analyzed with respect to the White race. This African Americans are less likely to leave prematurely than Whites; the odds are .68 to 1.

- *Term of enlistment:* Accessions with longer terms of enlistment were more likely to leave than those with shorter terms (1.08).
- *Job classification:* Individuals in Combat Support, Combat Service Support, and Other were less likely to leave prematurely than those in Combat Arms (.87, .88 and .84, respectively).
- *Entry Paygrade:* Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.83).
- *Bonus Options:* Soldiers who received Combat Arms bonus options of less than \$1500, Combat Arms greater than \$3000 and non-Combat Arms less than \$1500 were more likely to leave prematurely than soldiers who received no enlistment bonus (1.70, 1.31 and 1.36, respectively).
- *Gender:* Women were 2 times as likely to leave service prematurely as men.

Cohort Year 1992

Description of Cohort

In fiscal year 1992, 77,251 accessions were processed into the Army Active component. Of these, 84% were male, 98% had at least a high school diploma, 85% were single, 84% had no dependents, 91% did not require any waiver to enlist, and 98% had no medical failure codes. The most common term of enlistment (36%) was for four years. Most accessions (62%) entered service as an E1. The average age of accessions was 20 years old; average AFQT percentile score was 62.

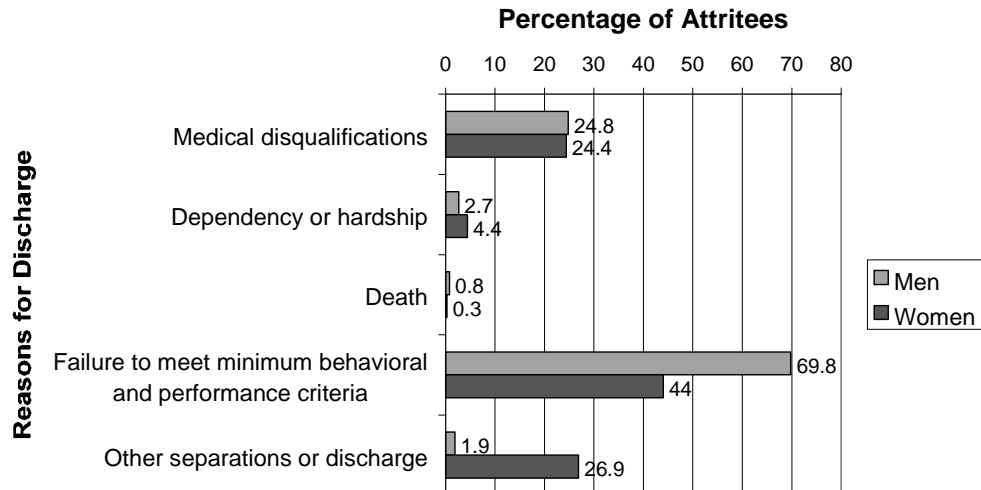
Cohort Gender Differences

The racial/ethnic distribution of accessions differed by gender. Whereas 72% of the men were White and 18% Black, 57% of the women were White and 34% were Black. Other categories were comparably represented. A larger percentage of women than men (19% versus 14%) were married. A greater proportion of men than women required some sort of waiver to enlist (9% versus 5%); this difference was primarily attributable to moral waivers (8% versus 3%).

Description of Attritees

Thirty-one percent (31%) of the 1992 cohort left service before completing at least 36 months. A larger percentage of women (43%) left prematurely than men (28%). The official reasons for discharge are detailed in Figure 2.

Figure 2
Army Cohort Year 1992
36-Month Attrition: Reasons for Discharge



As Figure 2 indicates, a greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (70% versus 44%); a larger proportion of women than men were classified as *Other separations or discharge* (27% versus 2%).

Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) was not a factor because all Army training in 1992 was gender-segregated. Second, Job classification was of limited use because 28% of the MOS codes were unidentifiable; these individuals were categorized as *Other*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 70% of cases. The categorization results are presented in Table 3.

Table 3
Model Predictions of Attrition in 1992 Army Cohort

OBSERVED	PREDICTED		PERCENT CORRECT
	NOT AN ATTRITEE	ATTRITEE	
NOT AN ATTRITEE	52,374	1,134	97.88%
ATTRITEE	22,249	1,470	6.20%
			69.72%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.01).
- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.69, .59 and .59, respectively).
- *Education*: Individuals with higher education were less likely to leave service prematurely than individuals with lower education (.95).
- *Number of dependents*: Soldiers with one or more dependents were more likely to leave prematurely than soldiers with no dependents (1.12).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than individuals with lower scores (.99).
- *Waivers*: Requiring a moral waiver to enlist increased the odds of leaving early (1.13). Individuals with a physical requirement waiver were more likely to leave service early (1.36).
- *Term of enlistment*: Accessions with longer terms of enlistment were more likely to leave than those with shorter terms (1.08).
- *Job classification*: Individuals in Combat Support, Combat Service Support, and Other were less likely to leave prematurely than those in Combat Arms (.79, .78 and .80, respectively).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.83).
- *Bonus Options*: Soldiers who received bonus options of Combat Arms between \$1500-\$3000, and non-Combat Arms between \$1500-\$3000 were less likely to leave prematurely than soldiers who received no enlistment bonus (1.31 and 1.42, respectively).
- *Gender*: Women were 2 times as likely to leave service prematurely as men.

Cohort Year 1993

Description of Cohort

In fiscal year 1993, 77,372 accessions were processed into the Army Active component. Of these, 84% were male, 93% had at least a high school diploma, 82% were single, 81% had no dependents, 92% did not require any waiver to enlist, and 98% had no medical failure codes. The most common term of enlistment (48%) was for three years.⁷ Most accessions (57%) entered service as an E1. The average age of accessions was 21 years old; average AFQT percentile score was 60.

Cohort Gender Differences

The differences in racial/ethnic distribution by gender were virtually identical to previous years. Whereas 72% of the men were White and 18% Black, 57% of the women

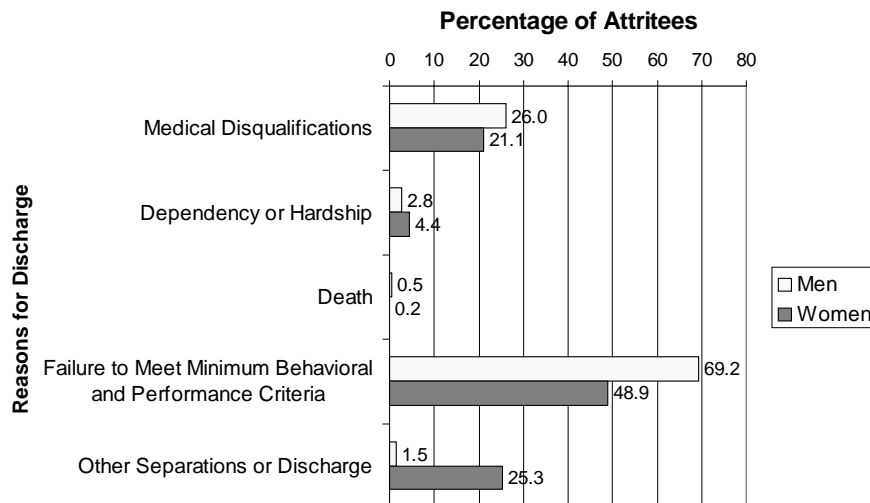
⁷ Note that this is a change from the previous two fiscal years. In both 1991 and 1992 the most common enlistment term was 4 years.

were White and 33% were Black. Other racial/ethnic categories were comparably represented. A slightly larger percentage of women than men (21% versus 18%) were married. A greater proportion of men than women required some sort of waiver to enlist (9% versus 5%); this difference was primarily attributable to moral waivers (6% versus 2%). The majority of men (50.9%) committed to a 3-year enlistment period; the most common term of enlistment for women (48.6%) was 4 years. This pattern was different from 1991 and 1992, in which the most common term of enlistment was 4 year, regardless of gender.

Description of Attritees

Thirty-three percent (33%) of the 1993 cohort left service before completing at least 36 months. A larger percentage of women (44%) left prematurely than men (31%). Figure 3 details the reasons for discharge.

Figure 3
Army Cohort Year 1993
36-Month Attrition: Reasons for Discharge



A greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (69% versus 49%); a larger proportion of women than men were classified as *Other separations or discharge* (25% versus 2%).

Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) was not a factor because all Army training in 1993 was gender-segregated. Second, Job classification was of limited use because 23% of the MOS codes were unidentifiable; these individuals were categorized as *Other*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 68% of cases. The categorization results are listed in Table 4.

Table 4
Model Predictions of Attrition in 1993 Army Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	50,017	1,748	96.62%
ATTRITEE	23,242	2,331	9.12%
			67.69%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.02).
- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.69, .55 and .57, respectively).
- *Education*: Individuals with higher education were less likely to leave service prematurely than individuals with lower education (.87).
- *Marital Status*: Married soldiers were 1.12 times as likely to leave prematurely as single soldiers.
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than individuals with lower scores (.99).
- *Waivers*: Requiring a moral waiver to enlist increased the odds of leaving early (1.13). Individuals with a physical requirement waiver were more likely to leave service early (1.32).
- *Term of enlistment*: Accessions with longer terms of enlistment were more likely to leave than those with shorter terms (1.10).
- *Job classification*: Individuals in Combat Support, Combat Service Support, and Other were less likely to leave prematurely than those in Combat Arms (.84, .83 and .84, respectively).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.78).
- *Bonus Options*: Soldiers who received bonus options of Combat Arms between \$1500-\$3000, and non-Combat Arms greater than \$3000 were more likely to leave prematurely than soldiers who received no enlistment bonus (1.66 and 1.43, respectively).
- *Gender*: Women were 1.93 times as likely to leave service prematurely as men.

Cohort Year 1994

Description of Cohort

In fiscal year 1994, 67,416 accessions were processed into the Army Active component. Of these, 82% were male, 93% had at least a high school diploma, 80% were

single, 79% had no dependents, 91% did not require any waiver to enlist, and 98% had no medical failure codes. The most common term of enlistment (47%) was for three years. Most accessions (56%) entered service as an E1. The average age of accessions was 21 years old; average AFQT percentile score was 60.

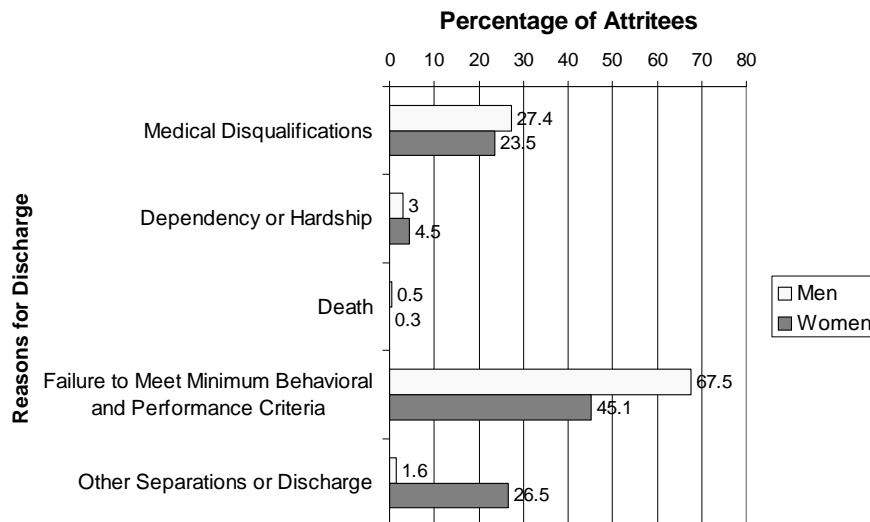
Cohort Gender Differences

The racial/ethnic distribution of accessions differed by gender. Whereas 70% of the men were White and 19% Black, 54% of the women were White and 36% were Black. Other categories were comparably represented. A slightly larger percentage of women than men (22% versus 19%) were married. A greater proportion of men than women required some sort of waiver to enlist (9% versus 7%); this difference was primarily attributable to moral waivers (5% versus 3%). The majority of men (50.3%) committed to a 3-year enlistment period; the most common term of enlistment for women (49.8%) was 4 years.

Description of Attritees

Thirty-three percent (33%) of the 1994 cohort left service before completing at least 36 months. A larger percentage of women (44%) left prematurely than men (31%). The official reasons for discharge are depicted in Figure 4.

Figure 4
Army Cohort Year 1994
36-Month Attrition: Reasons for Discharge



A greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (68% versus 45%); a slightly greater percentage of men than women left prematurely due to *Medical disqualifications* (27% versus 24%); a larger proportion of women than men were classified as *Other separations or discharge* (26% versus 2%).

Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) was not a factor because all Army training in 1994 was

gender-segregated. Gender-integration was implemented in October 1994, at the start of the 1995 fiscal year. Second, Job classification was of limited use because 23% of the MOS codes were unidentifiable; these individuals were categorized as *Other*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 67% of cases. The categorization results are listed in Table 5.

Table 5
Model Predictions of Attrition in 1994 Army Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	43,229	1,635	96.36%
ATTRITEE	20,353	2,152	9.56%
			67.36%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.01).
- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.67, .56 and .54, respectively).
- *Education*: Individuals with higher education were less likely to leave service prematurely individuals those with lower education (.90).
- *Marital Status*: Married soldiers were 1.11 times as likely to leave prematurely as single soldiers.
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than individuals with lower scores (.99).
- *Waivers*: No moral waiver codes were reliably predictive of attrition.
- *Term of enlistment*: Accessions with longer terms of enlistment were more likely to leave than those with shorter terms (1.08).
- *Job classification*: Individuals in Combat Support, Combat Service Support, and Other were less likely to leave prematurely than those in Combat Arms (.86, .78 and .79, respectively). Note that this analysis is questionable due to the large number of unclassified individuals.
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.79).
- *Bonus Options*: No enlistment bonus options were reliably predictive of attrition.
- *Gender*: Women were 1.94 times as likely to leave service prematurely as men.

Cohort Year 1995

Description of Cohort

In fiscal year 1995, 62,259 accessions were processed into the Army Active component. Of these, 82% were male, 94% had at least a high school diploma, 82% were single, 81% had no dependents, 89% did not require any waiver to enlist, and 97% had no medical failure codes. The most common term of enlistment (49%) was for three years. Most accessions (57%) entered service as an E1. The average age of accessions was 21 years old; average AFQT percentile score was 60.

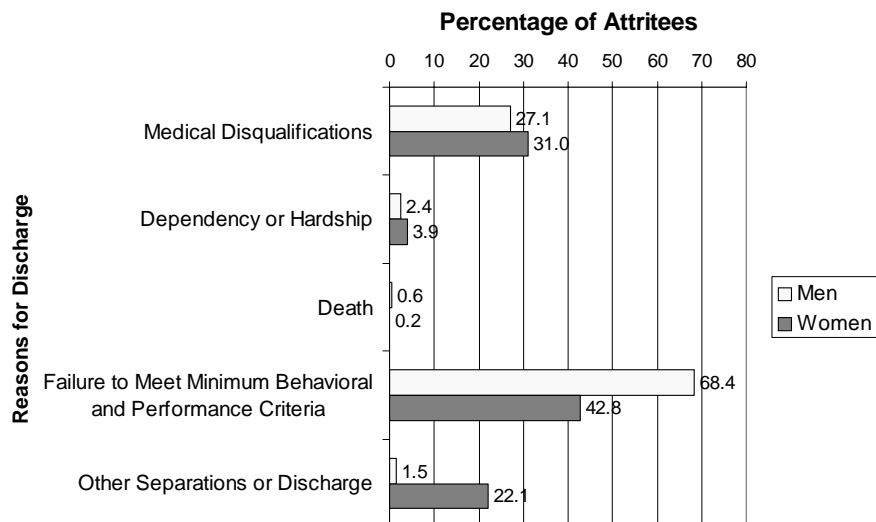
Cohort Gender Differences

The racial/ethnic distribution of accessions differed by gender. Whereas 69% of the men were White and 19% Black, 53% of the women were White and 36% were Black. Other categories were comparably represented. A slightly larger percentage of women than men (20% versus 17%) were married. A greater proportion of men than women required some sort of waiver to enlist (11% versus 7%); this difference was primarily attributable to moral waivers (6% versus 3%). The majority of men (52%) committed to a 3-year enlistment period; the most common term of enlistment for women (50%) was 4 years.

Description of Attritees

Thirty-one percent (31%) of the 1995 cohort left service before completing at least 36 months. A larger percentage of women (43%) left prematurely than men (28%). The official reasons for discharge are depicted in Figure 5.

Figure 5
Army Cohort Year 1995
36-Month Attrition: Reasons for Discharge



As can be seen in Figure 5, a greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (68% versus 43%); a larger proportion of women than men were classified as *Other separations or discharge* (22% versus 2%).

Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) could not be directly assessed. Researchers had planned to use training site as an approximation of training format. Gender-integrated training was fully implemented in 1995; Fort Benning and Fort Knox conducted gender-segregated training; all others conducted gender-integrated training. However, this variable was almost completely unpopulated in the DMDC database, thus researchers were unable to determine which trainees trained at which sites. Table 6 lists the number of soldiers associated with each training site. Only eight (8) soldiers could be identified definitively as having undergone gender-segregated training. This problem prevented any analysis of the effects of gender-integrated training; thus they will not be discussed with respect to the 1995 cohort.

Table 6

**Army Cohort Year 1995
Training Site**

Training Location	Frequency	Percent
Unknown	62,141	99.8
FORT JACKSON	59	.1
FORT KNOX	8	.0
FORT LEONARD WOOD	13	.0
FORT SILL	38	.1
Total	62,259	100.0

The second limitation involved Job classifications. Job classification was of limited use because 17% of the MOS codes were unidentifiable; these individuals were categorized as *Other*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 70% of cases. The results are listed in Table 7.

Table 7

Model Predictions of Attrition in 1995 Army Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	41,823	1,186	97.24%
ATTRITEE	17,720	1,470	7.66%
			69.60%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.01).

- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.71, .61 and .61, respectively).
- *Education*: Individuals with higher education were less likely to leave service prematurely than those with lower education (.94).
- *Marital Status*: Marital status was not predictive of attrition for this cohort.
- *Dependents*: Accessions with one or more dependents were more likely to leave service prematurely than accessions without dependents (1.11).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than those with lower scores (.99).
- *Waivers*: Requiring a moral waiver to enlist increased the odds of leaving early (1.11).
- *Term of enlistment*: Accessions with longer terms of enlistment were more likely to leave than those with shorter terms (1.07).
- *Job classification*: Individuals in Combat Service Support and Other were less likely to leave prematurely than those in Combat Arms (.85 and .85, respectively). Individuals in Combat Support, however, were indistinguishable from those in Combat Arms.
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.78).
- *Bonus Options*: Soldiers who received bonus options of non-Combat Arms between \$1500-\$3000 were more likely to leave prematurely than soldiers who received no enlistment bonus (1.58).
- *Gender*: Women were 2.11 times as likely to leave service prematurely as men.

Cohort Year 1996

Description of Cohort

In fiscal year 1996, 72,809 accessions were processed into the Army Active component. Of these, 80% were male, 93% had at least a high school diploma, 84% were single, 83% had no dependents, 90% did not require any waiver to enlist, and 93% had no medical failure codes. The most common term of enlistment (45%) was for three years. Most accessions (61%) entered service as an E1. The average age of accessions was 21 years old; average AFQT percentile score was 59.

Cohort Gender Differences

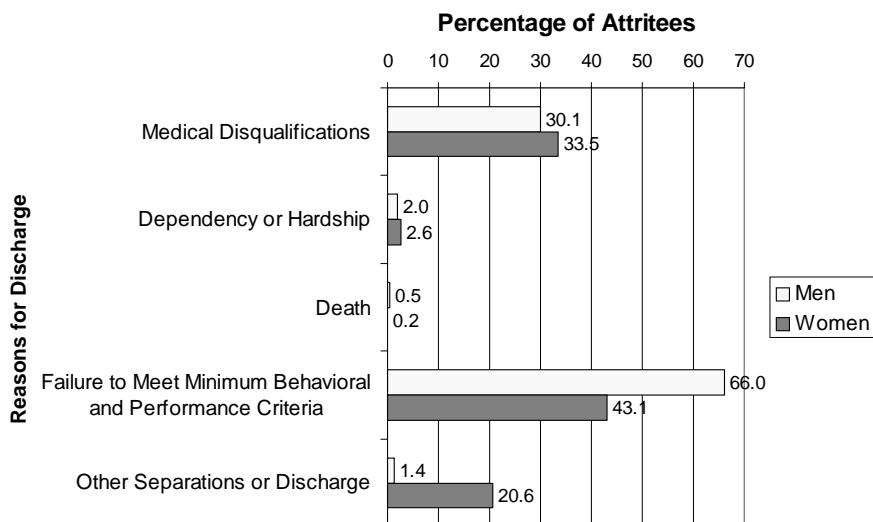
The racial/ethnic distribution of accessions differed by gender. Whereas 67% of the men were White and 20% Black, 52% of the women were White and 36% were Black. Other categories were comparably represented. A slightly larger percentage of women than men (19% versus 15%) were married. A slightly greater proportion of men than women required some sort of waiver to enlist (10% versus 8%); this difference was primarily attributable to moral waivers (4% versus 1%). The most common term of enlistment for men (48%) was 3 years; the most common term of enlistment for women (50%) was 4 years.

Description of Attritees

First, a word of caution: Individuals in the 1996 cohort entered service between October 1995 and September 1996. The DMDC database contained information as of late 1998. The attrition analysis throughout this report deals with attrition within the first 36 months. At the time the data were captured, 36 months had not passed since many of the cohort members entered service. For example, an individual who entered service in August 1996 would not complete 36 months until August 1999; if s/he were to leave service prematurely in January 1999, this would not be captured in the database. Therefore, calculations of attrition rates for the 1996 cohort are low. This clearly affects the overall attrition rate; it may also differentially skew specific findings in the logistic regression.⁸

Given the truncated data set, twenty-eight percent (28%) of the 1996 cohort could be identified as leaving service before completing at least 36 months. (As predicted above, this rate is lower than the rates for previous years. This is simply an artifact of the data available.) A larger percentage of women (39%) left prematurely than men (25%). The official reasons for discharge are depicted in Figure 6.

Figure 6
Army Cohort Year 1996
36-Month Attrition: Reasons for Discharge



As shown in Figure 6, a greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (66% versus 43%); a larger proportion of women than men were classified as *Other separations or discharge* (21% versus 1%). These patterns are consistent with previous years. A slightly larger percentage of women than men

⁸ This analytic limitation was recognized at the outset. Researchers concluded that the value added by including an additional partial-year of data outweighed the predictable problems. The research design called for analysis of data both pre- and post-GIT. Because gender-integrated training was not widely implemented until fiscal year 1995, it was imperative to incorporate as much data beyond that point as possible. Note that the 1996 data could be used in future analyses to accurately assess 3-month, 6-month and 12-month attrition.

(34% versus 30%) left prematurely due to *Medical disqualifications*. This pattern is inconsistent with previous years, and may be an artifact of the data limitations noted above.⁹

Results of Logistic Regression

Three limitations of this analysis are noteworthy. First, as was true with the 1995 analysis, researchers were unable to definitively determine whether individual soldiers experienced gender-integrated or gender-segregated basic training. In 1996, gender-segregated training was conducted at Fort Knox and at Fort Benning. Researchers had intended to use training site as a proxy for training format. However, only 2,752 soldiers were identified as Fort Knox trainees; this constituted roughly half the population that was trained at Fort Knox in 1996. Graduates of the Fort Benning site were not identified at all. Table 8 lists the number of soldiers associated with each training site. Due to the lack of information, training type was not included in the logistic regression model.

Table 8
Army Cohort Year 1996
Training Site

Training Location	Frequency	Percent
Unknown	37,090	50.9
FORT JACKSON	18,005	24.7
FORT KNOX	2,752	3.8
FORT LEONARD WOOD	8,981	12.3
FORT SILL	5,985	8.2
GREAT LAKES NTC	2	.0
Total	72,815	100.0

The second limitation of the logistic regression analysis was similar to previous years; job classification was of limited use. In 1996, there were fewer unidentifiable MOS codes than in previous years. However, 15% of the MOS codes were categorized as *Other*.

The third limitation of the logistic regression analysis of attrition involves the data truncation described earlier (under “*Description of Attritees*”). Late-term attrition of individuals for whom 36 months had not yet elapsed at the time of data capture is not included. See the earlier discussion for more details.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 73% of cases. The results are listed in Table 9.

⁹ This could be teased apart with further analysis but is beyond the scope of this report.

Table 9
Model Predictions of Attrition in 1996 Army Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	52,041	672	98.73%
ATTRITEE	19,172	845	4.22%
			72.72%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.03).
- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.65, .58 and .57, respectively).
- *Education*: Individuals with higher education were less likely to leave service prematurely than those with less education (.93).
- *Marital Status*: Marital status was not predictive of attrition for this cohort.
- *Dependents*: Number of dependents was not predictive of attrition for this cohort.
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than those with lower scores (.99).
- *Waivers*: Requiring a moral waiver to enlist was not predictive of attrition for this cohort. However, individuals with a physical qualification waiver were more likely to leave prematurely than individuals with no waiver (1.21).
- *Term of enlistment*: Accessions with longer terms of enlistment were more likely to leave than those with shorter terms (1.08).
- *Job classification*: Individuals in Combat Support, Combat Service Support, and Other were less likely to leave prematurely than those in Combat Arms (.91, .83 and .78, respectively). Individuals in Combat Support, however, were indistinguishable from those in Combat Arms.
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.76).
- *Bonus Options*: Bonus options were not predictive of attrition for this cohort.
- *Gender*: Women were 2.13 times as likely to leave service prematurely as men.

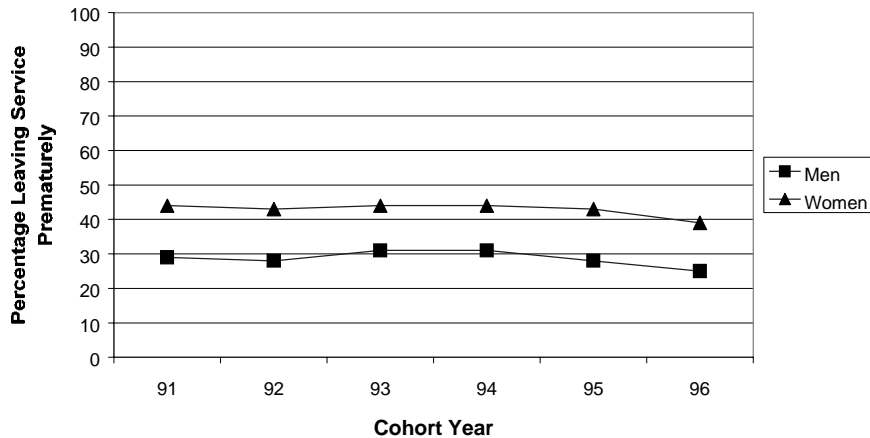
Summary of Army Findings

Attrition Rates

Attrition rates at the 36-month point for Army personnel were quite consistent for cohort years 1991 through 1996. Figure 7 summarizes the rates separately for men and women. Three facts are worth noting here. First, attrition rates for Army women were

consistently 10-15 percentage points higher than the rates for the Army men in the same cohort.

Figure 7
Army 36-Month Attrition Rates
by Gender



Second, recall that the apparent drop in attrition in 1996 is an artifact of the timing of the data capture for this analysis. Thirty-six months had not yet passed since some of the 1996 cohort entered Service; therefore, the 36-month attrition rates are underestimated.

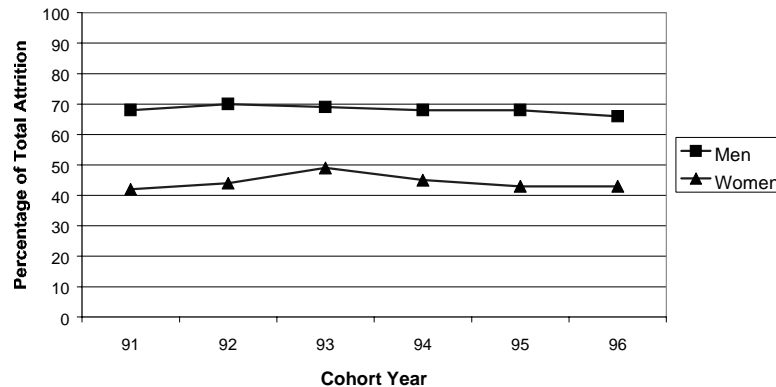
Third, note that the attrition rates for the 1995 cohort are comparable, indeed slightly lower than, the attrition rates for previous years. This cohort was the first cohort to undergo fully-implemented gender-integrated basic training. While comparisons between cohort years must be made with some caution,¹⁰ there is evidence nonetheless that gender-integrated training did not adversely affect retention rates for either men or women.

Reasons for Discharge

The patterns of reasons for discharge were also consistent across years. Figures 8, 9 and 10 depict the rates at which the three most common discharge reasons were recorded. Each rate is reported separately for men and women.

¹⁰ Comparisons between cohort years within a single Service (e.g., the Army) are valid. However, certain factors such as policy changes and the state of the civilian economy may affect different cohorts differently. Therefore the reader should make such comparisons judiciously.

Figure 8
Percentage of Army Attrition Attributable to
Failure to Meet Minimum Behavioral and Performance Criteria

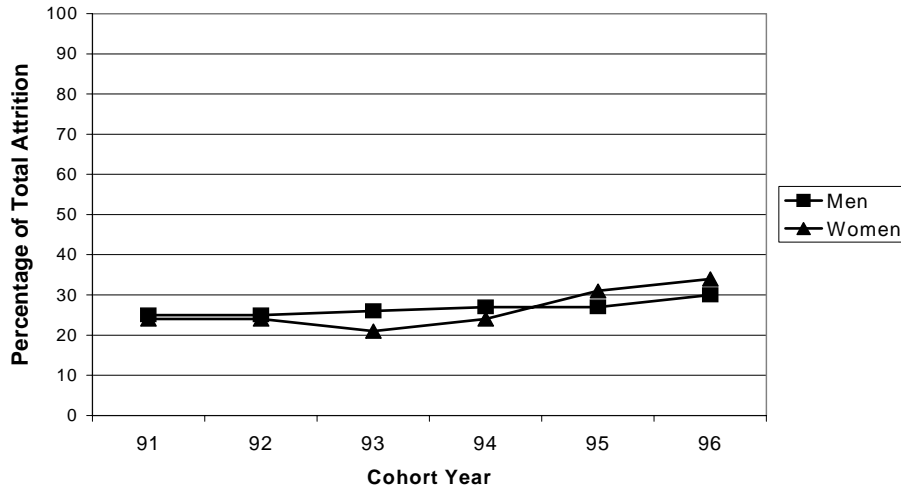


The most commonly cited reason for discharge was *Failure to meet minimum behavioral and performance criteria*. This accounted for 62%-65% of all 36-month attrition for each cohort year. Figure 8 indicates two notable facts. First, this reason was much more common for male attrition than for female attrition; there was a 20-26 percentage point differential between genders each year. Second, this reason accounted for a consistent proportion of overall attrition for each gender in each cohort year. The male rate for this discharge reason was extremely stable at about 70%. The female rate for this discharge reason was more variable, ranging from 42% to 49%. The introduction of gender-integrated training in the 1995 cohort year had no discernible impact on the rate of this discharge reason.

The second most common reason for attrition was *Medical disqualification*, which accounted for 25%-28% of 36-month attrition for each cohort year. As Figure 9 demonstrates, this reason was cited at similar rates for both men and women, and both genders exhibited a slight increase over time.¹¹

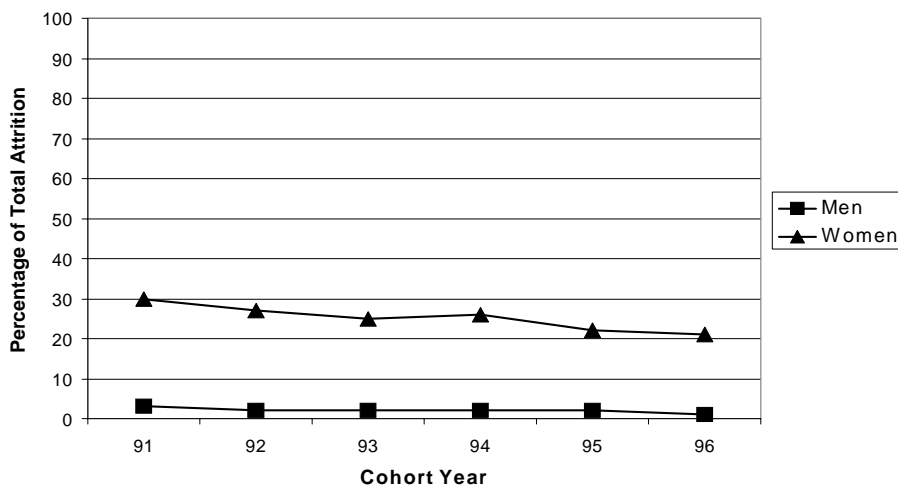
¹¹ The increase in 1996 may be an artifact of data truncation and might disappear if a complete 36-month data set was available. However, the slightly increasing trend through 1995 may be of import.

Figure 9
Percentage of Army Attrition Attributable to
Medical Disqualification



The third most common reason for discharge was *Other separations or discharge*. This accounted for 6%-8% of all 36-month attrition. Figure 10 elucidates two facts. First, this reason accounted for a greater proportion of female attrition than male attrition; there was a 20-27 point differential each year. Second, the trends over time are interesting. Of the women who were classified as “*Other...*”, 64-74% left service due to pregnancy and 23-34% were coded as leaving due to parenthood. Although the rates for men were very consistent, ranging from 1.5 to 3% per year, the rate for women declined each year, from a high of 30% in 1991 to 22% in 1995.¹²

Figure 10
Percentage of Army Attrition Attributable to
Other separations or discharge



¹² The lowest point is 21% in 1996. However this will be ignored in this trend analysis due to the data truncation problem cited earlier.

Predictors of Attrition

In each cohort year analysis, numerous factors were found to be predictive of attrition. Some of these factors yielded inconsistent results from year to year and thus general conclusions are not feasible. Bonus options, for example, were statistically significant predictors for each cohort; however, the patterns varied from year to year. Similarly, the effect of marital status and number of dependents alternated in their impact on the model; some years, only marital status was significant whereas in other years, only the number of dependents was significant.

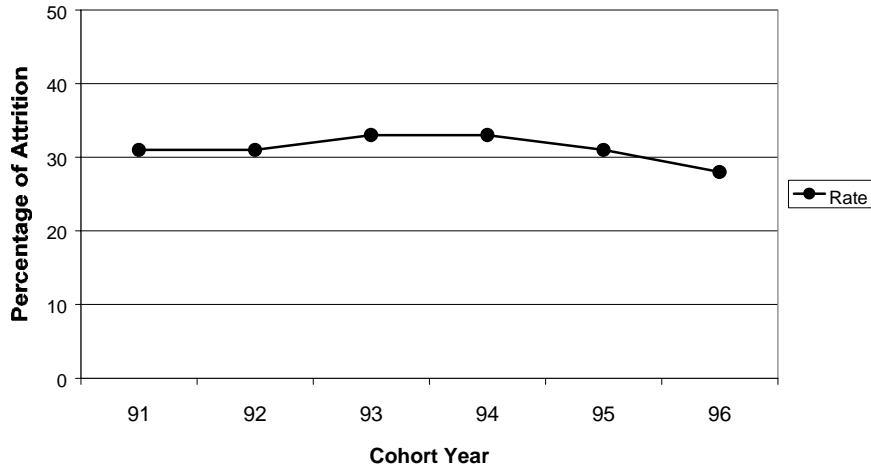
Other factors, although consistent, had such a small impact on the odds of attrition to render them trivial in the overall analysis: age, AFQT scores, term of enlistment. These small-but-consistent factors were kept in the statistical model in order to produce the best-fitting model possible, but were not substantial enough to warrant summary here.

Yet another group of predictors proved to be consistent and sizable but are beyond the scope of the Commission on Military Training and Gender-Related Issues (CMTGRI). These include race/ethnicity, education, waiver status, Job classification, and entry paygrade.

Two factors are specifically relevant to the CMTGRI charter: gender and training format. Throughout the years investigated in this study, women were more likely than men to leave service prematurely, within the first 36 months. The odds ranged from 1.93 to 2.13, indicating that women were roughly twice as likely as men to leave prematurely.

Training format was impossible to assess with precision. In the years 1991 through 1994, all training was gender-segregated; therefore, no comparison of the two formats was possible. Gender-integrated training was implemented in fiscal year 1995, but limitations of the data file made it impossible to determine which recruits were assigned to gender-segregated training. However, the overall attrition rates for the 1995 cohort did not increase over previous cohorts, thus the introduction of gender-integrated training did not increase attrition overall. Figure 11 depicts the overall 36-month attrition rates for each cohort group.

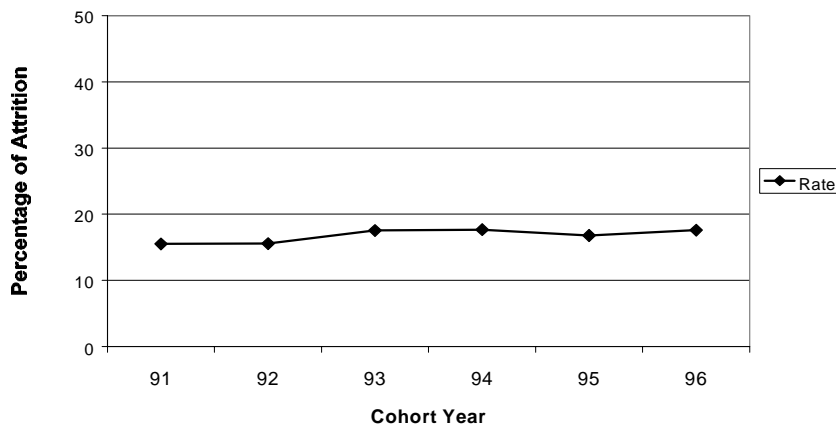
Figure 11
Army 36-Month Attrition Trend



As noted earlier, cohort year 1996 presents a problem because the data were truncated (i.e., the data file was captured before all entering recruits had the opportunity to serve 36 months --- or to leave prematurely within that time). As a result, the 36-month attrition rate is understated, and cannot be fairly used to determine trends. Therefore, in order to more accurately compare the attrition rates between these cohorts, a 12-month attrition rate was also calculated. These rates are presented in Figure 12.

Examination of Figure 12 reveals that overall 12-month attrition rates have been relatively stable over time. After an increase from 15.6% in 1992 to 17.5% in 1993, the rates have been very consistent. The 1995 and 1996 cohorts, which both experienced gender-integrated basic training, had 12-month attrition rates of 16.8% and 17.6%, respectively. These rates are negligibly lower than the 1994 rate of 17.7%. These results show absolutely no impact of gender-integrated training on attrition rates, and they are untainted by the 1996 data issues raised above.

Figure 12
Army 12-Month Attrition Rates



NAVY

Cohort Year 1991

Description of Cohort

In fiscal year 1991, 68,526 accessions were processed into the Navy. Of these, 91% were male, 84% had at least a high school diploma, 94% were single, 90% had no dependents, 72% did not require any waiver to enlist, and 98% had no medical failure codes. The most common term of enlistment (72%) was for four years. Most accessions (75%) entered service as an E1. The average age of accessions was 20 years old; average AFQT percentile score was 59.

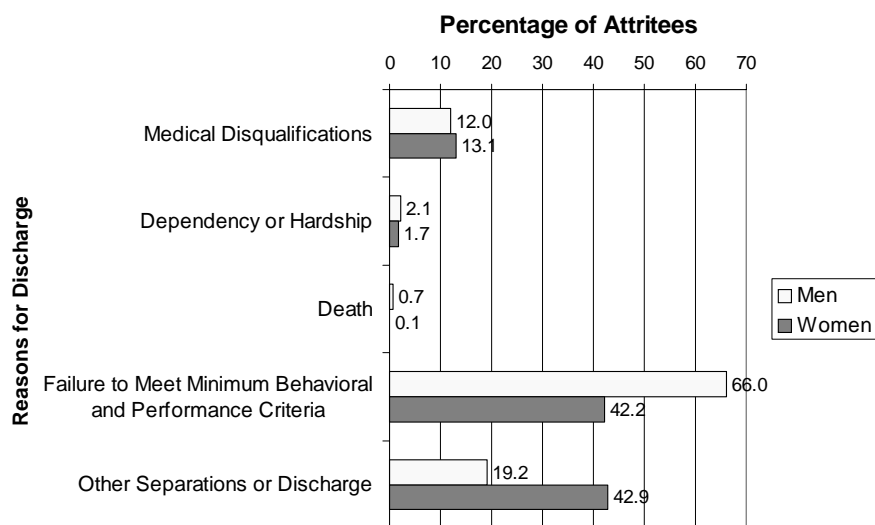
Cohort Gender Differences

The racial/ethnic distribution of accessions differed slightly by gender. Whereas 71% of the men were White and 25% Black or Hispanic, 65% of the women were White and 32% were Black or Hispanic. Other categories were comparably represented. A greater proportion of men than women required some sort of waiver to enlist (29% versus 21%); this difference was primarily attributable to moral waivers (20% versus 10%).

Description of Attritees

Twenty-seven percent (27%) of the 1991 cohort left service before completing at least 36 months. A larger percentage of women (31%) than men (26%) left prematurely. The official reasons for discharge are described in Figure 13.

Figure 13
Navy Cohort Year 1991
36-Month Attrition: Reasons for Discharge



As depicted in Figure 13, a greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (66% versus 42%); a larger proportion of women than men were classified as *Other separations or discharge* (43% versus 19%). For men, most of these “Other” separations are attributable to “erroneous enlistment” (e.g., 79% in the 1991 cohort), which suggests that disqualifying factors surfaced following enlistment.

For women, pregnancy and parenthood accounted for about 50% and 25% of “Other” attrition. Erroneous enlistment was generally the third most frequent code.

Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) was not a factor because all Navy training in 1991 was gender-segregated. Second, Job classification was of limited use because over 99% of the cohort was classified as Combat.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 73% of cases. The categorization results are presented in Table 10.

Table 10
Model Predictions of Attrition in Navy 1991 Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	50,083	53	99.89%
ATTRITEE	18,248	60	.33%
			73.26%

The analysis revealed that several factors were predictive of attrition. The following list includes only those factors that were found to be statistically significant. They are listed in the order in which they were included in the calculation.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.04).
- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.86, .84 and .43, respectively).
- *Education*: Individuals with higher education were less likely to leave service prematurely than individuals with lower education (.78).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than individuals with lower scores (.99).
- *Waivers*: Several enlistment waivers increased the odds of leaving early: Number of dependents (1.27), Moral qualification (1.33), Previous disqualification separation (1.33), Alien (2.79), Predictor requirements (1.24).
- *Term of enlistment*: Accessions with longer terms of enlistment were less likely to leave than individuals with shorter terms (.93).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.81).
- *Gender*: Women were 1.29 times as likely to leave service prematurely as men.

Cohort Year 1992

Description of Cohort

In fiscal year 1992, 58,590 accessions were processed into the Navy. Of these, 86% were male, 96% had at least a high school diploma, 94% were single, 91% had no dependents, 72% did not require any waiver to enlist, and 98% had no medical failure codes. The most common term of enlistment (74%) was for four years. Most accessions (74%) entered service as an E1. The average age of accessions was 20 years old; average AFQT percentile score was 60.

Cohort Gender Differences

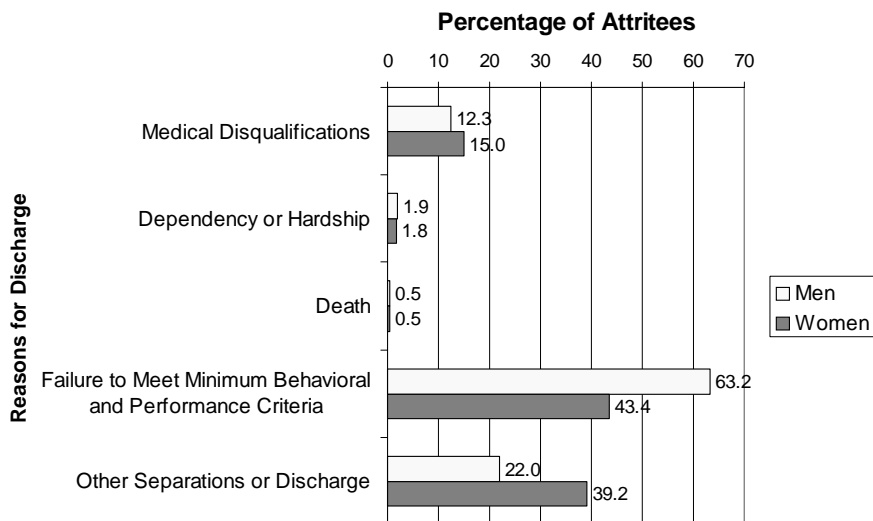
The racial/ethnic distribution of accessions differed slightly by gender. Whereas 70% of the men were White and 26% Black or Hispanic, 63% of the women were White and 32% were Black or Hispanic. Other categories were comparably represented. A greater proportion of men than women required some sort of waiver to enlist (29% versus 21%); this difference was primarily attributable to moral waivers (19% versus 9%).

Description of Attritees

Twenty-nine percent (29%) of the 1992 cohort left service before completing at least 36 months. A larger percentage of women (33%) left prematurely than men (28%). The official reasons for discharge are detailed in Figure 14.

As Figure 14 indicates, a greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (63% versus 43%); a larger proportion of women than men were classified as *Other separations or discharge* (39% versus 22%).

Figure 14
Navy Cohort Year 1992
36-Month Attrition: Reasons for Discharge



Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) was not a factor because all Navy training in 1992 was

gender-segregated. Second, Job classification was of limited use because over 99% of the accessions were categorized as *Combat*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 71% of cases. The categorization results are presented in Table 11.

Table 11
Model Predictions of Attrition in 1992 Navy Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	41,677	107	99.74%
ATTRITEE	16,683	118	.70%
			71.34%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.04).
- *Race/Ethnicity*: African Americans, Hispanics, and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.84, .83, and .39, respectively). American Indian/Alaskan Natives were more likely to leave prematurely than Whites (1.45).
- *Education*: Individuals with higher education were less likely to leave service prematurely than individuals with lower education (.83).
- *Number of dependents*: Sailors with one or more dependents were more likely to leave prematurely than sailors with no dependents (1.18).
- *AFQT scores*: Sailors with higher AFQT scores were less likely to leave than sailors with lower scores (.99).
- *Waivers*: Requiring a moral waiver to enlist increased the odds of leaving early (1.32). Sailors with a previous disqualification waiver were more likely to leave service prematurely than sailors with no waiver (1.56). Individuals with a predictor requirement waiver were more likely to leave service early (1.19).
- *Term of enlistment*: Accessions with longer terms of enlistment were less likely to leave than those with shorter terms (.91).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.82).
- *Gender*: Women were 1.26 times as likely to leave service prematurely as men.

Cohort Year 1993

Description of Cohort

In fiscal year 1993, 63,269 accessions were processed into the Navy. Of these, 87% were male, 92% had at least a high school diploma, 95% were single, 92% had no dependents, 73% did not require any waiver to enlist, and 98% had no medical failure codes. The most common term of enlistment (78%) was for four years. Most accessions (78%) entered service as an E1. The average age of accessions was 20 years old; average AFQT percentile score was 61.

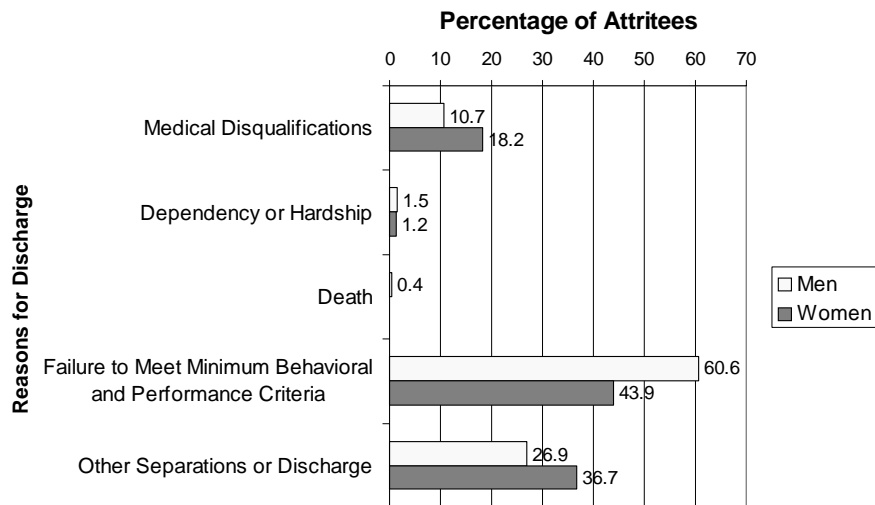
Cohort Gender Differences

The differences in racial/ethnic distribution by gender were virtually identical to previous years. Whereas 71% of the men were White and 25% Black or Hispanic, 65% of the women were White and 31% were Black or Hispanic. Other racial/ethnic categories were comparably represented. A greater proportion of men than women required some sort of waiver to enlist (28% versus 20%); this difference was primarily attributable to moral waivers (18% versus 8%).

Description of Attritees

Thirty-two percent (32%) of the 1993 cohort left service before completing at least 36 months. A slightly larger percentage of women (35%) left prematurely than men (32%). Figure 15 details the reasons for discharge.

Figure 15
Navy Cohort Year 1993
36-Month Attrition: Reasons for Discharge



A larger proportion of women than men were classified as *Medical disqualifications* (18% versus 11%); a greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (61% versus 44%); a larger proportion of women than men were classified as *Other separations or discharge* (37% versus 27%).

Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) was not a factor because all Navy training in 1993 was gender-segregated. Second, Job classification was of limited use because over 99% MOS codes were categorized as Combat.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 68% of cases. The categorization results are listed in Table 12.

Table 12
Model Predictions of Attrition in 1993 Navy Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	42,211	683	98.41%
ATTRITEE	19,589	757	3.72%
			67.94%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.04).
- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.84, .72 and .44, respectively).
- *Education*: Individuals with higher education were less likely to leave service prematurely than those with lower education (.73).
- *Marital Status*: Single sailors were less likely to leave prematurely compared to married sailors (.78).
- *Number of Dependents*: Sailors with one or more dependents were more likely to leave early than sailors with no dependents (1.29).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than those with lower scores (.99).
- *Waivers*: Several enlistment waivers increased the odds of early departure: Moral qualification (1.38), Previous disqualification separation (1.54), Education (1.79), and Predictor requirements (1.36).
- *Term of enlistment*: Sailors with longer terms of enlistment were less likely to leave than those with shorter terms (.93).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.82).
- *Gender*: Women were 1.18 times as likely to leave service prematurely as men.

Cohort Year 1994

Description of Cohort

In fiscal year 1994, 53,577 accessions were processed into the Navy. Of these, 83% were male, 93% had at least a high school diploma, 96% were single, 92% had no dependents, 73% did not require any waiver to enlist, and 97% had no medical failure codes. The most common term of enlistment (67%) was for three years. Most accessions (77%) entered service as an E1. The average age of accessions was 20 years old; average AFQT percentile score was 61.

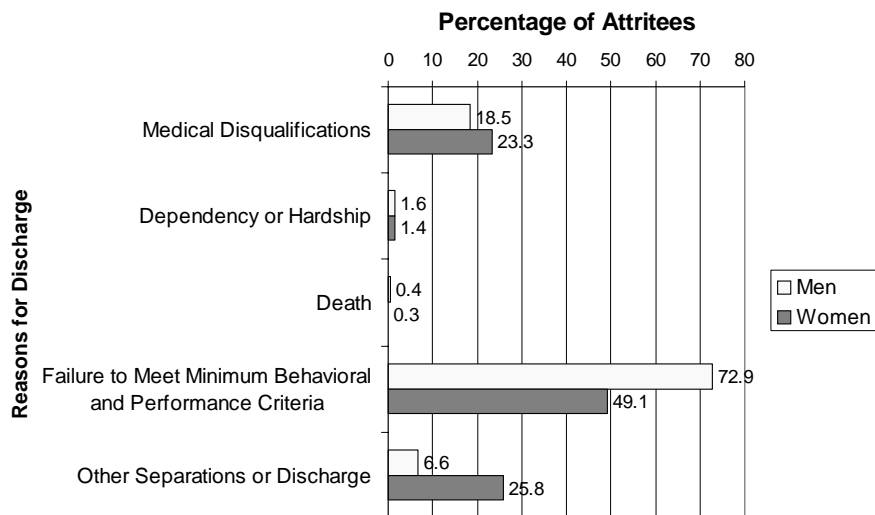
Cohort Gender Differences

The racial/ethnic distribution of accessions differed slightly by gender. Whereas 71% of the men were White and 25% Black or Hispanic, 64% of the women were White and 32% were Black or Hispanic. Other categories were comparably represented. A greater proportion of men than women required some sort of waiver to enlist (28% versus 20%); this difference was primarily attributable to moral waivers (17% versus 8%).

Description of Attritees

Thirty-four percent (34%) of the 1994 cohort left service before completing at least 36 months. The same proportion of men and women left prematurely. The official reasons for discharge are depicted in Figure 16.

Figure 16
Navy Cohort Year 1994
36-Month Attrition: Reasons for Discharge



A greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (73% versus 49%); a slightly greater percentage of women than men left prematurely due to *Medical disqualifications* (23% versus 18%); a larger proportion of women than men were classified as *Other separations or discharge* (26% versus 7%).

Results of Logistic Regression

Two characteristics of this analysis are noteworthy. First, Job classification was of limited use because 99.7% of the rating codes were categorized as Combat. Second, 1994 was the year during which gender-integrated training was implemented. For the purposes of this analysis, all recruits entering the Navy prior to August 1994 were identified as having experienced gender-segregated training and all recruits entering in August or later were tagged as having experienced gender-integrated training.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 66% of cases. The categorization results are listed in Table 13.

Table 13
Model Predictions of Attrition in 1994 Army Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	34,526	838	97.63%
ATTRITEE	17,221	989	5.43%
			66.29%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.04).
- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.87, .70 and .39, respectively).
- *Education*: Individuals with higher education were less likely to leave service prematurely individuals those with lower education (.77).
- *Marital Status*: Single sailors were less likely to leave prematurely than married sailors (.81).
- *Number of dependents*: Sailors with one or more dependents were more likely to leave prematurely than sailors with no dependents (1.24).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than individuals with lower scores (.99).
- *Waivers*: Three moral waivers increased the odds of attrition: moral qualification (1.44), previous disqualification separation (1.33), and other (1.34).
- *Term of enlistment*: Accessions with longer terms of enlistment were less likely to leave than those with shorter terms (.98).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.82).
- *Gender*: Gender was not reliably predictive of attrition.

- *Training format:* Sailors who had undergone gender-integrated training were less likely to leave prematurely than sailors who had experienced gender-segregated training (.87).

Cohort Year 1995

Description of Cohort

In fiscal year 1995, 48,064 accessions were processed into the Navy. Of these, 80% were male, 93% had at least a high school diploma, 94% were single, 90% had no dependents, 71% did not require any waiver to enlist, and 97% had no medical failure codes. The most common term of enlistment (75%) was for four years. Most accessions (74%) entered service as an E1. The average age of accessions was 20 years old; average AFQT percentile score was 59.

Cohort Gender Differences

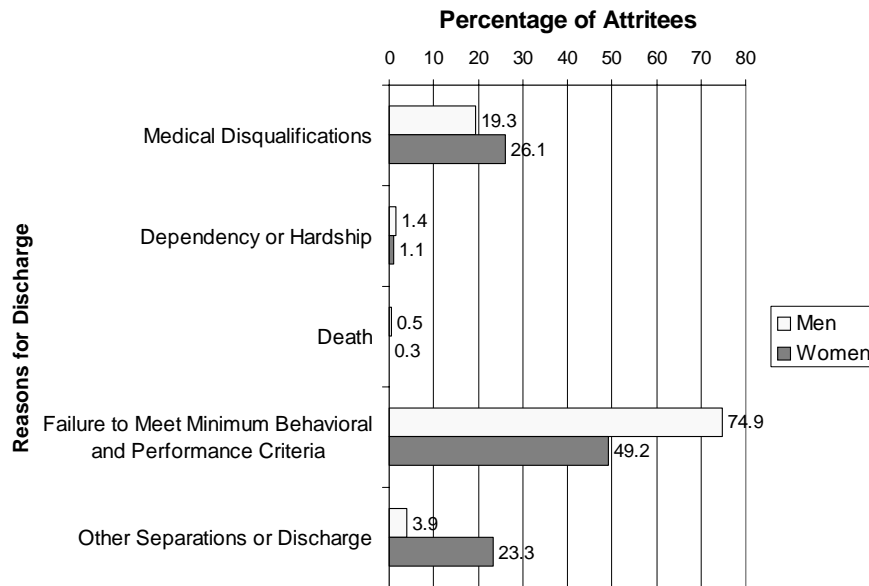
The racial/ethnic distribution of accessions differed by gender. Whereas 68% of the men were White and 27% Black or Hispanic, 57% of the women were White and 38% were Black or Hispanic. Other categories were comparably represented. A greater proportion of men than women required some sort of waiver to enlist (31% versus 22%); this difference was primarily attributable to moral waivers (18% versus 8%).

Description of Attritees

Thirty-five percent (35%) of the 1995 cohort left service before completing at least 36 months. The proportions of men and women leaving prematurely were identical. The official reasons for discharge are depicted in Figure 17.

As can be seen in Figure 17, a greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (75% versus 49%); a larger proportion of women than men were classified as *Medical disqualifications* (26% versus 19%) and *Other separations or discharge* (23% versus 4%).

Figure 17
Navy Cohort Year 1995
36-Month Attrition: Reasons for Discharge



Results of Logistic Regression

Two characteristics of this analysis are noteworthy. First, Job classification was of limited use because 99% of the rating codes were categorized as Combat. Second, training format could not be assessed because all training was gender-integrated in 1995.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 66% of cases. The results are listed in Table 7.

Table 14
Model Predictions of Attrition in 1995 Army Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	30,362	830	97.34%
ATTRITEE	15,627	1,058	6.34%
			65.63%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.03).

- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.89, .80 and .51, respectively). American Indians/Alaskan Natives were more likely to leave prematurely than Whites (1.35).
- *Education*: Individuals with higher education were less likely to leave service prematurely than those with lower education (.80).
- *Marital Status*: Married sailors were less likely to leave early than single sailors (.80).
- *Dependents*: Accessions with one or more dependents were more likely to leave service prematurely than accessions without dependents (1.15).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than those with lower scores (.99).
- *Waivers*: Several enlistment waivers increased the odds of attrition: mental qualification (1.96), moral qualification (1.49), previous disqualification separation (1.40), education (1.74).
- *Term of enlistment*: Accessions with longer terms of enlistment were less likely to leave than those with shorter terms (.96).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.78).
- *Gender*: Gender was not a reliable predictor of attrition.

Cohort Year 1996

Description of Cohort

In fiscal year 1996, 47,893 accessions were processed into the Navy. Of these, 85% were male, 91% had at least a high school diploma, 94% were single, 88% had no dependents, 68% did not require any waiver to enlist, and 95% had no medical failure codes. The most common term of enlistment (80%) was for four years. Most accessions (73%) entered service as an E1. The average age of accessions was 20 years old; average AFQT percentile score was 58.

Cohort Gender Differences

The racial/ethnic distribution of accessions differed by gender. Whereas 64% of the men were White and 29% Black or Hispanic, 57% of the women were White and 37% were Black or Hispanic. Other categories were comparably represented. A greater proportion of men than women required some sort of waiver to enlist (33% versus 22%); this difference was primarily attributable to moral waivers (20% versus 9%).

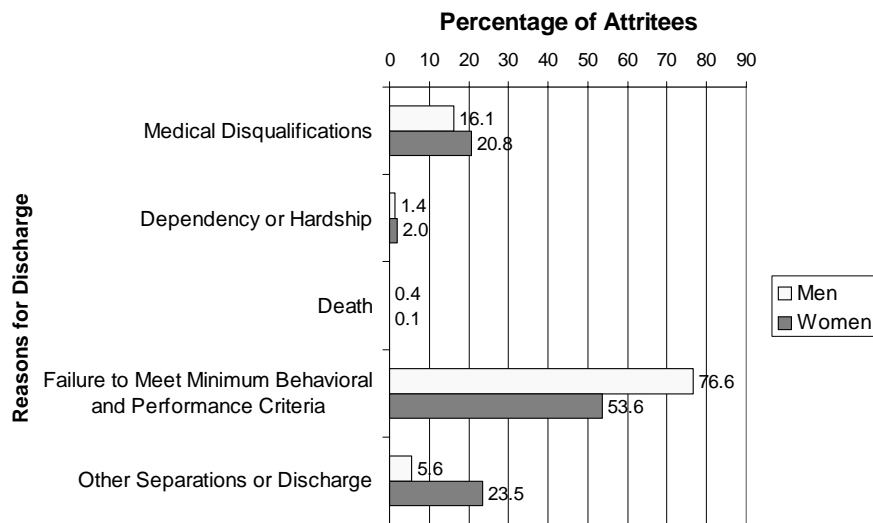
Description of Attritees

First, the reader is given the same warning as noted in the 1996 Army analysis. Individuals in the 1996 cohort entered service between October 1995 and September 1996. The DMDC database contained information as of late 1998. The attrition analysis throughout this report deals with attrition within the first 36 months. At the time the data were captured, 36 months had not passed since many of the cohort members entered service. For example, an

individual who entered service in August 1996 would not complete 36 months until August 1999; if s/he were to leave service prematurely in January 1999, this would not be captured in the database. Therefore, calculations of attrition rates for the 1996 cohort are low. This clearly affects the overall attrition rate; it may also differentially skew specific findings in the logistic regression.¹³

Given the truncated data set, thirty percent (30%) of the 1996 cohort could be identified as leaving service before completing at least 36 months. (As predicted above, this rate is lower than the rates for previous years. This is simply an artifact of the data available.) The rates for men and women were comparable (30% versus 29%, respectively). The official reasons for discharge are depicted in Figure 18.

Figure 18
Navy Cohort Year 1996
36-Month Attrition: Reasons for Discharge



As shown in Figure 18, a greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (77% versus 54%); a larger proportion of women than men were classified as *Medical Disqualification* (21% versus 16%) and *Other separations or discharge* (24% versus 6%). These patterns are consistent with previous years.

Results of Logistic Regression

As with the previous Navy cohort analyses, job classification was of limited use. In 1996, 98% of the new sailors were classified as *Combat*. The other limitation of the logistic regression analysis of attrition involves the data truncation described earlier (under “Description of Attritees”). Late-term attrition of individuals for whom 36 months had not yet elapsed at the time of data capture is not included. See the earlier discussion for more details.

¹³ This analytic limitation was recognized at the outset. Researchers concluded that the value added by including an additional partial-year of data outweighed the predictable problems. The research design called for analysis of data both pre- and post-GIT. Because gender-integrated training was not widely implemented until fiscal year 1995, it was imperative to incorporate as much data beyond that point as possible. Note that the 1996 data could be used in future analyses to accurately assess 3-month, 6-month and 12-month attrition.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 70% of cases. The results are listed in Table 15.

Table 15
Model Predictions of Attrition in 1996 Navy Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	33,166	363	98.92%
ATTRITEE	13,743	415	2.93%
			70.42%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.04).
- *Race/Ethnicity*: African Americans, Hispanics, Asian/Pacific Islanders, and individuals of unidentified race/ethnicity were less likely to leave prematurely than Whites (.86, .74, .48 and .60, respectively). American Indians/Native Alaskans were more likely to leave prematurely than Whites (1.27).
- *Education*: Individuals with higher education were less likely to leave service prematurely than individuals with less education (.81).
- *Marital Status*: Married sailors were less likely to leave early than single sailors (.77).
- *Dependents*: Sailors with one or more dependents were more likely to leave than sailors with no dependents (1.11).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than those with lower scores (.99).
- *Waivers*: Several enlistment waiver types were associated with higher attrition rates: number of dependents (1.25), moral qualification (1.49), previous disqualification separation (1.35), sole survivor member (1.88), skill requirements (1.69), other (1.34). Sailors who had received a pay grade waiver were less likely to leave than sailors with no waiver (.37).
- *Term of enlistment*: Accessions with longer terms of enlistment were less likely to leave than those with shorter terms (.91).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.75).
- *Gender*: Gender was not a reliable predictor of attrition for this cohort.

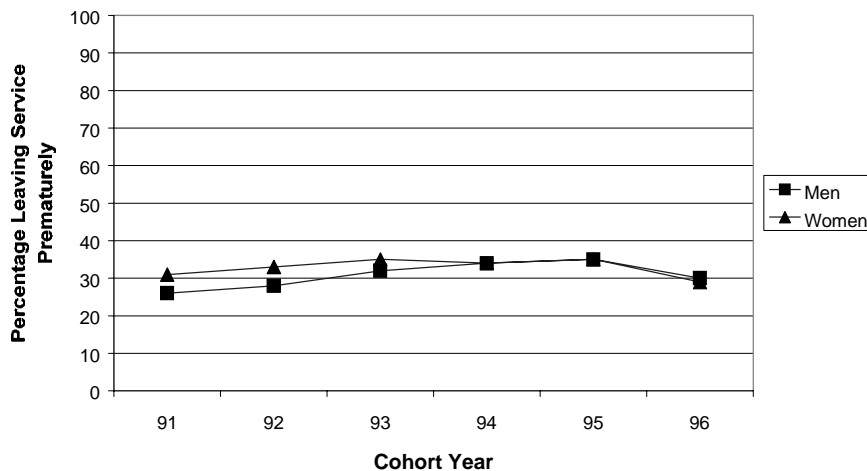
Summary of Navy Findings

Attrition Rates

Attrition rates at the 36-month point for Navy personnel were fairly consistent for cohort years 1991 through 1996. Figure 19 summarizes the rates separately for men and women. Two facts are worth noting here. First, overall attrition rates climbed steadily through the years 1991 through 1995, from a low of 27% to a high of 35%. (Recall that the apparent drop in attrition in 1996 is an artifact of the timing of the data capture for this analysis. Thirty-six months had not yet passed since some of the 1996 cohort entered Service; therefore, the 36-month attrition rates are underestimated.) Gender-integrated training was implemented during the 1994 cohort; it had no clear impact on the trend in either direction.

Second, attrition rates for Navy women were initially higher than the attrition rates for Navy men (5 percentage points in 1991 and 1992, 3 percentage points in 1993). In 1994 and 1995, however, the rates were identical. In 1996 the pattern reversed; the men's attrition rate was approximately 1 percentage point higher than the women's.

Figure 19
Navy 36-Month Attrition Rates

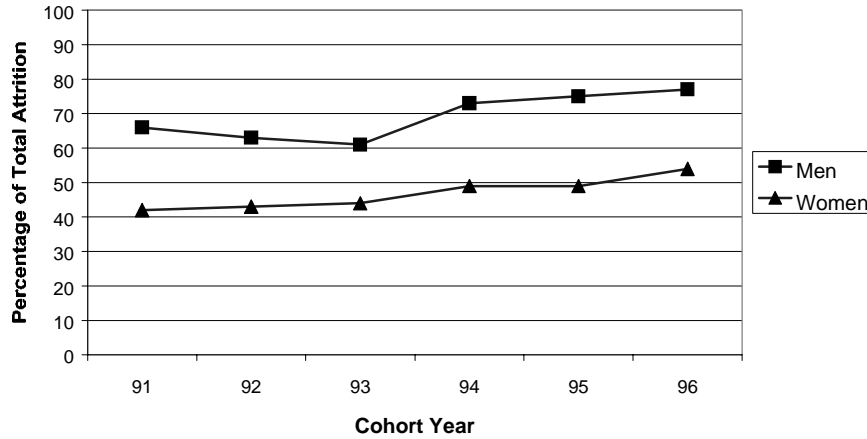


Reasons for Discharge

The patterns of reasons for discharge were also consistent across years. Figures 20, 21 and 22 depict the rates at which the three most common discharge reasons were recorded. Each rate is reported separately for men and women.

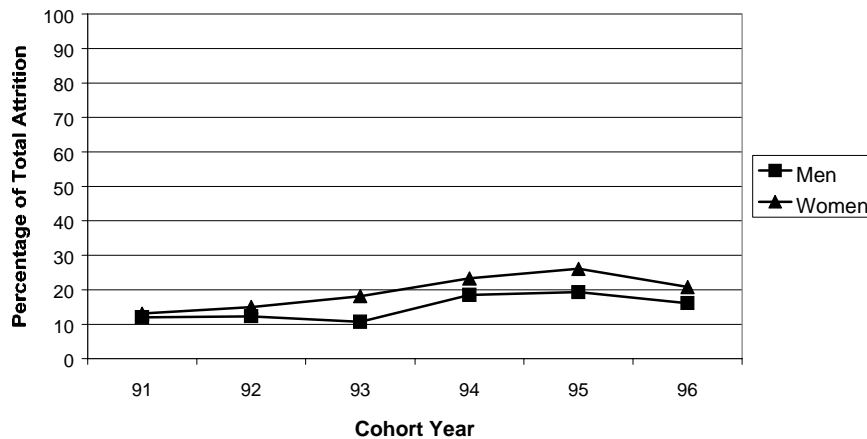
The most commonly cited reason for discharge was *Failure to meet minimum behavioral and performance criteria*. This accounted for roughly 65%-73% of all 36-month attrition. Figure 20 indicates two notable facts. First, this reason was much more common for male attrition than for female attrition; there was a 17-26 percentage point differential between genders each year. Second, this reason accounted for an increasing proportion of overall attrition for each gender in years 1993-1996.

Figure 20
Percentage of Navy Attrition Attributable to
Failure to Meet Minimum Behavioral and Performance Criteria



The second most common reason for attrition was *Medical disqualification*, which accounted for approximately 12%-17% of 36-month attrition. As Figure 21 demonstrates, this discharge reason was cited slightly more often for women than men (1 to 7 percentage point difference each year), and both genders exhibited a slight increase over time.¹⁴

Figure 21
Percentage of Navy Attrition Attributable to
Medical Disqualification

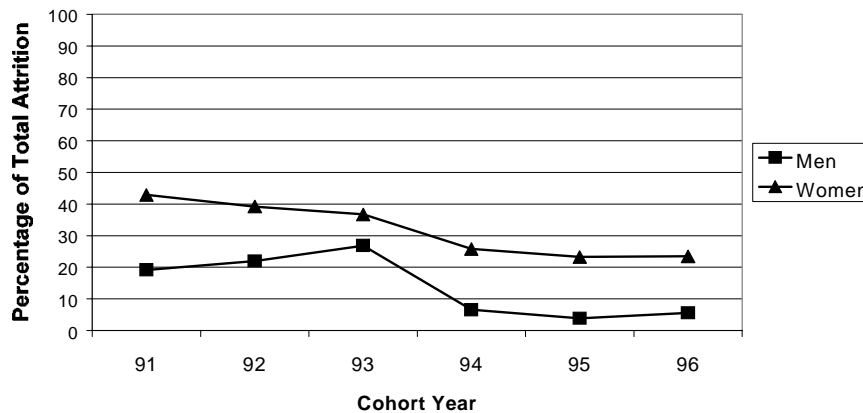


The third most common reason for discharge was *Other separations or discharge*. This accounted for approximately 8%-21% of all 36-month attrition. Among men, Figure 22 elucidates two facts. First, this reason consistently accounted for a greater proportion of female attrition than male attrition; there was a 10-24 point differential each year. Among men, erroneous enlistments accounted for 24-83% of *Other separations or discharges*; most

¹⁴ The increase in 1996 may be an artifact of data truncation and might disappear if a complete 36-month data set was available. However, the slightly increasing trend through 1995 may be of import.

of the remainder was classified as Other. Among women, pregnancy accounted for 49-55% and parenthood constituted 20-34% of *Other separations or discharge*. Second, the trend over time was interesting. The rates for men climbed in the first three years (from 19% to 27%), then exhibited a precipitous drop to 7% in 1994, after which they were stable. No specific policy changes could be readily identified that would explain the timing of this drop, but evidently a greater proportion of attrition was given specific definitions and the need for the “Other” category was reduced. The rate for women declined each year, from a high of 43% in 1991 to 23% in 1995.

Figure 22
Percentage of Navy Attrition Attributable to
Other Separations or Discharge



Predictors of Attrition

In each cohort year analysis, numerous factors were found to be predictive of attrition. Some of these factors, although consistent, had such a small impact on the odds of attrition to render them trivial in the overall analysis: age, AFQT scores, term of enlistment. These small-but-consistent factors were kept in the statistical model in order to produce the best-fitting model possible, but were not substantial enough to warrant summary here.

Yet another group of predictors proved to be consistent and sizable but are beyond the scope of the Commission on Military Training and Gender-Related Issues (CMTGRI). These include race/ethnicity, education, waiver status, and entry paygrade.

Two factors are specifically relevant to the CMTGRI charter: gender and training format. In the first three years of this study (1991 through 1993) women were more likely than men to leave service prematurely, within the first 36 months. The odds decreased over time and ranged from 1.28 to 1.18. However, in years 1994 through 1996, gender was not predictive of attrition. In fact, the attrition rates for men and women were virtually identical.

Training format could only be assessed in 1994, when both gender-segregated and gender-integrated training were utilized. The analysis revealed that sailors who had undergone training after gender integration¹⁵ had been implemented were less likely to succumb to attrition than sailors who had been trained in a gender-segregated format (.87).

¹⁵ Note that, even after the advent of gender-integrated training, a subset of recruits underwent gender-segregated training. When an insufficient number of women were available, some cadres continued to train in a gender-segregated format. Existing data did not permit such a fine distinction for the current analysis.

AIR FORCE

Cohort Year 1991

Description of Cohort

In fiscal year 1991, 29,822 accessions were processed into the Air Force. Of these, 78% were male, 99% had at least a high school diploma, 88% were single, 88% had no dependents, 90% did not require any waiver to enlist, and 97% had no medical failure codes. The most common term of enlistment (89%) was for four years. Most accessions (79%) entered service as an E1. The average age of accessions was 20 years old; average AFQT percentile score was 67.

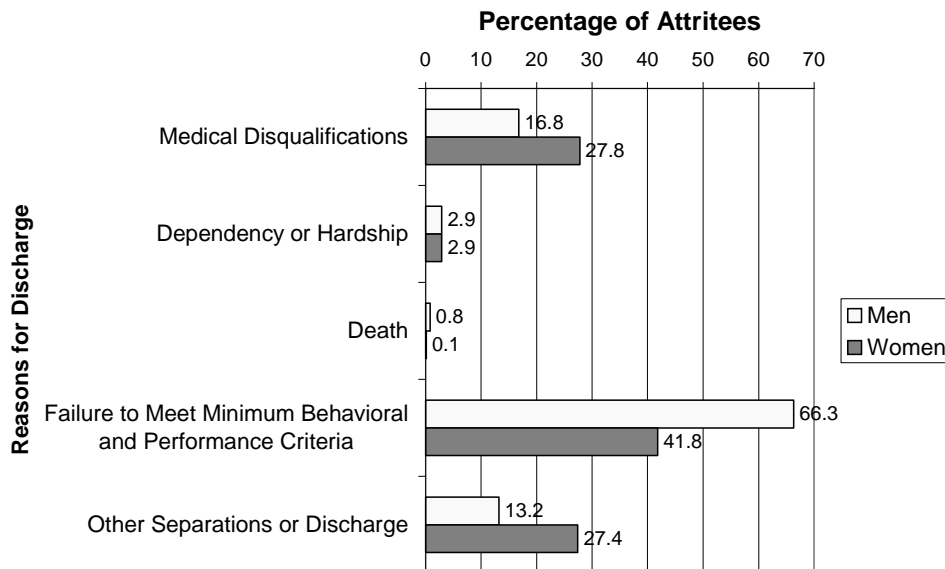
Cohort Gender Differences

The racial/ethnic distribution of accessions differed by gender. Whereas 84% of the men were White and 9% Black, 77% of the women were White and 16% were Black. Other categories were comparably represented. There were no notable gender differences in marital status, number of dependents, education, enlistment waivers, or entry pay grade.

Description of Attritees

Twenty-five percent (25%) of the 1991 cohort left service before completing at least 36 months. A larger percentage of women (34%) than men (22%) left prematurely. The official reasons for discharge are described in Figure 23.

Figure 23
Air Force Cohort Year 1991
36-Month Attrition: Reasons for Discharge



As depicted in Figure 23, a greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (66% versus 42%); a larger proportion of women than men were classified as *Medical disqualifications* (28% versus 17%) and *Other separations or discharge* (27% versus 13%). A cursory review of the more detailed codes within the category of *Other separations or discharge* provided little clarification. For example, 98% of men in the 1991 cohort had detailed codes of “Other”. Among women who separated for *Other separations or discharge*, about 50% each year were coded as “pregnancy” and 50% as “Other”.

Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) was not a factor because all Air Force training in 1991 was gender-integrated. Second, Job classification was of limited use because 65% of the Air Force Specialty Codes (AFSC) were unidentifiable; these individuals were categorized as *Other*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 75% of cases. The categorization results are presented in Table 16.

Table 16
Model Predictions of Attrition in Air Force 1991 Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	22,491	7	99.97%
ATTRITEE	7,304	18	.25%
			75.48%

The analysis revealed that several factors were predictive of attrition. The following list includes only those factors that were found to be statistically significant. They are listed in the order in which they were included in the calculation.

- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.85, .71 and .60, respectively).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than individuals with lower scores (.99).
- *Waivers*: Requiring an education waiver to enlist¹⁶ raised the odds of attrition (12.20).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.82).
- *Gender*: Women were 1.85 times as likely to leave service prematurely as men.

¹⁶ Only 18 accessions (i.e., less than .1%) required an education waiver in 1991. Therefore the large odds (12.21) have little impact on overall attrition.

Cohort Year 1992

Description of Cohort

In fiscal year 1992, 34,869 accessions were processed into the Air Force. Of these, 78% were male, 99% had at least a high school diploma, 88% were single, 88% had no dependents, 86% did not require any waiver to enlist, and 97% had no medical failure codes. The most common term of enlistment (92%) was for four years. Most accessions (78%) entered service as an E1. The average age of accessions was 20 years old; average AFQT percentile score was 67.

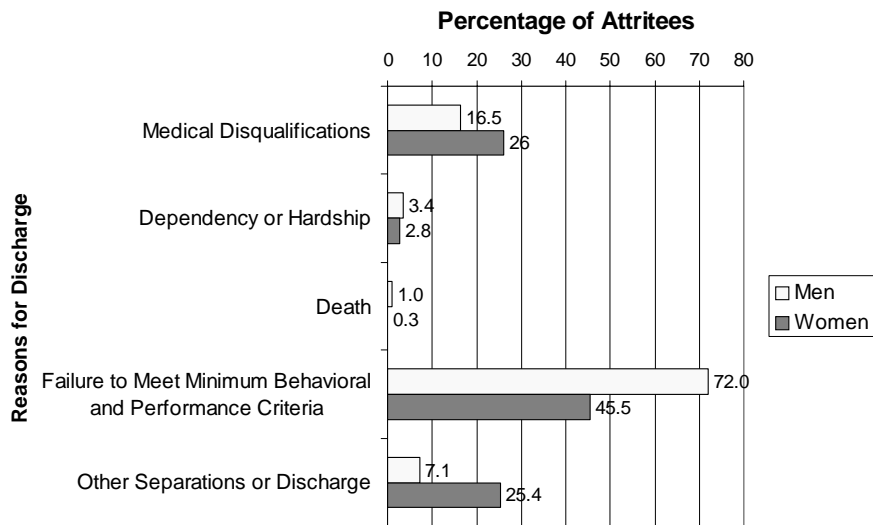
Cohort Gender Differences

The racial/ethnic distribution of attritees differed somewhat by gender. Whereas 83% of the men were White and 10% Black, 78% of the women were White and 14% were Black. Other categories were comparably represented. There were no notable gender differences in marital status, number of dependents, education, enlistment waivers, or entry pay grade.

Description of Attritees

Twenty-two percent (22%) of the 1992 cohort left service before completing at least 36 months. A larger percentage of women (29%) left prematurely than men (20%). The official reasons for discharge are detailed in Figure 24.

Figure 24
Air Force Cohort Year 1992
36-Month Attrition: Reasons for Discharge



As Figure 24 indicates, a greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (72% versus 46%); a larger proportion of women than men were classified as *Medical Disqualifications* (26% versus 16%) and *Other separations or discharge* (25% versus 7%).

Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) was not a factor because all Air Force training in 1992 was gender-integrated. Second, Job classification was of limited use because 62% of the AFSC codes were unidentifiable; these individuals were categorized as *Other*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 78% of cases. The categorization results are presented in Table 17.

Table 17
Model Predictions of Attrition in 1992 Air Force Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	27,249	2	99.99%
ATTRITEE	7,609	2	.03%
			78.17%

The analysis identified several factors that were predictive of attrition.

- *Race/Ethnicity*: Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.60 and .61, respectively).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than those with lower scores (.99).
- *Waivers*: Two enlistment waivers increased the odds of attrition: number of dependents (1.65) and physical qualification (1.21).
- *Term of enlistment*: Accessions with longer terms of enlistment were more likely to leave than those with shorter terms (.1.13).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.82).
- *Gender*: Women were 1.61 times as likely to leave service prematurely as men.

Cohort Year 1993*Description of Cohort*

In fiscal year 1993, 31,425 accessions were processed into the Air Force. Of these, 78% were male, 99% had at least a high school diploma, 88% were single, 87% had no dependents, 79% did not require any waiver to enlist, and 98% had no medical failure codes. The most common term of enlistment (96%) was for four years. Most accessions (77%) entered service as an E1. The average age of accessions was 20 years old; average AFQT percentile score was 65.

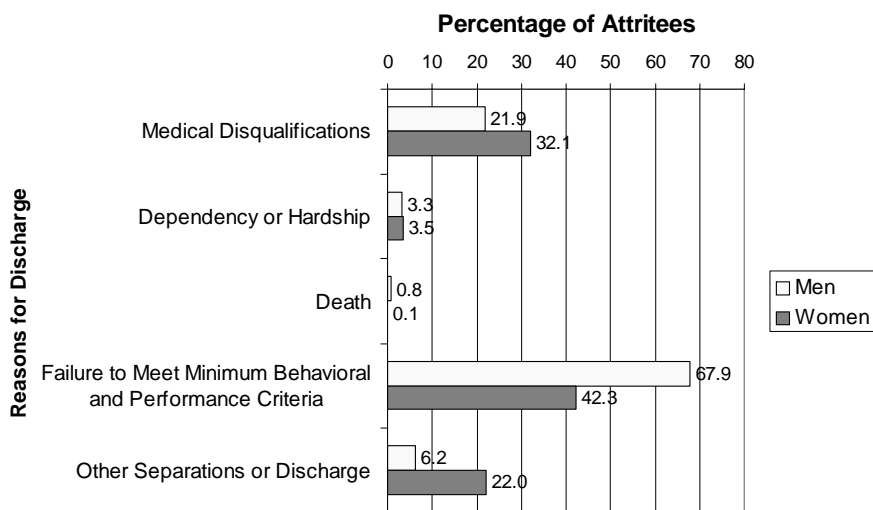
Cohort Gender Differences

The differences in racial/ethnic distribution by gender were virtually identical to previous years. Whereas 81% of the men were White and 11% Black, 73% of the women were White and 18% were Black. Other racial/ethnic categories were comparably represented. There were no notable gender differences in marital status, number of dependents, education, enlistment waivers, or entry pay grade.

Description of Attritees

Twenty-four percent (24%) of the 1993 cohort left service before completing at least 36 months. A larger percentage of women (30%) left prematurely than men (23%). Figure 25 details the reasons for discharge.

Figure 25
Air Force Cohort Year 1993
36-Month Attrition: Reasons for Discharge



A greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (68% versus 42%); a larger proportion of women than men were classified as *Medical disqualifications* (32% versus 22%) and *Other separations or discharge* (22% versus 6%).

Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) was not a factor because all Air Force training in 1993 was gender-integrated. Second, Job classification was not useful because 57% of the AFSC codes were unidentifiable; these individuals were categorized as *Other*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 76% of cases. The categorization results are listed in Table 18.

PART 3

Table 18
Model Predictions of Attrition in 1993 Air Force Cohort

PREDICTED

OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	23,769	3	99.99%
ATTRITEE	7,647	4	.05%
			75.65%

The analysis identified several factors that were predictive of attrition.

- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.88, .59 and .71, respectively).
- *Education*: Individuals with higher education were less likely to leave service prematurely than individuals with lower education (.89).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than those with lower scores (.99).
- *Waivers*: Three enlistment waivers increased the odds of attrition: mental qualification (1.16), moral qualification (1.16) and physical qualification(1.24).
- *Term of enlistment*: Length of enlistment term was not predictive of attrition for this cohort.
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.81).
- *Gender*: Women were 1.48 times as likely to leave service prematurely as men.

Cohort Year 1994

Description of Cohort

In fiscal year 1994, 30,142 accessions were processed into the Air Force. Of these, 76% were male, 99% had at least a high school diploma, 89% were single, 88% had no dependents, 85% did not require any waiver to enlist, and 98% had no medical failure codes. The most common term of enlistment (97%) was for four years. Most accessions (77%) entered service as an E1. The average age of accessions was 20 years old; average AFQT percentile score was 65.

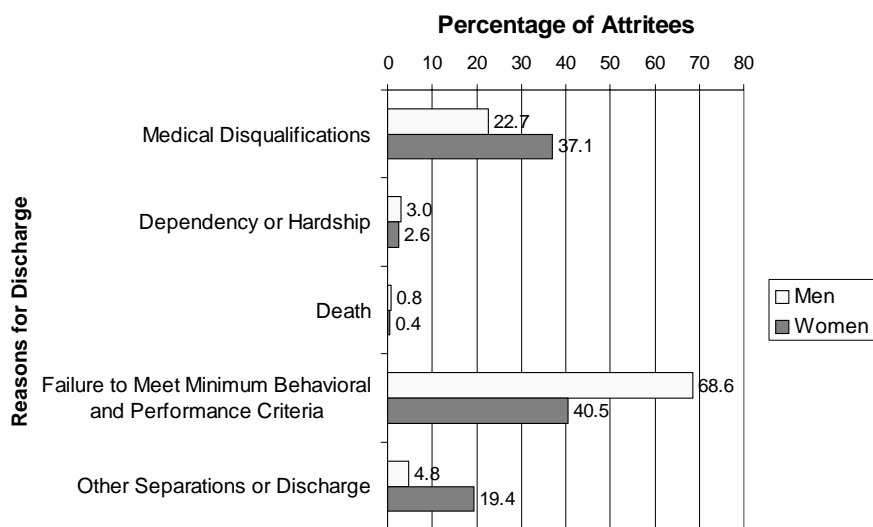
Cohort Gender Differences

The racial/ethnic distribution of accessions differed somewhat by gender. Whereas 79% of the men were White and 12% Black, 71% of the women were White and 19% were Black. Other categories were comparably represented. There were no notable gender differences in marital status, number of dependents, education, enlistment waivers, or entry pay grade.

Description of Attritees

Twenty-five percent (25%) of the 1994 cohort left service before completing at least 36 months. A larger percentage of women (30%) left prematurely than men (23%). The official reasons for discharge are depicted in Figure 26.

Figure 26
Air Force Cohort Year 1994
36-Month Attrition: Reasons for Discharge



A greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (69% versus 41%); a greater percentage of men than women left prematurely due to *Medical disqualifications* (37% versus 23%); a larger proportion of women than men were classified as *Other separations or discharge* (19% versus 5%).

Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) was not a factor because all Air Force training in 1994 was gender-integrated. Second, Job classification was not useful because 94% of the AFSC codes were unidentifiable; these individuals were categorized as *Other*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 75% of cases. The categorization results are listed in Table 5.

PART 3

Table 19
Model Predictions of Attrition in 1994 Air Force Cohort

PREDICTED

OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	22,618	3	99.99%
ATTRITEE	7,516	4	.05%
			75.05%

The analysis identified several factors that were predictive of attrition.

- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.87, .62 and .60, respectively).
- *Education*: Individuals with higher education were less likely to leave service prematurely than individuals those with lower education (.90).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than individuals with lower scores (.99).
- *Waivers*: Individuals who required a moral qualification waiver in order to enlist were more likely to leave prematurely (1.24).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.83).
- *Gender*: Women were 1.46 times as likely to leave service prematurely as men.

Cohort Year 1995

Description of Cohort

In fiscal year 1995, 31,225 accessions were processed into the Air Force. Of these, 76% were male, 99% had at least a high school diploma, 89% were single, 88% had no dependents, 87% did not require any waiver to enlist, and 98% had no medical failure codes. The most common term of enlistment (97%) was for four years. Most accessions (77%) entered service as an E1. The average age of accessions was 20 years old; average AFQT percentile score was 66.

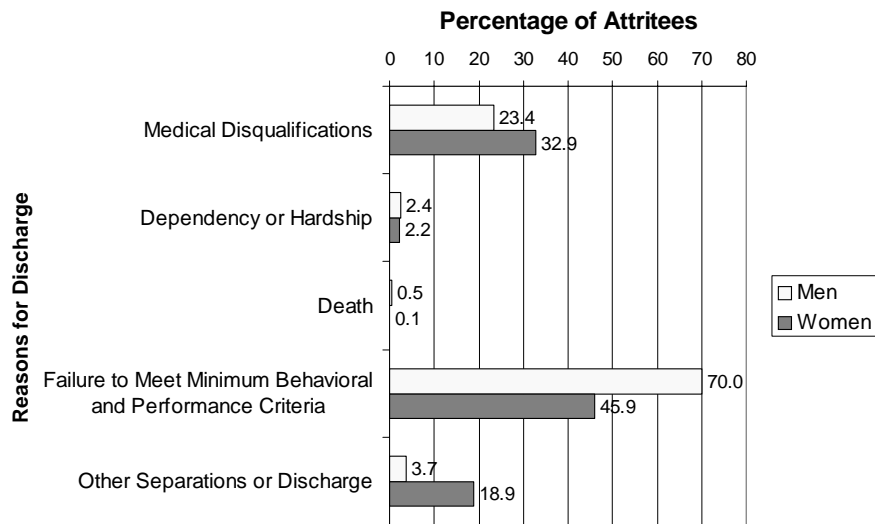
Cohort Gender Differences

As in previous Air Force cohorts, the racial/ethnic distribution of accessions differed somewhat by gender. Whereas 76% of the men were White and 13% Black, 69% of the women were White and 20% were Black. Other racial/ethnic categories were comparably represented. There were no notable gender differences in marital status, number of dependents, education, enlistment waivers, or entry pay grade.

Description of Attritees

Twenty-six percent (26%) of the 1995 cohort left service before completing at least 36 months. A larger percentage of women (30%) left prematurely than men (25%). The official reasons for discharge are depicted in Figure 27.

Figure 27
Air Force Cohort Year 1995
36-Month Attrition: Reasons for Discharge



As can be seen in Figure 27, a greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (70% versus 46%); a larger proportion of women than men were classified as *Medical disqualifications* (33% versus 23%) and *Other separations or discharge* (19% versus 4%).

Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) could not be assessed because all Air Force training was gender-integrated. The second limitation involved Job classifications. Job classification was not useful because over 99% of the AFSC codes were unidentifiable; these individuals were categorized as *Other*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 74% of cases. The results are listed in Table 20.

PART 3

Table 20
Model Predictions of Attrition in 1995 Air Force Cohort

PREDICTED

OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	23,007	4	99.98%
ATTRITEE	8,200	3	.04%
			73.72%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were less likely to leave prematurely than younger accessions (.96).
- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.87, .71 and .62, respectively). American Indians/Alaskan Natives were more likely to leave prematurely than Whites (1.61).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than individuals with lower scores (.99).
- *Waivers*: Waiver codes were not predictive of attrition for this cohort.
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.79).
- *Gender*: Women were 1.29 times as likely to leave service prematurely as men.

Cohort Year 1996

Description of Cohort

In fiscal year 1996, 30,970 accessions were processed into the Army Active component. Of these, 74% were male, 99% had at least a high school diploma, 89% were single, 89% had no dependents, 88% did not require any waiver to enlist, and 97% had no medical failure codes. The most common term of enlistment (94%) was for four years. Most accessions (76%) entered service as an E1. The average age of accessions was 20 years old; average AFQT percentile score was 65.

Cohort Gender Differences

The racial/ethnic distribution of accessions differed by gender. Whereas 76% of the men were White and 13% Black, 66% of the women were White and 21% were Black. Other categories were comparably represented. A slightly greater proportion of men than women required some sort of waiver to enlist (12% versus 9%); this difference was primarily attributable to moral waivers (7% versus 3%).

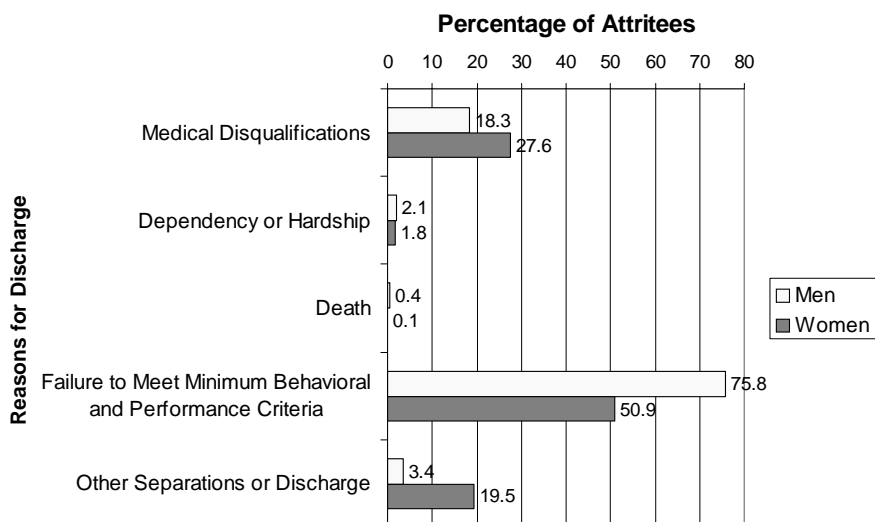
Description of Attritees

Recall that individuals in the 1996 cohort entered service between October 1995 and September 1996. The DMDC database contained information as of late 1998. The attrition analysis throughout this report deals with attrition within the first 36 months. At the time the

data were captured, 36 months had not passed since many of the cohort members entered service. For example, an individual who entered service in August 1996 would not complete 36 months until August 1999; if s/he were to leave service prematurely in January 1999, this would not be captured in the database. Therefore, calculations of attrition rates for the 1996 cohort are underestimated. This clearly affects the overall attrition rate; it may also differentially skew specific findings in the logistic regression.

Given the truncated data set, twenty-three percent (23%) of the 1996 cohort could be identified as leaving service before completing at least 36 months. (As predicted above, this rate is lower than the rates for previous years. This is simply an artifact of the data available.) A larger percentage of women (26%) left prematurely than men (22%). The official reasons for discharge are depicted in Figure 28.

Figure 28
Air Force Cohort Year 1996
36-Month Attrition: Reasons for Discharge



As shown in Figure 28, a greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (76% versus 51%); a larger proportion of women than men were classified as *Medical disqualifications* (28% versus 18%) and *Other separations or discharge* (20% versus 3%). These patterns are consistent with previous years.

Results of Logistic Regression

Two limitations of the logistic regression analysis are noteworthy. First, as in previous years, Job classification was not useful. In 1996, over 99% of the AFSC codes were categorized as *Other*.

The second limitation of the logistic regression analysis of attrition involves the data truncation described earlier (under “*Description of Attritees*”). Late-term attrition of individuals for whom 36 months had not yet elapsed at the time of data capture is not included. See the earlier discussion for more details.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 77% of cases. The results are listed in Table 21.

PART 3

Table 21
Model Predictions of Attrition in 1996 Air Force Cohort

PREDICTED

OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	23,928	2	99.99%
ATTRITEE	7,017	4	.06%
			77.32%

The analysis identified several factors that were predictive of attrition.

- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.83, .79 and .55, respectively). Native Americans/Alaskan Natives were more likely to leave early than Whites (1.54).
- *Education*: Individuals with higher education were less likely to leave service prematurely than individuals with less education (.92).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than those with lower scores (.99).
- *Waivers*: Requiring a moral waiver to enlist increased the odds of attrition (1.25).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.80).
- *Gender*: Women were 1.28 times as likely to leave service prematurely as men.

Summary of Air Force Findings

Attrition Rates

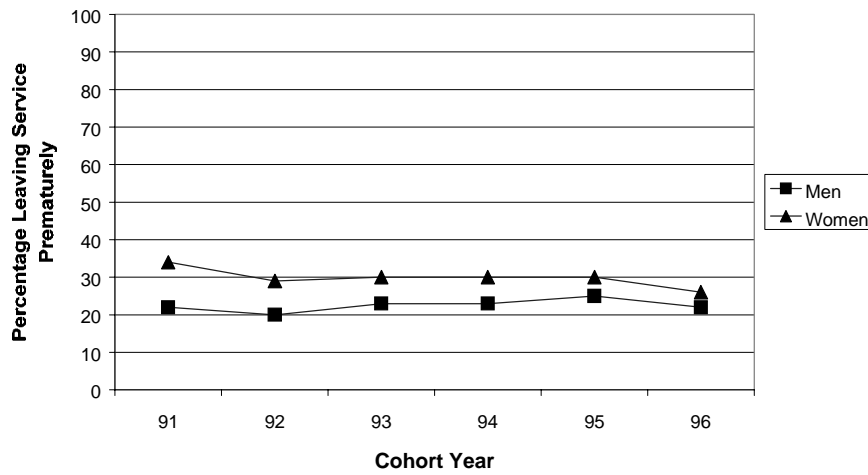
Attrition rates at the 36-month point for Air Force personnel were fairly consistent for cohort years 1991 through 1996. Figure 29 summarizes the rates separately for men and women. Three findings are worth noting here. First, aside from a small dip in 1992 (to 22%), attrition rates held quite steady at 24-26%.

Second, recall that the apparent drop in attrition in 1996 is an artifact of the timing of the data captured for this analysis. Thirty-six months had not yet passed since some of the 1996 cohort entered Service; therefore, the 36-month attrition rates are underestimated.

Third, attrition rates for Air Force women were higher than the rates for the Air Force men in the same cohort; this gap decreased from 12 percentage points to 5 percentage points over the years 1991-1995.¹⁷

¹⁷ The gap was even smaller in 1996 --- only 4 percentage points --- but this may be an artifact of the truncated data set and thus is being ignored.

Figure 29
Air Force 36-Month Attrition Rates

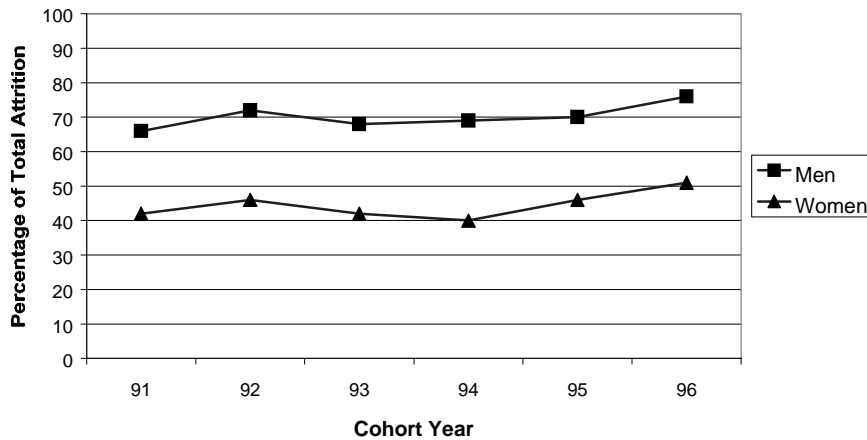


Reasons for Discharge

The patterns of reasons for discharge were also consistent across years. Figures 30, 31 and 32 depict the rates at which the three most common discharge reasons were recorded. Each rate is reported separately for men and women.

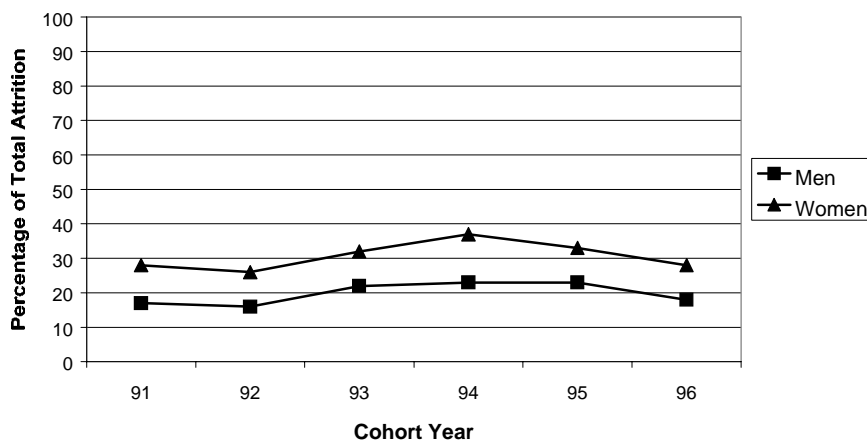
The most commonly cited reason for discharge was *Failure to meet minimum behavioral and performance criteria*. This accounted for 59%-64% of all 36-month attrition.¹⁸ Figure 30 indicates two notable facts. First, this reason was much more common for male attrition than for female attrition; there was a 24-29 percentage point differential between genders each year. Second, the pattern of the trends were similar for men and women.

Figure 30
Percentage of Air Force Attrition Attributable to
Failure to Meet Minimum Behavioral and Performance Criteria



The second most common reason for attrition was *Medical disqualification*, which accounted for 19%-26% of 36-month attrition. As Figure 31 demonstrates, this reason was cited more frequently for women than for men; there was a 9-14 point differential each year. Second, both genders exhibited a slight increase from 1992 to 1994. In 1995, women had a slight decrease.¹⁹

Figure 31
Percentage of Air Force Attrition Attributable to
Medical Disqualification

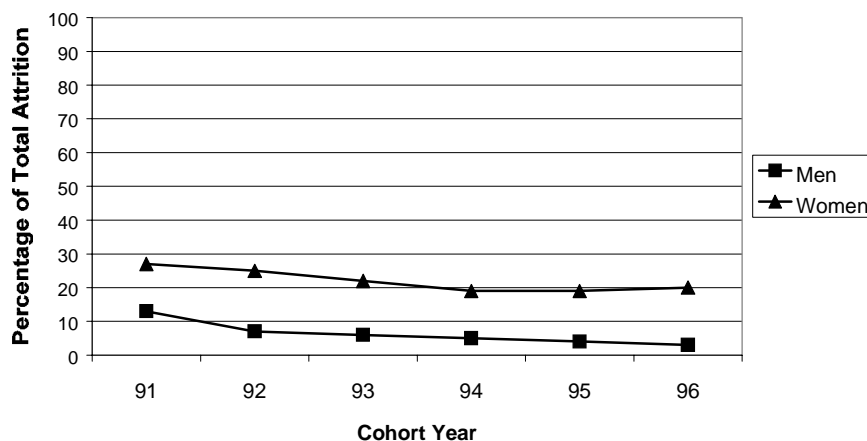


¹⁸ The 1996 rate of 68% is omitted because of the data truncation situation.

¹⁹ The decrease in 1996 may be an artifact of data truncation and might disappear if a complete 36-month data set was available.

The third most common reason for discharge was *Other separations or discharge*. This accounted for 8%-17% of all 36-month attrition. Figure 32 elucidates two facts. First, this reason accounted for a greater proportion of female attrition than male attrition; there was a 14-18 point differential each year. Second, the trends indicate that this “Other” category was used less frequently over time.

Figure 32
Percentage of Air Force Attrition Attributable to
Other Separations or Discharge



Predictors of Attrition

In each cohort year analysis, several factors were found to be predictive of attrition. Some of these factors yielded inconsistent results from year to year and thus general conclusions are not feasible. Age, for example, was only statistically significant for the 1995 cohort. Various enlistment waivers, education and length of enlistment term were similarly inconsistent.

One factor, although consistent, had such a small impact on the odds of attrition to render them trivial in the overall analysis: AFQT scores. This small-but-consistent factor was kept in the statistical model in order to produce the best-fitting model possible, but was not substantial enough to warrant further discussion here.

Yet another group of predictors proved to be consistent and sizable but are beyond the scope of the Commission on Military Training and Gender-Related Issues (CMTGRI). These include race/ethnicity and entry paygrade.

Two factors are specifically relevant to the CMTGRI charter: training format and gender. Training format could not be assessed for the Air Force, because gender-integrated training was implemented throughout the study period.

Throughout the years investigated in this study, women were more likely than men to leave service prematurely, within the first 36 months (Figure 29). These odds decreased steadily for each succeeding cohort year, from a high of 1.84 in 1991 to a low of 1.29 in 1995 (the last full year of the study).

MARINE CORPS

Cohort Year 1991

Description of Cohort

In fiscal year 1991, 29,761 accessions were processed into the Marine Corps. Of these, 95% were male, 96% had at least a high school diploma, 95% were single, 93% had no dependents, 69% did not require any waiver to enlist, and 97% had no medical failure codes. The most common term of enlistment (81%) was for four years. Most accessions (67%) entered service as an E1. The average age of accessions was 19 years old; average AFQT percentile score was 60.

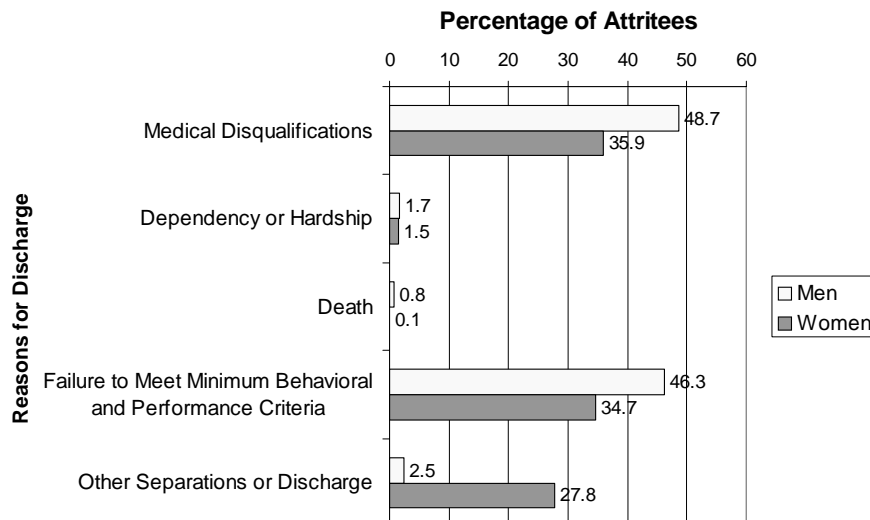
Cohort Gender Differences

The racial/ethnic distribution of accessions differed by gender. Whereas 75% of the men were White and 22% Black or Hispanic, 66% of the women were White and 29% were Black or Hispanic. Other categories were comparably represented. A greater proportion of men than women required some sort of waiver to enlist (70% versus 52%); this difference was primarily attributable to moral waivers (48% versus 30%). A greater proportion of men entered at the E1 paygrade than women (67% versus 58%); more women enlisted as E2 than men (41% versus 31%).

Description of Attritees

Twenty-nine percent (29%) of the 1991 cohort left service before completing at least 36 months. A larger percentage of women (48%) than men (28%) left prematurely. The official reasons for discharge are described in Figure 33.

Figure 33
Marine Corps Cohort Year 1991
36-Month Attrition: Reasons for Discharge



As depicted in Figure 33, a greater proportion of men than women left due to *Medical disqualifications* (49% versus 36%) and *Failure to meet minimum behavioral and performance criteria* (46% versus 35%); a larger proportion of women than men were

classified as *Other separations or discharge* (28% versus 2%). Although this categorization is not commonly used for men, most (85% to 98%) of these are cases of erroneous enlistment. For women so classified, about 70% to 80% are pregnancy cases, with the second most common “Other” code being erroneous enlistment.

Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) was not a factor because all Marine Corps training in 1991 was gender-segregated. Second, Job classification was of limited use because most Marines are not assigned specific MOS codes upon entry; 98% of the cohort were categorized as *Other*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 71% of cases. The categorization results are presented in Table 22.

Table 22
Model Predictions of Attrition in Marine Corps 1991 Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	20,685	340	98.38%
ATTRITEE	8,337	382	4.38%
			70.83%

The analysis revealed that several factors were predictive of attrition. The following list includes only those factors that were found to be statistically significant. They are listed in the order in which they were included in the calculation.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.05²⁰).
- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.81, .62 and .73, respectively).
- *Education*: Individuals with higher education were less likely to leave service prematurely than Marines with lower education (.82).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than those with lower scores (.99).
- *Waivers*: Requiring a physical qualification waiver to enlist increased the odds of leaving early (1.69).
- *Term of enlistment*: Accessions with longer terms of enlistment were more likely to leave than those with shorter terms (1.16).

²⁰ The number in parentheses indicates the impact of age on the “odds” of attrition. The odds of 1.05 indicates that, with each additional unit increase in the predictor variable (in this case, one year of age), the odds of leaving service prematurely increase by .05. This notation will be used throughout the report.

- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.82).
- *Gender*: Women were 2.70 times as likely to leave service prematurely as men.

Cohort Year 1992

Description of Cohort

In fiscal year 1992, 31,804 accessions were processed into the Marine Corps. Of these, 95% were male, 97% had at least a high school diploma, 97% were single, 95% had no dependents, 43% did not require any waiver to enlist, and 97% had no medical failure codes. The most common term of enlistment (83%) was for four years. Most accessions (69%) entered service as an E1. The average age of accessions was 19 years old; average AFQT percentile score was 60.

Cohort Gender Differences

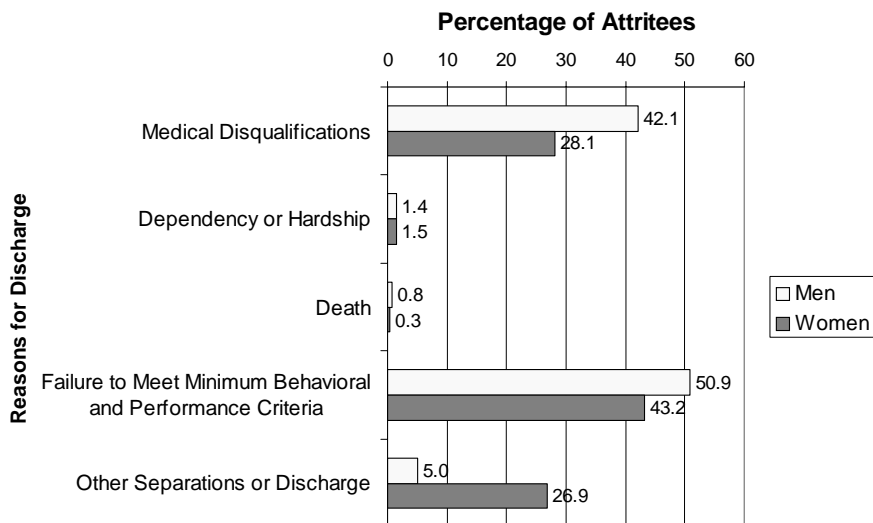
The racial/ethnic distribution of attritees differed by gender. Whereas 75% of the men were White and 13% Black, 70% of the women were White and 17% were Black. Other categories were comparably represented. A greater proportion of men than women required some sort of waiver to enlist (58% versus 40%); this difference was primarily attributable to moral waivers (29% versus 16%), security risks (21% versus 17%), and number of dependents (4% versus 1%). A greater proportion of men than women entered at the E1 paygrade (70% versus 59%).

Description of Attritees

Twenty-eight percent (28%) of the 1992 cohort left service before completing at least 36 months. A larger percentage of women (45%) left prematurely than men (27%). The official reasons for discharge are detailed in Figure 34.

As depicted in Figure 34, a greater proportion of men than women left due to *Medical disqualifications* (42% versus 28%) and *Failure to meet minimum behavioral and performance criteria* (51% versus 43%); a larger proportion of women than men were classified as *Other separations or discharge* (27% versus 5%).

Figure 34
Marine Corps Cohort Year 1992
36-Month Attrition: Reasons for Discharge



Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) was not a factor because all Marine Corps training was gender-segregated. Second, Job classification was of limited use because 97% of the Marines were categorized as *Other*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 72% of cases. The categorization results are presented in Table 23.

Table 23
Model Predictions of Attrition in 1992 Marine Corps Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	22,821	182	99.21%
ATTRITEE	8,568	222	2.53%
			72.48%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.06).
- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.80, .55 and .66, respectively).

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- *Education*: Individuals with higher education were less likely to leave service prematurely than individuals with lower education (.85).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than those with lower scores (.99).
- *Waivers*: Two enlistment waivers increased the odds of leaving early: physical requirement (1.43) and security risk (1.17).
- *Term of enlistment*: Accessions with longer terms of enlistment were more likely to leave than those with shorter terms (1.07).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.89).
- *Gender*: Women were 2.52 times as likely to leave service prematurely as men.

Cohort Year 1993

Description of Cohort

In fiscal year 1993, 34,740 accessions were processed into the Marine Corps. Of these, 95% were male, 96% had at least a high school diploma, 97% were single, 95% had no dependents, 63% did not require any waiver to enlist, and 97% had no medical failure codes. The most common term of enlistment (87%) was for four years. Most accessions (73%) entered service as an E1. The average age of accessions was 19 years old; average AFQT percentile score was 59.

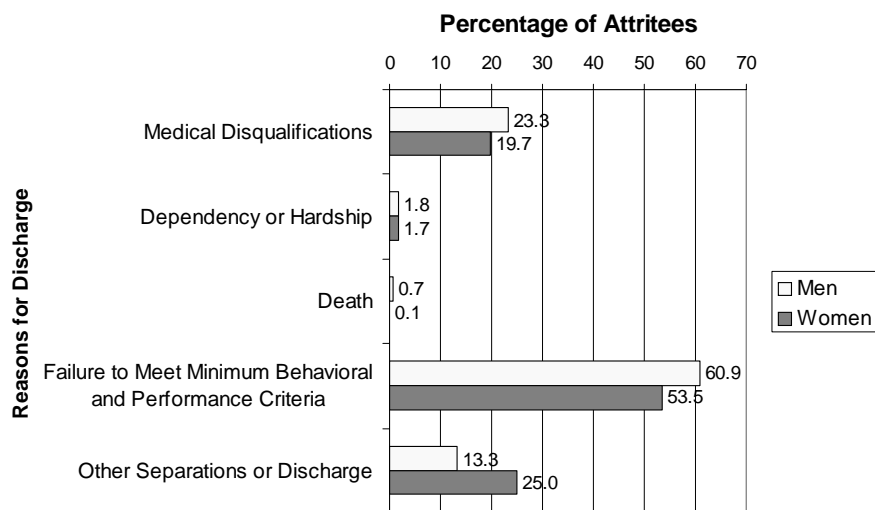
Cohort Gender Differences

The differences in racial/ethnic distribution by gender were similar to previous years. Whereas 75% of the men were White and 12% Black, 66% of the women were White and 17% were Black. Other racial/ethnic categories were comparably represented. A greater proportion of men than women required some sort of waiver to enlist (37% versus 26%); this difference was primarily attributable to moral waivers (16% versus 8%). A greater proportion of men than women entered at the E1 paygrade (73% versus 63%).

Description of Attritees

Twenty-eight percent (28%) of the 1993 cohort left service before completing at least 36 months. A larger percentage of women (48%) left prematurely than men (28%). Figure 35 details the reasons for discharge.

Figure 35
Marine Corps Cohort Year 1993
36-Month Attrition: Reasons for Discharge



As depicted in Figure 35, a greater proportion of men than women left due to *Medical disqualifications* (23% versus 20%) and *Failure to meet minimum behavioral and performance criteria* (61% versus 54%); a larger proportion of women than men were classified as *Other separations or discharge* (25% versus 13%).

Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) was not a factor because all Marine Corps training was gender-segregated. Second, Job classification was of limited use because 99.9% of the individuals were categorized as *Other*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 72% of cases. The categorization results are listed in Table 24.

Table 24
Model Predictions of Attrition in 1993 Marine Corps Cohort

OBSERVED	PREDICTED		PERCENT CORRECT
	NOT AN ATTRITEE	ATTRITEE	
NOT AN ATTRITEE	24,501	337	98.64%
ATTRITEE	9,453	428	4.33%
			71.80%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.07).
- *Race/Ethnicity*: Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.59 and .62, respectively).
- *Education*: Individuals with higher education were less likely to leave service prematurely than individuals with lower education (.77).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than individuals with lower scores (.99).
- *Waivers*: Several enlistment waivers increased the odds of attrition: number of dependents (1.29), moral qualification (1.13), education (1.25), and security risk (1.20).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.82).
- *Gender*: Women were 2.73 times as likely to leave service prematurely as men.

Cohort Year 1994

Description of Cohort

In fiscal year 1994, 31,778 accessions were processed into the Marine Corps. Of these, 95% were male, 95% had at least a high school diploma, 97% were single, 95% had no dependents, 69% did not require any waiver to enlist, and 97% had no medical failure codes. The most common term of enlistment (93%) was for four years. Most accessions (78%) entered service as an E1. The average age of accessions was 19 years old; average AFQT percentile score was 59.

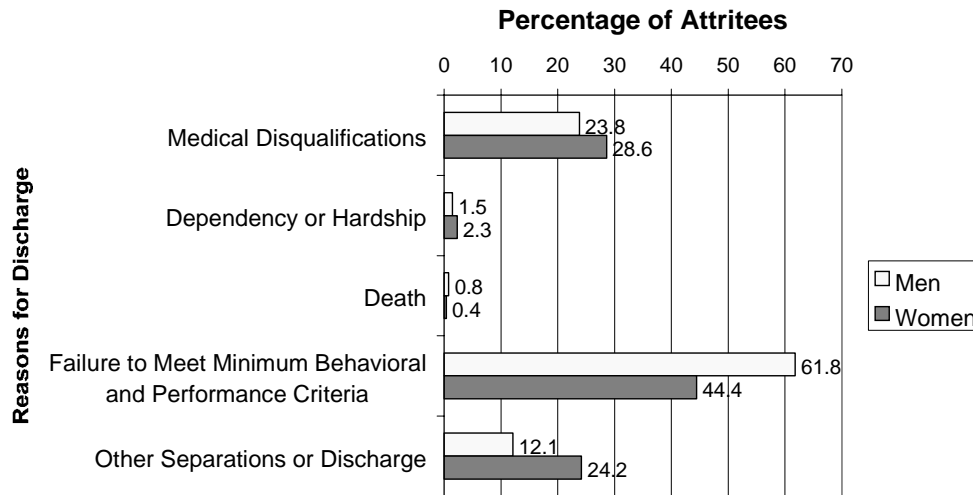
Cohort Gender Differences

The racial/ethnic distribution of accessions differed by gender. Whereas 73% of the men were White and 12% Black, 66% of the women were White and 18% were Black. Other categories were more comparably represented. A greater proportion of men than women required some sort of waiver to enlist (31% versus 20%); this difference was primarily attributable to moral waivers (11% versus 5%), security risks (12% versus 9%), physical qualification (5% versus 4%), and number of dependents (2% versus 1%). A greater proportion of men than women entered at the E1 paygrade (78% versus 71%).

Description of Attritees

Thirty percent (30%) of the 1994 cohort left service before completing at least 36 months. A larger percentage of women (40%) left prematurely than men (29%). The official reasons for discharge are depicted in Figure 36.

Figure 36
Marine Corps Cohort Year 1994
36-Month Attrition: Reasons for Discharge



As evidenced in Figure 36, a greater proportion of men than women left because of *Failure to meet minimum behavioral and performance criteria* (62% versus 44%); a larger proportion of women than men were classified as *Other separations or discharge* (24% versus 12%). Unlike previous years, a greater proportion of women than men left due to *Medical disqualifications* (29% versus 24%)

Results of Logistic Regression

Two limitations of this analysis are noteworthy. First, training format (i.e., gender-integrated versus gender-segregated) was not a factor because all Marine Corps training was gender-segregated. Second, Job classification was not useful because 99.9% of the individuals were categorized as *Other*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 70% of cases. The categorization results are listed in Table 35.

Table 25
Model Predictions of Attrition in 1994 Marine Corps Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	22,167	151	99.32%
ATTRITEE	9,271	172	1.82%
			70.33%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.06).
- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.84, .58 and .57, respectively).
- *Education*: Individuals with higher education were less likely to leave service prematurely individuals those with lower education (.72).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than individuals with lower scores (.99).
- *Waivers*: Two enlistment waivers increased the odds of attrition: physical qualification (1.23) and security risk (1.25).
- *Term of Enlistment*: Marines with longer enlistment terms were less likely to leave service prematurely than Marines with shorter terms of enlistment (.89).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.76).
- *Gender*: Women were 1.83 times as likely to leave service prematurely as men.

Cohort Year 1995

Description of Cohort

In fiscal year 1995, 32,115 accessions were processed into the Marine Corps. Of these, 94% were male, 95% had at least a high school diploma, 96% were single, 93% had no dependents, 73% did not require any waiver to enlist, and 96% had no medical failure codes. The most common term of enlistment (92%) was for four years. Most accessions (77%) entered service as an E1. The average age of accessions was 19 years old; average AFQT percentile score was 59.

Cohort Gender Differences

The racial/ethnic distribution of accessions differed somewhat by gender. Whereas 71% of the men were White and 13% Black, 66% of the women were White and 18% were Black. Other categories were comparably represented. A slightly larger percentage of women than men (7% versus 4%) were married. A greater proportion of men than women

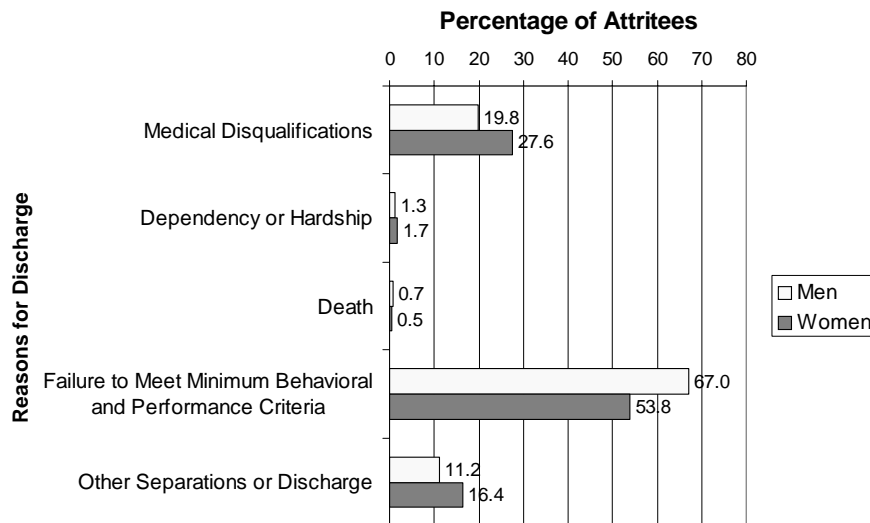
required some sort of waiver to enlist (28% versus 19%); this difference was primarily attributable to moral waivers (8% versus 4%) and security risks (9% versus 6%). A greater proportion of men than women entered at the E1 paygrade (78% versus 69%).

Description of Attritees

Thirty-one percent (31%) of the 1995 cohort left service before completing at least 36 months. A larger percentage of women (44%) left prematurely than men (30%). The official reasons for discharge are depicted in Figure 37.

As can be seen in Figure 37, a greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (67% versus 54%); a larger proportion of women than men were classified as *Medical disqualifications* (28% versus 20%) and *Other separations or discharge* (16% versus 11%).

Figure 37
Marine Corps Cohort Year 1995
36-Month Attrition: Reasons for Discharge



Results of Logistic Regression

As in previous years, there are two limitations to this analysis of the Marine Corps. First, training format could not be assessed because all training was gender-segregated. Second, Job classification was not useful because over 99% of new Marines were classified as *Other*.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 70% of cases. The results are listed in Table 26.

PART 3

Table 26
Model Predictions of Attrition in 1995 Marine Corps Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	21,745	395	98.22%
ATTRITEE	9,500	450	4.52%
			69.16%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.08).
- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.87, .60 and .60, respectively).
- *Education*: Individuals with higher education were less likely to leave service prematurely than individuals with lower education (.73).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than those with lower scores (.99).
- *Waivers*: Three enlistment waivers increased the likelihood of attrition: moral qualification (1.16), physical qualification (1.38) and security risk (1.20).
- *Term of enlistment*: Accessions with longer terms of enlistment were less likely to leave than those with shorter terms (.84).
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.71).
- *Gender*: Women were 2.01 times as likely to leave service prematurely as men.

Cohort Year 1996

Description of Cohort

In fiscal year 1996, 32,784 accessions were processed into the Marine Corps. Of these, 93% were male, 95% had at least a high school diploma, 96% were single, 92% had no dependents, 76% did not require any waiver to enlist, and 95% had no medical failure codes. The most common term of enlistment (88%) was for three years. Most accessions (77%) entered service as an E1. The average age of accessions was 19 years old; average AFQT percentile score was 59.

Cohort Gender Differences

The racial/ethnic distribution of accessions differed by gender, as in previous years. Whereas 70% of the men were White and 13% Black, 62% of the women were White and 20% were Black. Other categories were comparably represented. A slightly larger percentage of women than men (6% versus 4%) were married. A greater proportion of men than women required some sort of waiver to enlist (25% versus 14%); this difference was

primarily attributable to physical qualifications (9% versus 4%), moral waivers (6% versus 2%) and security risks (7% versus 5%). A greater proportion of men than women entered at the E1 paygrade (77% versus 71%).

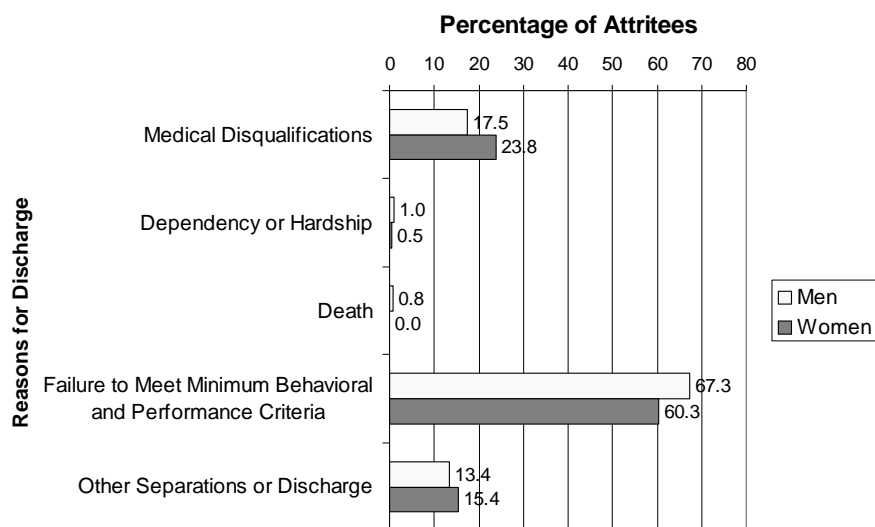
Description of Attritees

The reader is reminded of the 1996 data set limitation: Individuals in the 1996 cohort entered service between October 1995 and September 1996. The DMDC database contained information as of late 1998. The attrition analysis throughout this report deals with attrition within the first 36 months. At the time the data were captured, 36 months had not passed since many of the cohort members entered service. For example, an individual who entered service in August 1996 would not complete 36 months until August 1999; if s/he were to leave service prematurely in January 1999, this would not be captured in the database. Therefore, calculations of attrition rates for the 1996 cohort are low. This clearly affects the overall attrition rate; it may also differentially skew specific findings in the logistic regression.

Given the truncated data set, twenty-five percent (25%) of the 1996 cohort could be identified as leaving service before completing at least 36 months. (As predicted above, this rate is lower than the rates for previous years. This is simply an artifact of the data available.) A larger percentage of women (34%) left prematurely than men (25%). The official reasons for discharge are depicted in Figure 38.

As shown in Figure 38, a greater proportion of men than women left due to *Failure to meet minimum behavioral and performance criteria* (67% versus 60%); a larger proportion of women than men were classified as *Medical disqualifications* (24% versus 18%) and *Other separations or discharge* (15% versus 13%). These patterns are consistent with previous years.

Figure 38
Marine Corps Cohort Year 1996
36-Month Attrition: Reasons for Discharge



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Results of Logistic Regression

Two limitations of the 1996 analysis mirror those in previous years: training type and Job classification were not useful. In addition, a third limitation of the logistic regression analysis of attrition involves the data truncation described earlier (under “*Description of Attritees*”). Late-term attrition of individuals for whom 36 months had not yet elapsed at the time of data capture is not included. See the earlier discussion for more details.

The model accurately categorized individuals as either 36-month attritees or non-attritees in 75% of cases. The results are listed in Table 27.

Table 27
Model Predictions of Attrition in 1996 Marine Corps Cohort

PREDICTED			
OBSERVED	NOT AN ATTRITEE	ATTRITEE	PERCENT CORRECT
NOT AN ATTRITEE	24,462	61	99.75%
ATTRITEE	8,165	60	.73%
			74.88%

The analysis identified several factors that were predictive of attrition.

- *Age*: Older accessions were slightly more likely to leave prematurely than younger accessions (1.08).
- *Race/Ethnicity*: African Americans, Hispanics and Asian/Pacific Islanders were less likely to leave prematurely than Whites (.86, .60 and .65, respectively).
- *Education*: Individuals with higher education were less likely to leave service prematurely than individuals with less education (.74).
- *AFQT scores*: Individuals with higher AFQT scores were less likely to leave than individuals with lower scores (.99).
- *Waivers*: Two enlistment waivers increased the likelihood of attrition: physical qualification (1.16) and security risk (1.34).
- *Term of enlistment*: Term of enlistment was not predictive of attrition for this cohort.
- *Entry Paygrade*: Individuals at higher paygrades were less likely to leave than those who entered at lower paygrades (.73).
- *Gender*: Women were 1.71 times as likely to leave service prematurely as men.

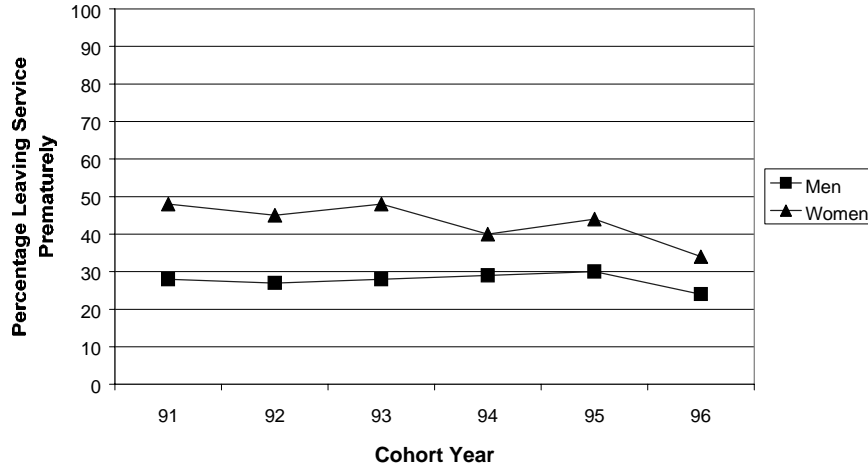
Summary of Marine Corps Findings

Attrition Rates

Attrition rates at the 36-month point for Marine Corps personnel were quite consistent for cohort years 1991 through 1996. The overall attrition rates ranged from 28-31 percent. Figure 39 summarizes the rates separately for men and women. Two facts are worth noting

here. First, attrition rates for Marine women were consistently higher than the rates for the Marine men in the same cohort; this gap ranged from 11 to 20 percentage points.

Figure 39
Marine Corps 36-Month Attrition Rates

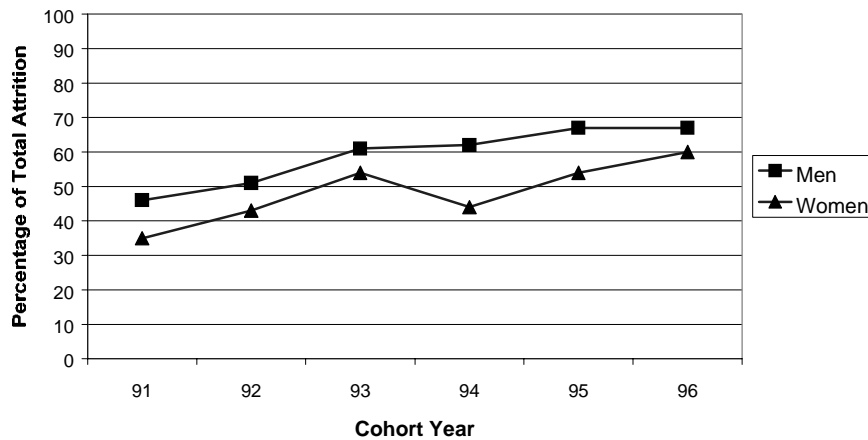


Second, recall that the apparent drop in attrition in 1996 is an artifact of the timing of the data capture for this analysis. Thirty-six months had not yet passed since some of the 1996 cohort entered Service; therefore, the 36-month attrition rates are underestimated.

Reasons for Discharge

The patterns of reasons for discharge varied somewhat across years. Figures 40, 41 and 42 depict the rates at which the three most common discharge reasons were recorded. Each rate is reported separately for men and women.

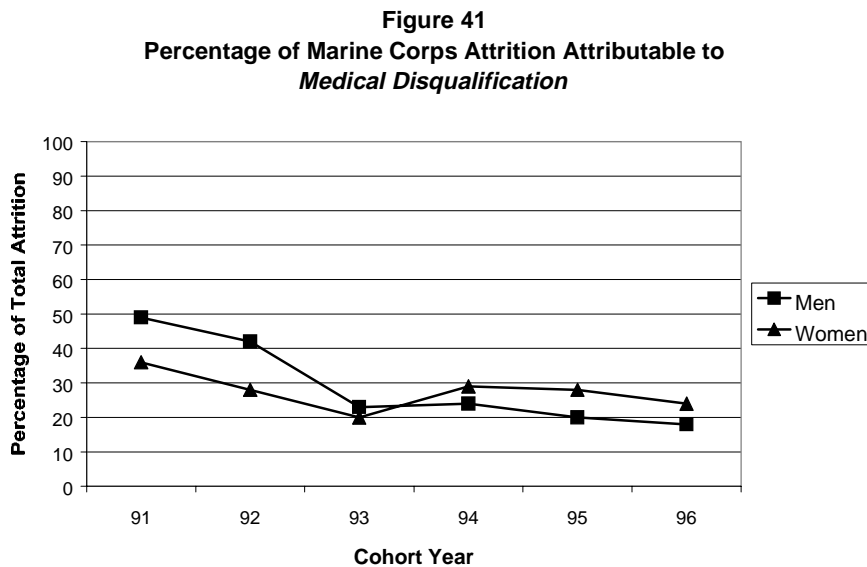
Figure 40
Percentage of Marine Corps Attrition Attributable to Failure to Meet Minimum Behavioral and Performance Criteria



The most commonly cited reason for discharge was *Failure to meet minimum behavioral and performance criteria*. This accounted for an increasing proportion of all 36-

month attrition, from 45% in 1991 to 66% in 1995. Figure 40 indicates two notable facts. First, this reason was more common for male attrition than for female attrition; there was a 7-18 percentage point differential between genders each year. Second, this reason accounted for an increasing proportion of overall attrition for each gender in each cohort year (with the exception of women 1994).

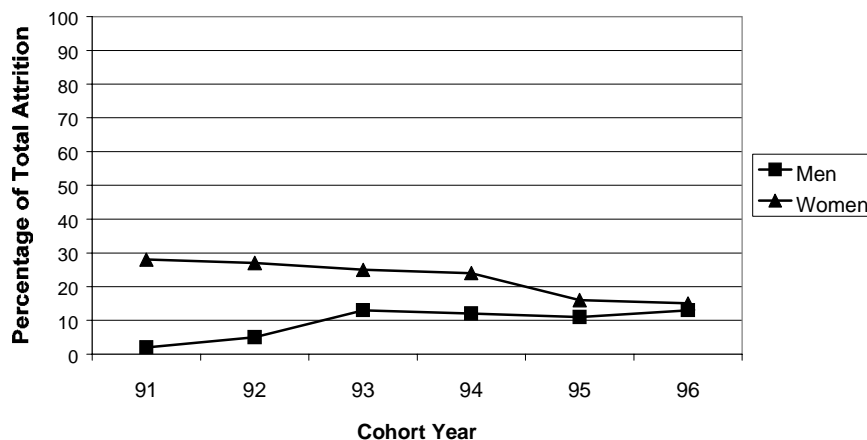
The second most common reason for attrition was *Medical disqualification*, which accounted for a decreasing proportion of 36-month attrition, from 48% in 1991 to 20% in 1995. As Figure 41 demonstrates, the trend over time differed for men and women. Men exhibited a steady decrease over time; women decreased from 1991 through 1993, then jumped up above the male rate in 1994. There was a small decrease for women subsequently.



The third most common reason for discharge was *Other separations or discharge*. This accounted for 5%-14% of all 36-month attrition over time. Figure 42 elucidates two findings. First, this reason accounted for a greater proportion of female attrition than male

attrition; there was a decreasing gap each year, starting from a high of 26 percentage points in 1991 to a low of 5 percentage points in 1995.²¹

Figure 42
Percentage of Marine Corps Attrition Attributable to
Other Separations or Discharge



Predictors of Attrition

In each cohort year analysis, numerous factors were found to be predictive of attrition. Some of these factors yielded inconsistent results from year to year and thus general conclusions are not feasible. Term of enlistment, for example, was inconsistent; for some cohorts, a shorter term increased the odds of attrition, while in other cohorts the reverse was true, and in other cohorts it was not predictive at all. Similarly, the effects of certain enlistment waivers were predictive for some cohorts but not in others (i.e., physical qualification, dependents, moral qualification, education).

Other factors, although consistent, had such a small impact on the odds of attrition to render them trivial in the overall analysis: age, AFQT scores. These small-but-consistent factors were kept in the statistical model in order to produce the best-fitting model possible, but were not substantial enough to warrant summary here.

Yet another group of predictors proved to be consistent and sizable but are beyond the scope of the Commission on Military Training and Gender-Related Issues (CMTGRI). These include race/ethnicity, education, and entry paygrade.

Two factors are specifically relevant to the CMTGRI charter: training format and gender. There is no “training format” variable for the Marine Corps, in which all training is gender-segregated. Throughout the years investigated in this study, women were more likely than men to leave service prematurely, within the first 36 months. The odds ranged from 1.83 to 2.73, indicating that women were roughly 2-3 times as likely as men to leave prematurely.

²¹ The smallest gap is 2% in 1996. However this will be ignored in this trend analysis due to the data truncation problem cited earlier.

CONCLUSIONS

This study evaluated the patterns and correlates of attrition for the Army, Navy, Air Force and Marine Corps from 1991 through 1996. Gender differences in rates and reasons for attrition were assessed throughout. The impact of gender-integrated training was evaluated as best possible.

The analyses included simple descriptive statistics to characterize demographics of each cohort and attrition patterns. In addition, a series of logistic regression analyses were used to evaluate several hypothesized predictors of attrition. This statistical technique develops a model to predict which recruits are likely to leave service prematurely. By comparing the model's predictions to actual attrition patterns, the weight of each predictor variable can be adjusted so that the best-fitting model is derived. Twenty-four (24) separate analyses were conducted, one for each Service for each cohort year. The models were 68-78% accurate in categorizing individuals within a cohort as either an attritee or non-attritee. Typically the models were over 95% accurate in categorizing non-attritees, and less than 10% accurate in classifying attritees. These rates result from a combination of the skewed data and the difficulty of predicting attrition from largely demographic data.

Army

Attrition rates at the 36-month point for Army personnel were quite consistent for cohort years 1991 through 1996. Attrition rates for Army women were consistently 10-15 percentage points higher than the rates for Army men in the same cohort. The logistic regression analyses revealed that, other factors being equal, women were roughly twice as likely as men to leave prematurely.

The impact of gender-integrated training were assessed by comparing attrition rates in 1991-1994 to the rates in subsequent years. The earlier years represent gender-segregated training; the latter years reflect gender-integrated training in non-combat MOS. The attrition rates for the 1995 cohort were comparable, indeed slightly lower than, the attrition rates for previous years.

As noted earlier, cohort year 1996 presented a problem because the data were truncated (i.e., the data file was captured before all entering recruits had the opportunity to serve 36 months --- or to leave prematurely within that time). As a result, the 36-month attrition rate is understated, and cannot be used to determine trends. Therefore, in order to more accurately compare the attrition rates between these cohorts, a 12-month attrition rate was also calculated. This analysis revealed that overall 12-month attrition rates have been relatively stable over time. After an increase from 15.6% in 1992 to 17.5% in 1993, the rates have been very consistent. The 1995 and 1996 cohorts, which both experienced gender-integrated basic training, had 12-month attrition rates of 16.8% and 17.6%, respectively. These rates are negligibly lower than the 1994 rate of 17.7%. These results show absolutely no impact of gender-integrated training on attrition rates, and they are not influenced by the 1996 data issues raised above.

Navy

Attrition rates at the 36-month point for Navy personnel were fairly consistent for cohort years 1991 through 1996. In earlier years, attrition rates for Navy women were higher than the attrition rates for Navy men (5 percentage points in 1991 and 1992, 3 percentage points in 1993). In 1994 and 1995, however, the rates were identical. In 1996, the pattern reversed; the men's attrition rate was approximately 1 percentage point higher than the women's. The logistic regression indicated that, other things being equal, the elevated odds of women leaving prematurely (over men leaving prematurely) decreased over time and ranged from 1.28 to 1.18. However, in years 1994 through 1996, gender was not predictive of attrition.

Overall attrition rates climbed gradually through the years 1991 through 1995, from a low of 27% to a high of 35%. Gender-integrated training was implemented during the 1994 cohort; it had no clear impact on the trend in either direction.

Training format could only be assessed in 1994, when both gender-segregated and gender-integrated training were utilized. The analysis revealed that sailors who had undergone training after the introduction of gender integration were less likely to succumb to attrition than sailors who had been trained in a gender-segregated format (.87).

Air Force

Attrition rates at the 36-month point for Air Force personnel were fairly consistent for cohort years 1991 through 1996. Aside from a small dip in 1992 (to 22%), attrition rates held quite steady at 24-26%. Attrition rates for Air Force women were higher than the rates for Air Force men in the same cohort; this gap decreased from 12 percentage points to 5 percentage points over the years 1991-1995. The logistic regression analysis confirmed that, other factors being held equal, the odds of women leaving early (over men) decreased steadily for each succeeding cohort year, from a high of 1.84 in 1991 to a low of 1.29 in 1995 (the last full year of the study).

The effect of training format could not be assessed for the Air Force, because gender-integrated training was implemented throughout the study period.

Marine Corps

Attrition rates at the 36-month point for Marine Corps personnel were quite consistent for cohort years 1991 through 1996. The overall attrition rates ranged from 28-31 percent. Attrition rates for Marine women were consistently higher than the rates for the Marine men in the same cohort; this gap ranged from 11 to 20 percentage points. Similarly, the logistic regression indicated that, all else equal, women were 1.8 to 2.8 times as likely as men to leave prematurely.

There is no "training format" variable for the Marine Corps; all training is gender-segregated.

RECOMMENDATIONS

Attrition is an important and widely used performance measure. Such personnel losses have a detrimental effect on recruiting and readiness. Therefore efforts to understand and control attrition are critical. This analysis of attrition was constrained by several factors. It was restricted primarily to demographic variables, due to the unavailability of other information.²²

As described in Chapter 6, the logistic regression models employed herein were approximately 70% accurate in predicting attrition. In some cases, the rate of predicting the attritees was quite low. There are several types of information that are not currently captured which could prove useful in future modeling efforts:

- *Training format:* The impact of training format (i.e., gender-integrated versus gender-segregated basic training) was of interest to CMTGRI, but could not be assessed directly with the available data.
- *Training environment:* Even more useful than training format would be an indication of the degree of gender integration. In addition, trainer characteristics (e.g., gender, MOS/specialty/rating) could be relevant in future attrition studies.
- *Assignment at time of attrition:* Although a researcher can use the entry date and termination date to determine how long an individual was in the military, it would be useful to have an explicit indicator of the final disposition of the individual (e.g., basic training, technical training, operational unit) at the time of attrition.
- *Pregnancy due date:* When a soldier, sailor, airman, or Marine leaves service prematurely due to pregnancy, her due date is not recorded (in DMDC files, at least). This information would be useful in determining whether gender-integrated training has any impact on pregnancy rates, as has been suggested. Given the current data, one cannot distinguish between attrition due to an undetected pre-enlistment pregnancy and one that was initiated post-enlistment.

In addition, increased consistency in existing variables would be beneficial:

- *Training site:* Although DMDC files contain variables such as training site, these are largely unpopulated. As described earlier in this document, over 50% of the records contain no training site information.
- *Reasons for discharge:* Consistency among Services and across years is an issue that should be addressed if the Services wish to reduce attrition. It is apparent, for example, that the “Other” category has been used inconsistently. One must understand attrition – and its causes – before one can control it.

²² The original analysis plans called for the inclusion of variables such as promotion rates, changes in job assignments, and so forth. Problems with converting such large files from the DMDC mainframe to PC format forced a reduction of the analysis plan.

PART 4

*Youth Attitude Tracking Study
(YATS): A Review of Selected
Results*

by

Janice H. Laurence, Ph.D.

and

Eric S. Wetzel

PART 4

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FOREWORD

The Congressional Commission on Military Training and Gender-Related Issues was established in November 1997 by both the House of Representatives and the Senate of the U.S. Congress (Public Law 105-85, November 18, 1997). The areas of inquiry include cross-gender relationships, gender-integrated basic training; and basic training in general. More specifically, the aim was to assess the rationale, implementation, and operation of regulations, policies, and practices relevant to these areas and to examine their effects on military performance, proficiency, and readiness.

A variety of methods were used to inform the Commission regarding these topics. The primary tools were:

- Expert testimony
- Paper-and-pencil surveys
- Focus groups
- Administrative data analysis
- Examination of existing data
- Literature reviews

The contents of this report fall within the fifth listed method—examination of existing data—used to provide information to the Commission relevant to its governing statute. More specifically, data were drawn from Youth Attitude Tracking Study (YATS) conducted under contract for the Defense Manpower Data Center (DMDC). Topic areas drawn from the YATS and reported here include: propensity, gender-integrated training, sexual harassment and equal opportunity, boot camp and physical challenge of service, reason for (or not) joining the military, and finally a look at propensity as a function of perceptions of equal opportunity and gender-integrated training.

This report was prepared by Dr. Janice H. Laurence, principal scientist for the Commission on Military Training and Gender-Related Issues and Mr. Eric Wetzel of the Human Resources Research Organization. At the request of the Commission, Dr. Jerome Lehnus of the Defense Manpower Data Center generously provided YATS data. The authors are grateful to him for his content expertise and statistical programming.

EXECUTIVE SUMMARY

Among the methods employed by the research staff of the Congressional Commission on Military Training and Gender-Related Issues was examination of existing data. Such data were used in conjunction with other research tools to provide information to the Commission relevant to its governing statute, which covers cross-gender relationships, gender-integrated basic training, and basic training in general.

More specifically, data were drawn from Youth Attitude Tracking Study (YATS) conducted annually by the Defense Manpower Data Center (DMDC). Topic areas drawn from the YATS and reported here include: propensity, gender-integrated training, sexual harassment and equal opportunity, boot camp and physical challenge of Service, reason for (or not) joining the military, and finally a look at propensity as a function of perceptions of equal opportunity and gender-integrated training.

The primary purpose of YATS is to gauge the propensity of American youth toward service in the Armed Forces. The results examined here repeat previously noted findings that men, individuals who score in the bottom half of the Armed Forces Qualification Test (AFQT) score distribution, younger individuals, minorities, and individuals with less education are all more likely to exhibit positive propensity to serve.

When asked about gender-integrated training, the overwhelming majority of individuals (83 percent of men and 77 percent of women) indicated that the gender integration of basic training would have no effect on their decision to enlist. The majority of respondents (76 percent of men and 64 percent of women) also indicated that training format (integrated or not) made no difference to them. Women were more likely than men to voice a preference for separate training (24 percent of women and 8 percent of men). In terms of the quality of training, practically all respondents (88 percent of men and 91 percent of women) felt gender integration of training would either make no difference or that it would improve training.

Respondents were also asked about perceived differences in sexual harassment and equal opportunity in the military and civilian sectors. Most respondents felt the likelihood of the prevention of sexual harassment was equal in the military and civilian sectors (66 percent of men and 74 percent of women). As far as equal opportunities for women and men, respondents felt this was most likely in the Navy and Air Force and somewhat less likely in the Army or Marine Corps.

In another relevant section of YATS, respondents were asked about their perceptions of the “toughness” of boot camp and desire for physical challenge. In general, women (40 percent) were more likely than men to agree with the statement, “Military boot camp is too tough,” but one out of every four male respondents also agreed with this statement. Men tended to be more likely than women to indicate that a physical challenge is important to them (56 percent of men and 44 percent of women). Similar proportions of men (53 percent) and women (57 percent) felt that they were likely to be physically challenged in the military. By Service, respondents indicated that a physical challenge was most likely in the Marine Corps.

Men and women tended to give very similar responses when asked for reasons why they would or would not join the military. The rank ordering of the top five reasons for joining the military were the same for men and women. The reasons, in order, were: money for education, job training, duty to country, pay, and travel. In terms of reasons for not joining, men and women rated the same reasons as the top five, although in a slightly different order. These reasons included: military lifestyle, family obligations, commitment is too long, other interests, and threat to life.

This report also assessed relationships between propensity and both equal opportunity and gender-integrated training. For men, propensity and equal opportunity importance ratings were not statistically related. Regardless of propensity group, about 75 percent of men responded that equal opportunity for women was important. Although equal opportunity was also important to both negative and positive propensity women, women in the former category were more likely to rate equal opportunity as important than women who expressed positive enlistment propensity. Regardless of propensity, both men and women were much more likely to say that they believe men and women should either be allowed or required to train together.

INTRODUCTION

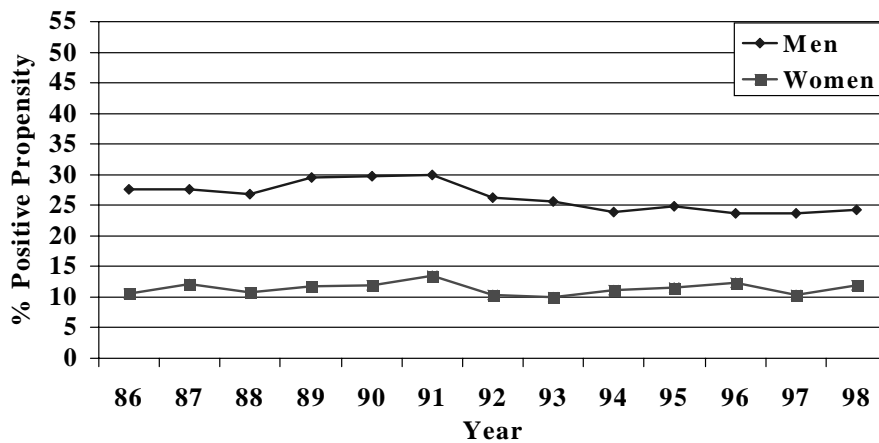
The Youth Attitude Tracking Study (YATS) is a computer assisted telephone interview (CATI) of a nationally representative sample of 10,000 young men and women (16 to 24 years of age). The YATS has been conducted annually since 1975. YATS provides policy makers and the Services' recruiting commands with information on the propensity, attitudes, and motivations of young people toward military service. Other topics covered in YATS that are relevant to the Commission's governing statute include: attitudes, preferences, and effects of gender-integrated training; equal opportunity and sexual harassment; perceptions of "boot camp;" and reasons for (for not) joining.

PROPENSITY

YATS respondents are categorized as having either "positive propensity," indicating that the individual responded either "definitely or probably will enlist" to at least one of a series of questions dealing with enlistment intentions; or "negative propensity," indicating that the individual responded "definitely or probably will not enlist" to all of the items dealing with enlistment. The following graphs highlight the group expressing positive propensity, because research has shown that expressed intentions of young men and women are strong predictors of actual enlistment behavior.¹

Propensity by Gender. As would be expected, men were consistently more likely than women to exhibit positive propensity. The percentage of men who were positive regarding enlistment has decreased since the late 1980s, from 28-30% to about 24-25%; whereas the corresponding percentage among women has stayed fairly consistent – just over 10%.

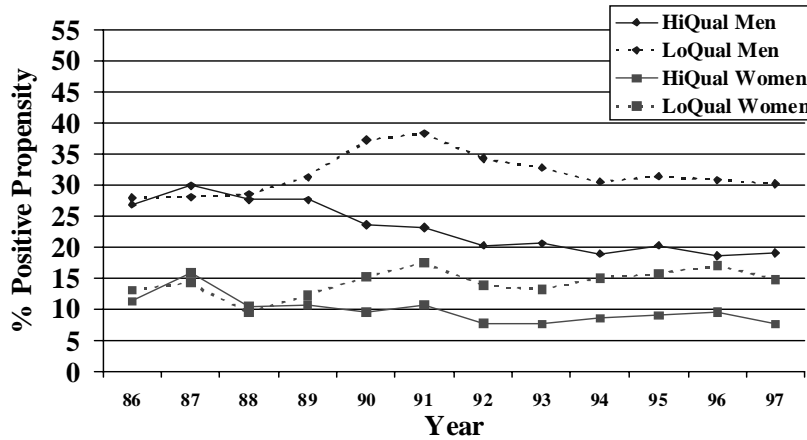
**YATS Positive Propensity: By Gender
(1986 -98)**



¹ Acting Assistant Secretary of Defense, Mr. Francis M. Rush, Jr. Memorandum, *1997 Youth Attitude Tracking Study*, to Assistant Service Secretaries dated January 15, 1998.

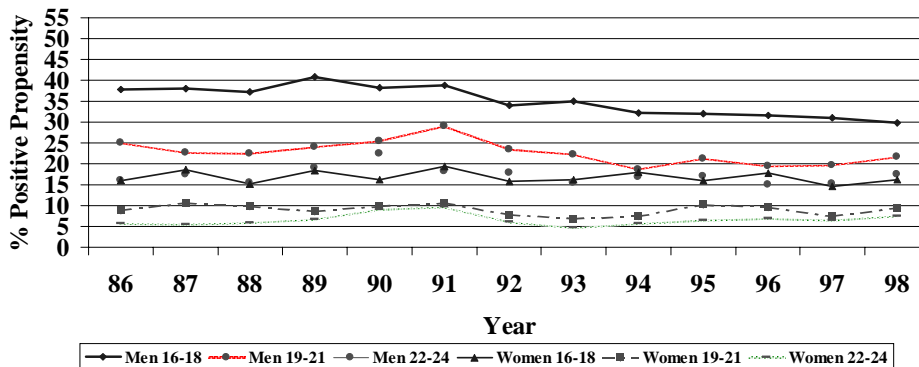
Propensity by Quality. In the following graph, positive propensity YATS respondents are segmented into aptitude quality categories based on estimated Armed Forces Qualification Test (AFQT) scores. High quality individuals are those predicted to score in the upper half of the AFQT score distribution. From 1988 onward, lower quality respondents were consistently more likely to exhibit positive propensity than high quality respondents. The difference between the high and low quality respondents is especially pronounced in the 1990-91 time-frame. Propensity among the high quality group is now lower than in the 1980s.

YATS Positive Propensity: Gender By AFQT Group (1986 -97)



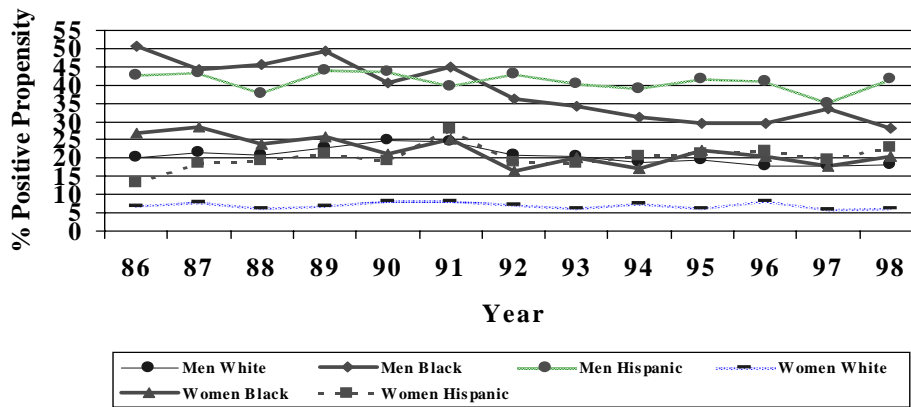
Propensity by Age Group. Again, as would be expected, younger individuals are more likely to express positive propensity. This tendency is most notable for men.

YATS Positive Propensity: Gender By Age Group (1986 -98)



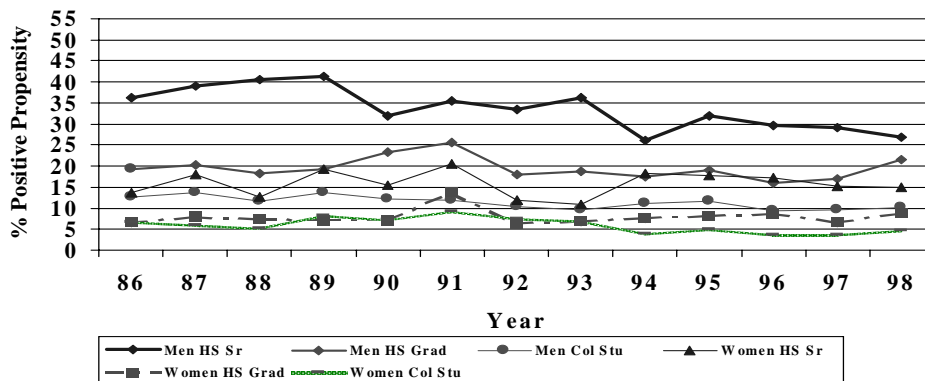
Propensity by Race. Overall, propensity among minorities is higher than for Whites. Between 1991 and 1996, propensity among Black men declined noticeably, it improved in 1997, and then dropped to an all-time low in 1998. Propensity for Hispanic men has been somewhat consistent and since 1992 has been higher than that for Black men. Propensity among Black and Hispanic women runs close to or higher than the range for White men. White women consistently exhibit the lowest level of positive propensity.

YATS Positive Propensity: Gender By Race/Ethnic Group (1986 -98)



Propensity by Education Category. In general, the military is not a highly popular career choice. Propensity by education category is confounded by the correlation between age and education level. Overall, high school seniors exhibit the highest propensity levels. Female high school seniors exhibit greater propensity than male college students.

YATS Positive Propensity: Gender By Education Category (1986 -98)



GENDER-INTEGRATED TRAINING

On the 1998 YATS, there were three items dealing with gender-integrated training issues. They include: the effect of gender-integrated training on the enlistment decision, preference for training format (integrated or segregated), and the effect of gender integration on the quality of training. The specific questions are as follows:

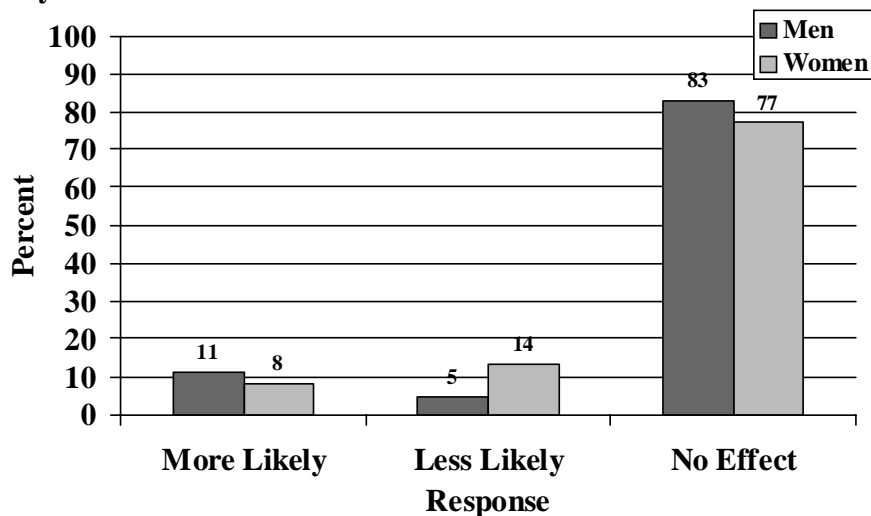
Q664T. Assuming for a moment that you were seriously considering enlisting in the military, would the requirement that males and females train together make you: a) more likely to enlist; b) less likely to enlist; or c) would it have no effect on your decision to enlist?

Q664U. Assuming for a moment that you had already made the decision to enlist in the military, would you: a) prefer to go through basic training where males and females train together; b) go through basic training with members of your own sex only; or c) would it make no difference to you?

Q664T. In your opinion, does having both males and females training together in the military basic training improve the overall quality of the training? Would you say it: a) improves the quality; b) lowers the quality; or c) makes no difference?

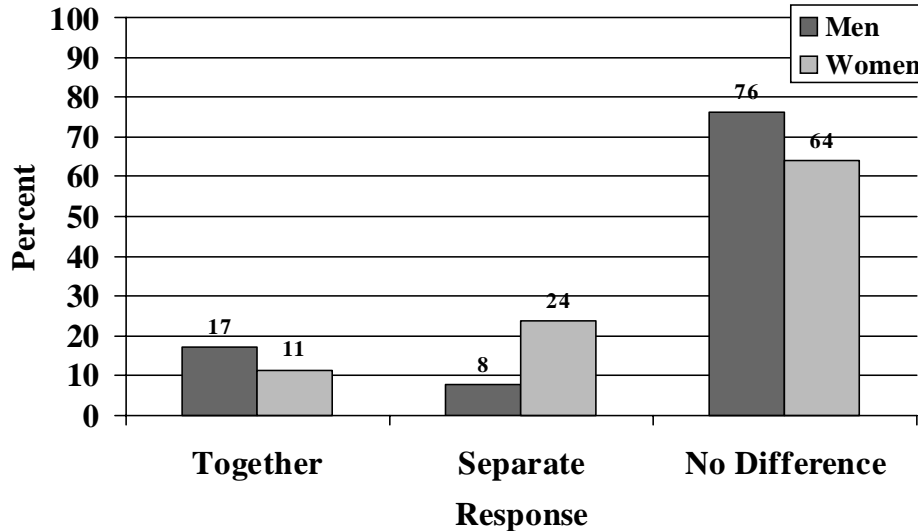
Effect on Propensity. The majority of respondents indicated that gender integration of basic training would have no effect on their decision to enlist (83% of men and 77% of women). Eleven percent of men and 8% of women indicated that gender integration would make enlistment more likely, whereas 5% of men and 14% of women felt it would make enlistment less likely.

Q664T. Assuming for a moment that you were seriously considering enlisting in the military, would the requirement that males and females train together make you



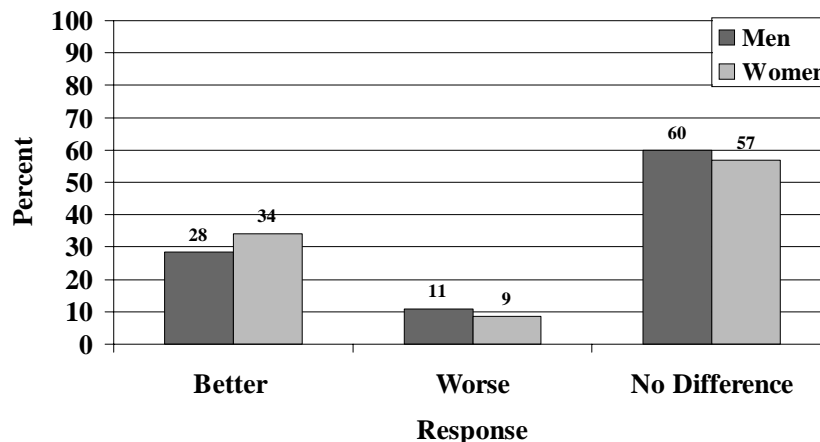
Preference for Training Format. The majority of respondents indicated that training format would make no difference to them (76% of men and 64% of women). Women were more likely than men to voice a preference for separate training (24% of women and 8% of men), whereas men were more likely to voice a preference for integrated training (17% of men and 11% of women).

Q664U. Assuming for a moment that you had already made the decision to enlist in the military, would you prefer to go through training where males and females train together, separated, or makes no difference....



Effect on Quality of Training. Practically all respondents (88% of men and 91% of women) indicated that gender integration either made no difference or improved the quality of training. Note that over a third (36%) of women believe integrated training is better, but they are more likely than men (24% vs. 8%) to prefer separate training.

Q664V. In your opinion, does having both males and females training together in military basic training improve the overall quality of the training? Would you say it....



PERCEPTIONS OF SEXUAL HARASSMENT AND EQUAL OPPORTUNITY

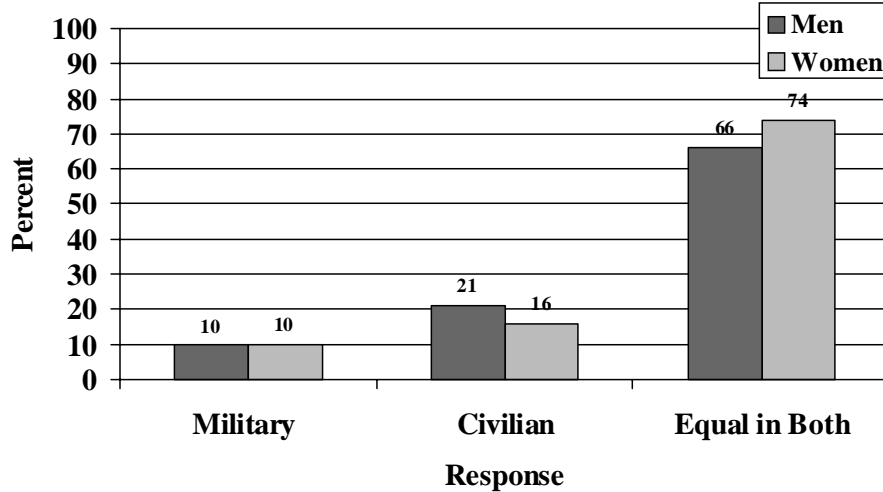
YATS respondents were asked about their perceptions of both sexual harassment and equal opportunity in the military. Specifically, the following questions were asked:

Q528B2. Is the prevention of sexual harassment of women more likely to be found in a:
 a) military job; b) civilian job; or c) equal in both?

Q528H12. Do women find equal opportunities with men in the {SERVICE}? Would you say:
 a) definitely; b) probably; c) probably not; or d) definitely not?

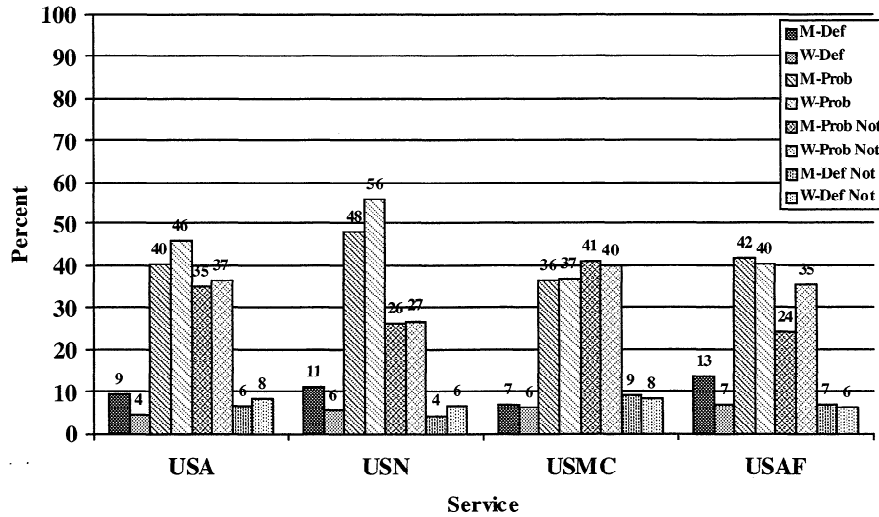
Perception of Prevention of Sexual Harassment. Most respondents felt the likelihood of the prevention of sexual harassment was equal in the military and civilian sectors (66% of men and 74% of women). Ten percent of both men and women felt the military was ahead in preventing such behavior.

Q528B2. Is the prevention of sexual harassment of women more likely to be found in a military job, civilian job, or equally in both?



Perceptions of Equal Opportunity by Service. Respondents felt that women were most likely to find equal opportunities in the Navy and Air Force; somewhat less likely in the Army and Marine Corps.

Q528H12. Do women find equal opportunities with men in the {Service}?



PART 4

PERCEPTIONS OF BOOT CAMP AND THE PHYSICAL CHALLENGE OF SERVICE

YATS items also dealt with perceptions of the “toughness” of boot camp and the physical challenges associated with service. The specific items were:

Q649. For the following statement, please tell me whether you: a) strongly agree; b) somewhat agree; c) neither agree nor disagree; d) somewhat disagree; or e) strongly disagree.

Military boot camp is too tough. (Boot camp refers to basic training in any Service.)

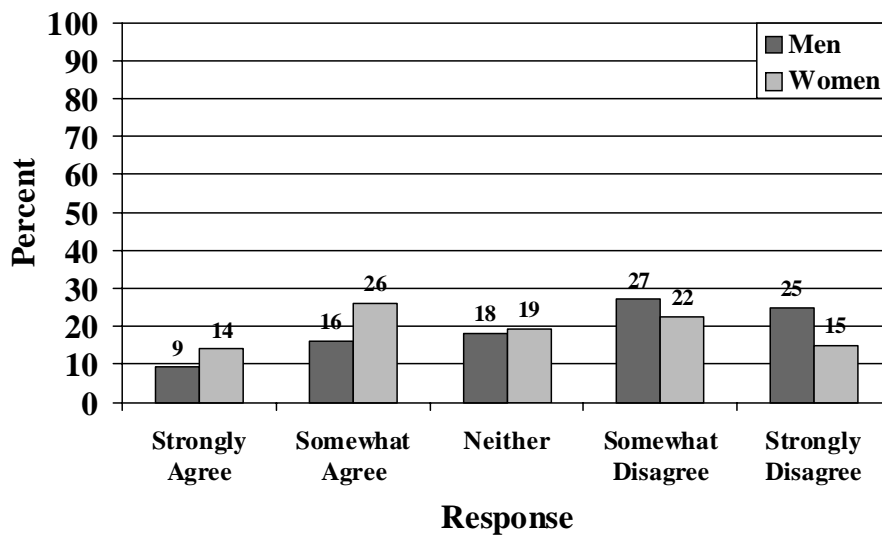
Q528C1. How important is a physical challenge? Is it: a) extremely important; b) very important; c) somewhat important; or d) not important?

Q528C2L. Are you more likely to be physically challenged in the: a) military; b) a civilian job; or c) equally in both?

Q528C4. Would you be physically challenged if you joined the {SERVICE}? Would you say: a) definitely; b) probably; c) probably not; or d) definitely not.

Boot Camp is Too Tough. Women are more likely than men to agree with this statement, but not a majority of women – 25% of men and 40% of women either agree strongly or somewhat that boot camp is too tough.

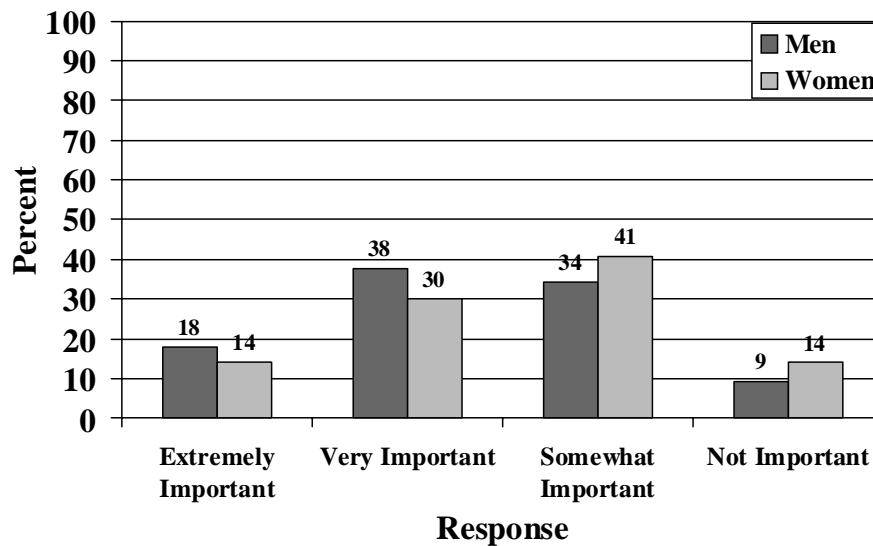
Q649K. Military bootcamp is too tough?



Perceptions of Physical Challenge. Perceptions of physical challenge is broken into three areas: importance of challenge, whether military or civilian is more challenging, physical challenge offered by the individual Services.

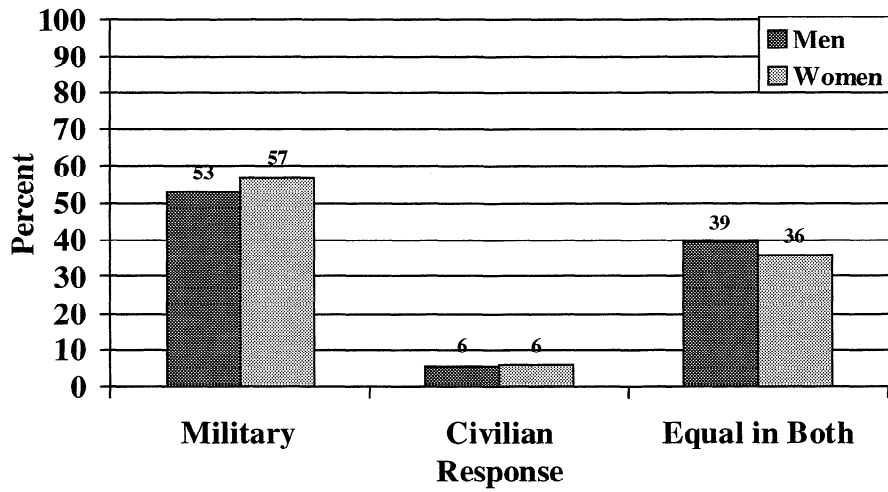
Men were somewhat more likely than women to think that a physical challenge is important. Fifty-six percent of men versus 44% of women indicated that a physical challenge was either extremely or very important, whereas 9% of men and 14% of women indicated that it was not important.

Q528C1. How important is a physical challenge? (Is this extremely, very ... important to you?)



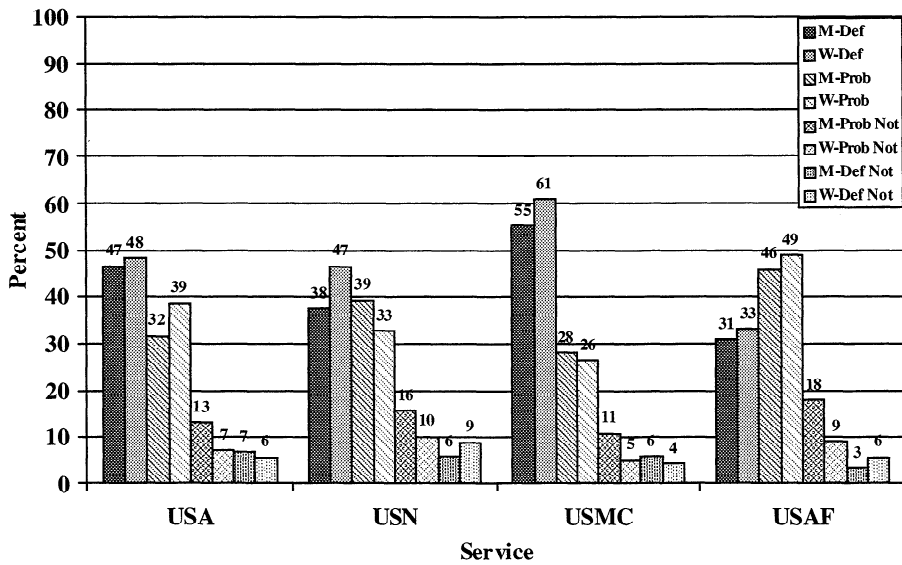
Similar proportions of men and women said that a physical challenge is more likely to be found in the military than in a civilian job. Just over a third of respondents (both men and women) believed it was equally likely to be found in the military and civilian sectors.

Q528C2L. Are you more likely to be physically challenged in the military, a civilian job, or equally in both?



By Service, respondents indicated that a physical challenge was most likely in the Marine Corps followed by the Army, Navy , and Air Force.

Q528C4. Would you be physically challenged if you joined the {Service}?



REASONS FOR (OR NOT) JOINING

When asked about reasons why individuals would or would not join the military, the pattern in responses between men and women resulted in very similar rankings of reasons. As you can see in the following table, the top five reasons for joining were the same for men and women.

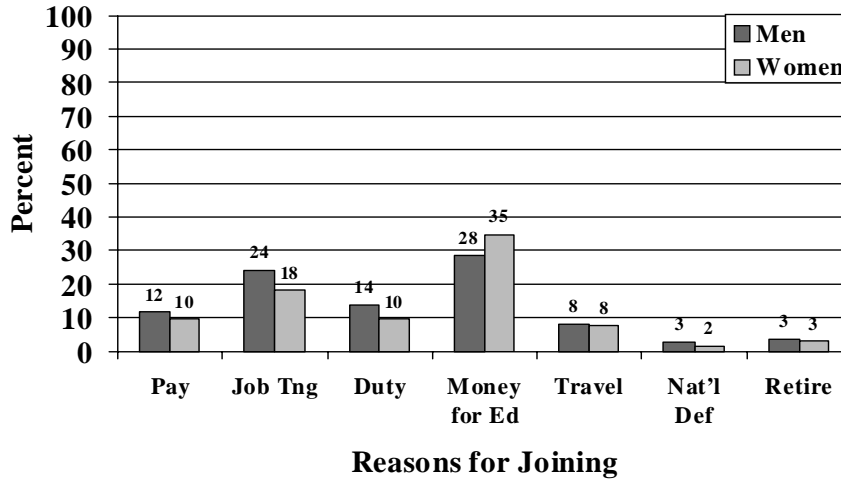
Top Five Reasons for Joining the Military			
Men		Women	
Reason	%	Reason	%
Money for Education	28	Money for Education	35
Job Training	24	Job Training	18
Duty to Country	14	Duty to Country	10
Pay	12	Pay	10
Travel	8	Travel	8

In the next table are the top five reasons for **not** joining the military for both men and women. While not as consistent as the results for the item dealing with reasons *for* joining the military, the rankings are still very similar.

Top Five Reasons for NOT Joining the Military			
Men		Women	
Reason	%	Reason	%
Military Lifestyle	20	Military Lifestyle	26
Other Interests	13	Family Obligations	19
Commitment too long	11	Other Interests	10
Family Obligations	11	Commitment too long	9
Threat to Life	10	Threat to Life	9

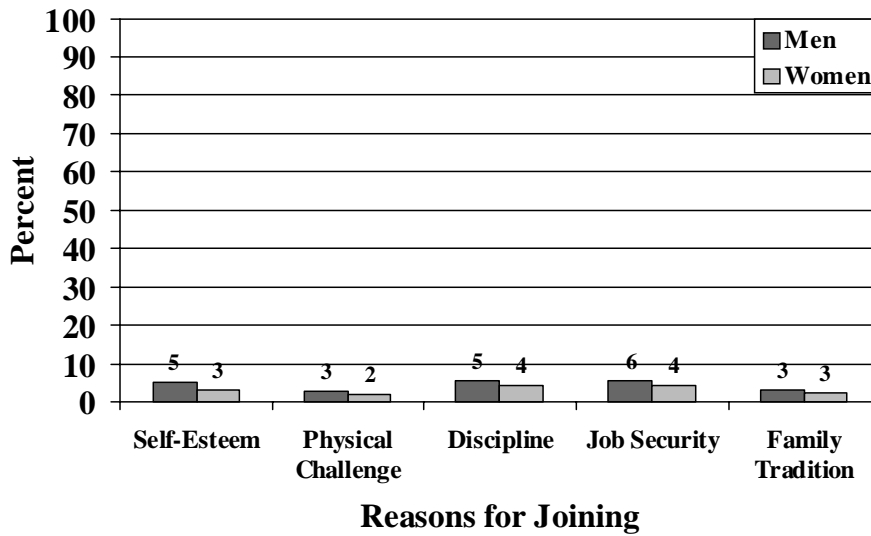
Reasons for Joining, Part A. The following two graphs display the top reasons respondents gave for joining the military.

Q526A. If you were to consider joining the military, what would be the main reasons? (Part A. top 7 reasons)



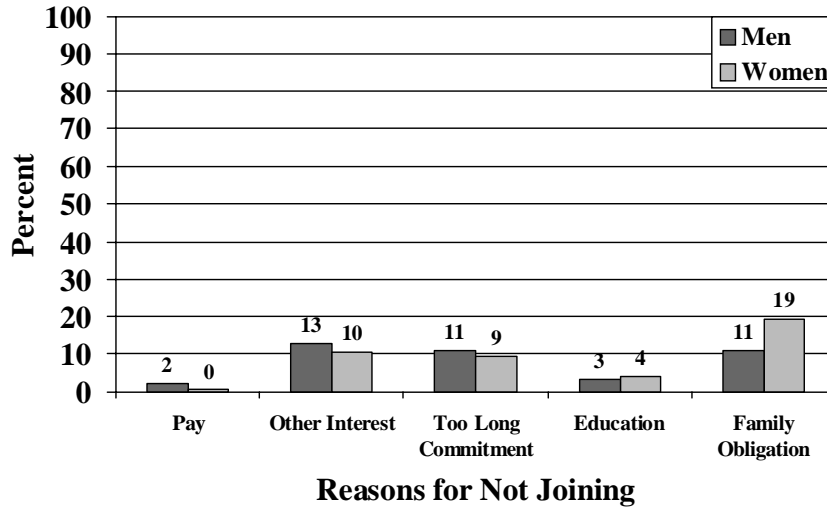
Reasons for Joining, Part B.

Q526A. If you were to consider joining the military, what would be the main reasons? (Part B. remaining reasons)



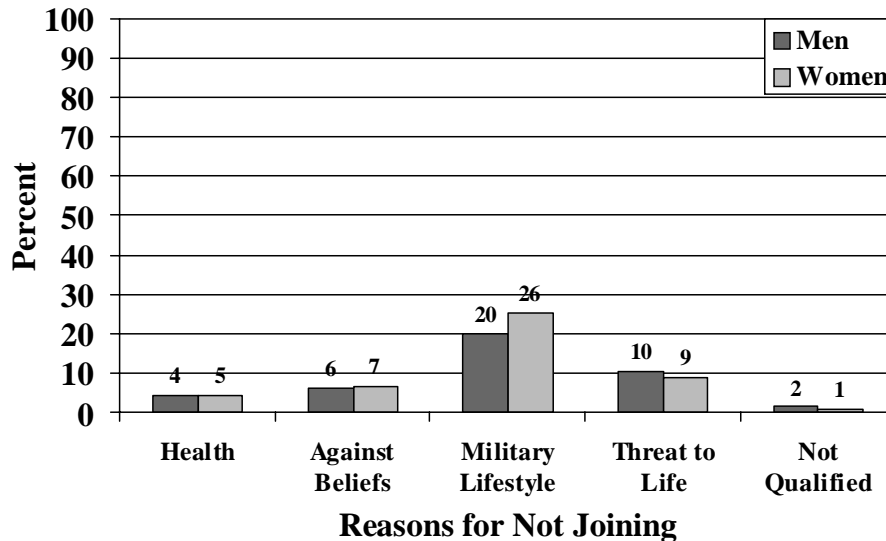
Reasons for Not Joining, Part A. The next two graphs display the top reasons respondents gave for **not** joining the military.

Q530A. What is the main reason you would not consider enlisting in the military service? (Part A)



Reasons for Not Joining, Part B.

Q530A. What is the main reason you would not consider enlisting in the military service? (Part B)



PART 4

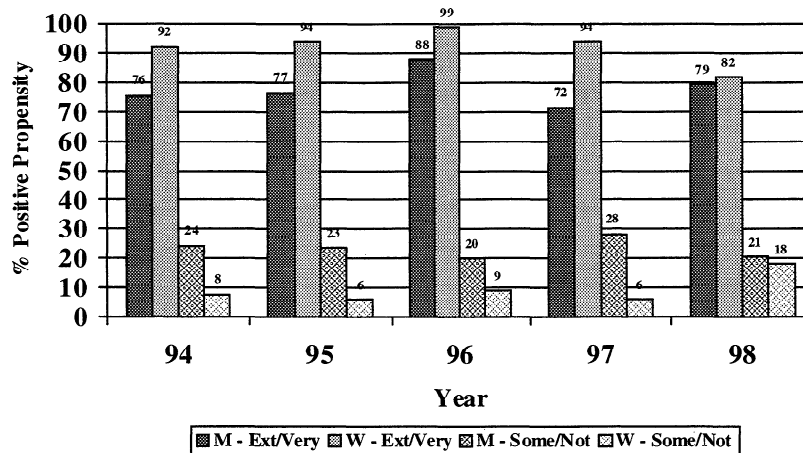
PROPENSITY AS A FUNCTION OF PERCEPTIONS OF EQUAL OPPORTUNITY AND INTEGRATED TRAINING

To examine the relationship between both perceptions of equal opportunity and gender-integrated training on propensity, the responses to items pertaining to the importance of equal opportunity and whether gender-integrated training should be allowed, required, or prohibited were examined for both negative and positive propensity respondents.

Equal Opportunity. For men, propensity was not statistically related to equal opportunity importance ratings. Regardless of propensity group, men and women were most likely to rate equal opportunity for women as either extremely or very important. About three quarters of men responded this way regardless of propensity. Women who expressed negative propensity were more likely than women who expressed positive propensity to say that equal opportunity for women is important. The next two graphs, show the distribution of responses to the question “How important is equal opportunity for women?” separately for the respondents that expressed positive and negative propensity for the period 1994 to 1998.

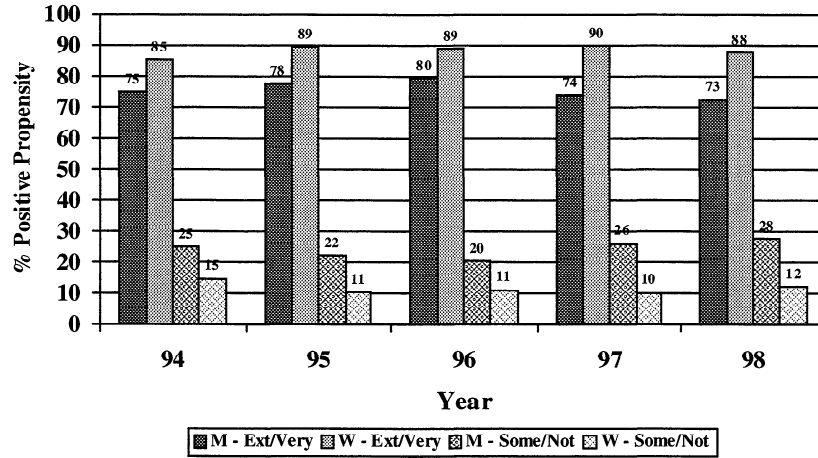
Positive Propensity Respondents.

POSITIVE PROPENSITY MEN/WOMEN BY YEAR AS A FUNCTION OF Q528H7: How important is equal opportunity for women? (Is it extremely/very or somewhat/not important?)



Negative Propensity Respondents.

**NEGATIVE PROPENSITY MEN/WOMEN BY YEAR
AS A FUNCTION OF Q528H7: How important is equal
opportunity for women? (Is it extremely/very or
somewhat/not important?)**

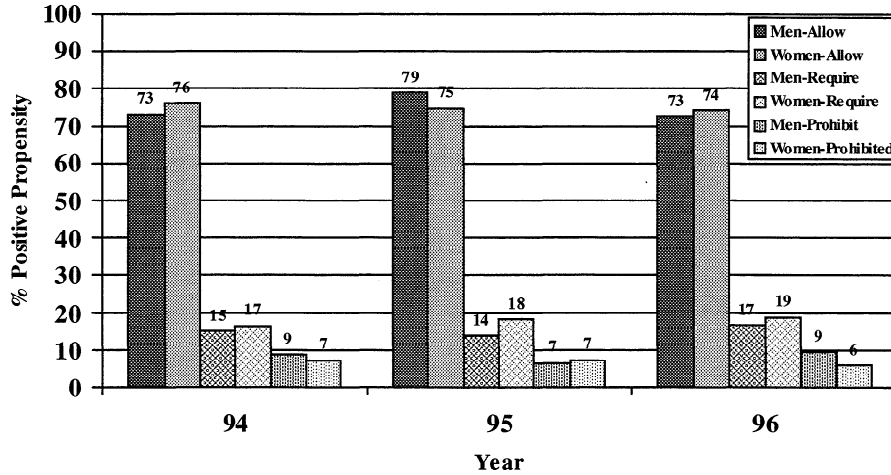


Gender-Integrated Training. Regardless of propensity, men and women were much more likely to say that they believe men and women should either be allowed or required to train together. Almost 90% of the men responded this way regardless of propensity, while over 90% of the women responded in this fashion. The next two graphs, show the response distribution to this gender-integration question separately for the two propensity groups.

PART 4

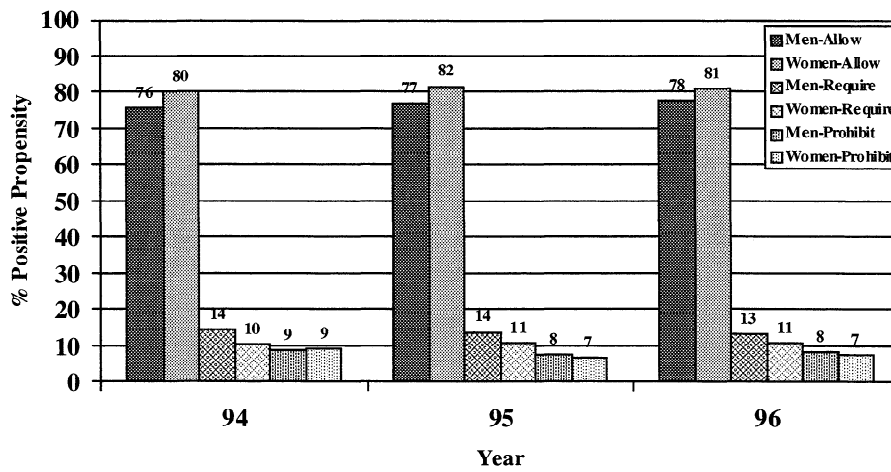
Positive Propensity Respondents.

POSITIVE PROPENSITY MEN/WOMEN BY YEAR AS A FUNCTION OF Q664N1: Women train under same conditions as men (allowed, required, or prohibited)



Negative Propensity Respondents.

NEGATIVE PROPENSITY MEN/WOMEN BY YEAR AS A FUNCTION OF Q664N1: Women train under same conditions as men (allowed, required, or prohibited)



SUMMARY

In this paper a subset of Youth Attitude Tracking Study (YATS) results relevant to the issues under consideration by the Congressional Commission on Military Training and Gender-Related Issues was examined. The primary purpose of YATS is to gauge the “propensity” of American youth toward service in the armed forces. The results examined here repeat previously noted findings that men, individuals who score in the bottom half of the Armed Forces Qualification Test (AFQT) score distribution, younger individuals, minorities, and individuals with less education are all more likely to exhibit positive propensity to serve.

When asked about gender-integrated training, the overwhelming majority of individuals (83% of men and 77% of women) indicated that the gender integration of basic training would have no effect on their decision to enlist. The majority of respondents (76% of men and 64% of women) also indicated that training format (integrated or not) made no difference to them. Women were more likely than men to voice a preference for separate training (24% of women and 8% of men). In terms of the quality of training, practically all respondents (87% of men and 91% of women) felt gender integration of training would either make no difference or that it would improve training.

Respondents were also asked about perceived differences in sexual harassment and equal opportunity in the military and civilian sectors. Most respondents felt the likelihood of the prevention of sexual harassment was equal in the military and civilian sectors (66% of men and 74% of women). As far as equal opportunities for women and men, respondents felt this was most likely in the Navy and Air Force and somewhat less likely in the Army or Marine Corps.

In another relevant section of YATS, respondents were asked about their perceptions of the “toughness” of boot camp and desire for physical challenge. In general, women (40%) were more likely than men to agree with the statement “Military boot camp is too tough,” but one out of every four male respondents also agreed with this statement. Men tended to be more likely than women to indicate that a physical challenge is important to them (56% of men and 44% of women). Similar proportions of men (53%) and women (57%) felt that they were likely to be physically challenged in the military. By Service, respondents indicated that a physical challenge was most likely in the Marine Corps.

Men and women tended to give very similar responses when asked for reasons why they would or would not join the military. The rank ordering of the top five reasons for joining the military were the same for men and women. The reasons, in order, were: money for education; job training; duty to country; pay; and travel. In terms of reasons for not joining, men and women rated the same reasons as the top five, although in a slightly different order. These reasons included: military lifestyle; family obligations; commitment is too long; other interests; and threat to life.

This report also assessed relationships between propensity and both equal opportunity and gender-integrated training. For men, propensity and equal opportunity importance ratings were not statistically related. Regardless of propensity group, about 75% of men responded

that equal opportunity for women was important. Although equal opportunity was also important to both negative and positive propensity women, women in the former category were more likely to rate equal opportunity as important than women who expressed positive enlistment propensity. Regardless of propensity, both men and women were much more likely to say that they believe men and women should either be allowed or required to train together.

PART 5

*Military Equal Opportunity Climate
Survey (MEOCS): Overview of
Results Related to the Congressional
Commission on Military Training
and Gender-Related Issues*

by

Mickey Dansby, Ph.D.

**With input from
Janice H. Laurence, Ph.D.
and Eric S. Wetzel**

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FOREWORD

The Congressional Commission on Military Training and Gender-Related Issues was established in November 1997 by both the House of Representatives and the Senate of the U.S. Congress (Public Law 105-85, November 18, 1997). The areas of inquiry include cross-gender relationships, gender-integrated basic training, and basic training in general. More specifically, the aim was to assess the rationale, implementation, and operation of regulations, policies, and practices relevant to these areas and to examine their effects on military performance, proficiency, and readiness.

A variety of methods were used to inform the Commission regarding these topics. The primary tools were:

- Expert testimony
- Paper-and-pencil surveys
- Focus groups
- Administrative data analysis
- Examination of existing data
- Literature reviews

The contents of this report fall within the fifth listed method—examination of existing data—used to provide information to the Commission relevant to its governing statute. More specifically, data were drawn from the operational Military Equal Opportunity Climate Survey (MEOCS), conducted upon unit command request by the Defense Equal Opportunity Management Institute (DEOMI). Among other topics, these data address cross-gender relationships. Commission staff requested MEOCS data on perceptions of equal opportunity and organizational effectiveness over time by Service, gender, and unit gender integration level. These constructs are correlated: more positive equal opportunity behaviors are associated with higher job satisfaction, organizational commitment, and perceived work group effectiveness.

MEOCS data indicate that, for the most part, over time assessments of sexual harassment moved in a more positive direction: suggesting less sexual harassment and fewer sexist behaviors. With regard to organizational effectiveness, ratings were relatively consistent except for noted declines between 1991 and 1992 and between 1997 and 1998, periods coinciding with the drawdown and increased operating tempo.

Equal opportunity assessments made by women were somewhat less favorable than those made by men. Marine Corps women had the lowest such ratings of all the Services. Men and women had similar ratings with regard to organizational effectiveness. Finally, units that had lower levels of gender integration were less positive with regard to organizational effectiveness, satisfaction, and commitment.

This report was prepared by Dr. Mickey Dansby of DEOMI under the direction of Dr. Janice H. Laurence, principal scientist for the Commission on Military Training and Gender-Related Issues. Mr. Eric Wetzel of the Human Resources Research Organization, contributed to this effort by providing data graphics and summaries.

EXECUTIVE SUMMARY

Among the methods employed by the research staff of the Congressional Commission on Military Training and Gender-Related Issues was examination of existing data. Such data were used in conjunction with other research tools to provide information to the Commission relevant to its governing statute, which covers cross-gender relationships, gender-integrated basic training, and basic training in general.

For this report, data were drawn from the operational Military Equal Opportunity Climate Survey (MEOCS), conducted upon unit command request by the Defense Equal Opportunity Management Institute. Among other topics, these data address cross-gender relationships. Commission staff requested MEOCS data on perceptions of equal opportunity and organizational effectiveness over time by Service, gender, and unit gender integration level. These constructs are correlated: more positive equal opportunity behaviors are associated with higher job satisfaction, organizational commitment, and perceived work group effectiveness.

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INTRODUCTION

The following analyses from the Military Equal Opportunity Climate Survey (MEOCS) database were requested by the Congressional Commission on Military Training and Gender-Related Issues (CMTGRI). The MEOCS is a confidential organizational development survey offered to military commanders/heads of organizations by the Defense Equal Opportunity Management Institute (DEOMI). It collects perceptions from unit personnel on several key equal opportunity (EO) and organizational effectiveness (OE) issues. The survey is voluntary (requested by commanders/heads), but has been widely used since its inception in June 1990. In recent years, about 1,000 organizations per annum, across all Services, have used MEOCS or one of its derivative surveys. The total database includes almost 800,000 cases from nearly 6,000 units. In over 98% of these administrations, the entire unit (rather than a sample) was surveyed. Due to the large size of the database, almost any statistical test will have tremendous power. Consequently, even trivial differences will be statistically significant well beyond traditional statistical alpha levels. Therefore, in response to the Commission's request for statistical significance tests, we will only identify differences that are *not statistically significant at the .05 level*. As a rule of thumb, for our overall database comparisons we look for (1) trends or (2) differences of .10 between scale scores before we consider them to be meaningful in a practical sense.

The Commission asked for comparisons on selected scales from the MEOCS. The scales examined in this report are described in the following section. For all scales, a higher score indicates a more favorable condition. Be aware that the survey has several components, and scale scores from different sections should not be compared to each other. A better strategy is to compare different groups (e.g., men/women) on the same measures. In other words, a scale score of 3.80 on *Sexual Harassment and (Sex) Discrimination* (SHD) is not necessarily better than a score of 3.60 on *Discrimination against Minorities and Women* (DMW). Like all perceptual surveys, the values are relative: with different wording of the items, the scores on each scale could be quite different. The instrument itself has not changed over the period considered, so comparisons across time are possible.

WHAT THE MEOCS MEASURES

On the MEOCS there are 100 items dealing with EO and OE issues. Through factor analysis, items that measure the same perceptual domain are combined into scales. In all, the MEOCS measures nine EO and three OE factors. These are all measured on a five-point scale. The scale anchors (the words associated with each number on the scale) vary; however for all scales, *the higher the score the more favorable the climate*. The following is a brief description of each of the factor scales examined in this report:

Equal Opportunity (EO) Scales

Sexual Harassment and (Sex) Discrimination. (SHD) Perceptions of how extensively sexual harassment and discrimination against women are thought to occur *within the respondent's unit*. The factor is rated on a scale, representing the respondent's estimation that sexually harassing or discriminating actions have taken place in the unit within the last 30 days.

Positive Equal Opportunity Behaviors. (PEOB) Estimates of how well majority members and minority members get along in the unit and how well integrated women and minorities are in the unit's functioning. The scale addresses how frequently positive actions occur.

Racist/Sexist Behaviors. (RSB) This factor taps perceptions of traditional overt racist or sexist behaviors, such as name calling and telling sexist or racist jokes. This factor uses the same rating scale as the SHD scale.

Discrimination against Minorities and Women. (DMW) In general, how much are minorities and women discriminated against? A number of statements reflecting varied views are rated using an agreement scale. A sample statement is, "Minorities get more extra work details than majority members."

Overall EO Climate. This is a global measure of how the respondent views EO within the unit of assignment. It reflects the respondent's rating of the EO climate on a scale from very poor to very good. This is not a summary or average of the other factors, rather, it gives a separate assessment and should not be compared directly to the other scales of EO.

Organizational Effectiveness (OE) Scales

Commitment. (COM) Measures commitment to the organization. A higher score means the respondent identifies with the organization to which he or she is assigned and would like to remain in that organization.

Perceived Work Group Effectiveness. (PWGE) This factor reflects the degree to which the respondent's unit is perceived to be productive and effective in accomplishing its mission

Job Satisfaction. (SAT) Indicates the degree of satisfaction the respondent has with his or her current job.

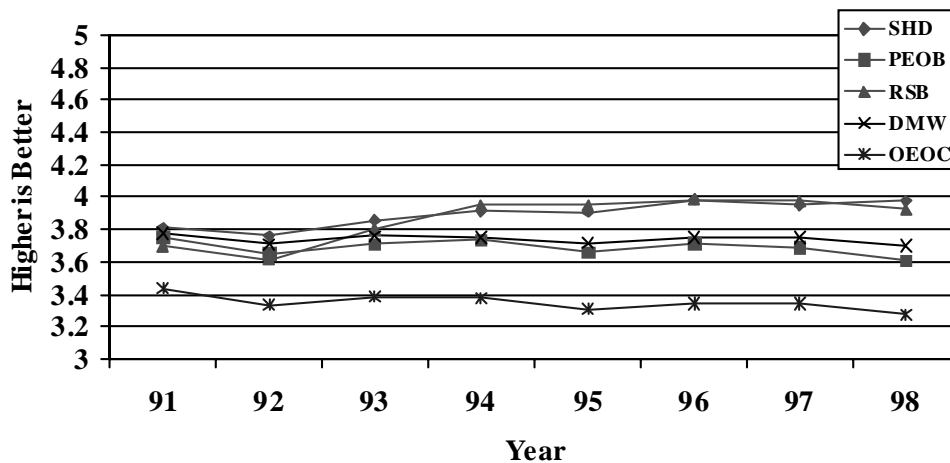
DEMOGRAPHIC COMPARISONS

The Commission requested comparisons on the above referenced scales over time and by various demographic groups to include: gender, level of gender integration within the unit, and Service. While results from 1989-1998 were requested, we start with 1991. The survey only began in June 1990, and we had insufficient data for 1990 to provide analyses. Please note as well that 1991 has a much smaller database than following years, opening greater possibility that the database is not representative of the Services as a whole. We now continue with discussions of some possible patterns in the results and graphic presentations of these comparisons. The data upon which this section is based is presented in Appendix A.

Results By Year

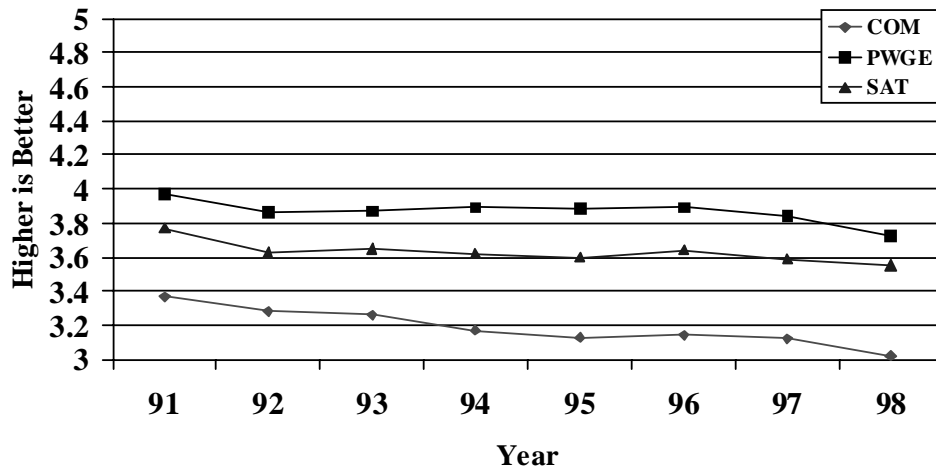
On the equal opportunity (EO) scales, the SHD and RSB scores tended to improve whereas the remaining scores stayed about the same or drifted slightly lower.

MEOCS Equal Opportunity Scale Scores by Year



On the organizational effectiveness (OE) scales, there is a general, long-term trend downward in these scores.

MEOCS Organizational Effectiveness Scale Scores by Year

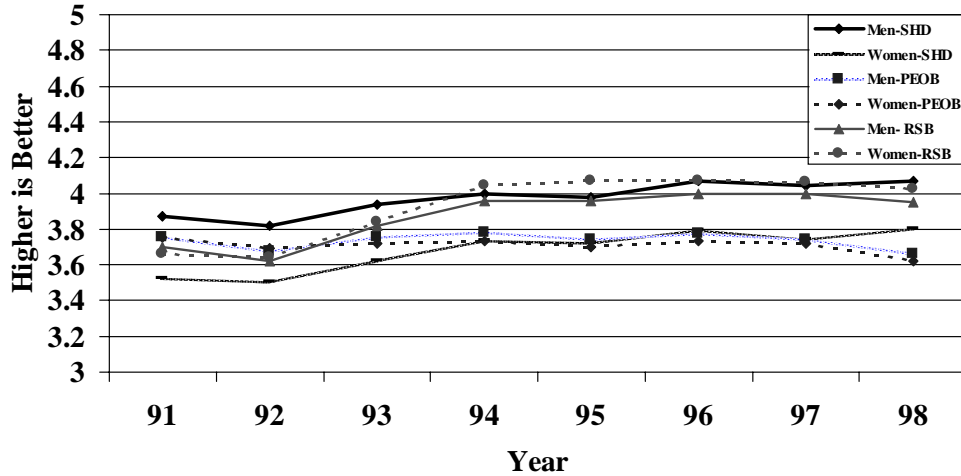


Results by Gender

On the EO scales, women, in general, are less positive than men. Scores between men and women tend to be the most divergent on the DMW scale and tend to be very similar on PEOB and RSB scales.

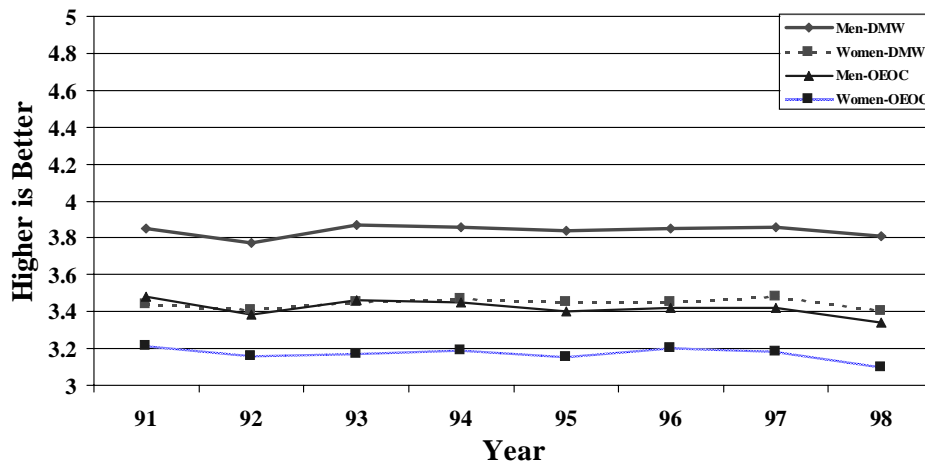
SHD, PEOB, and RSB Scales.

MEOCS Equal Opportunity Scale Scores by Gender



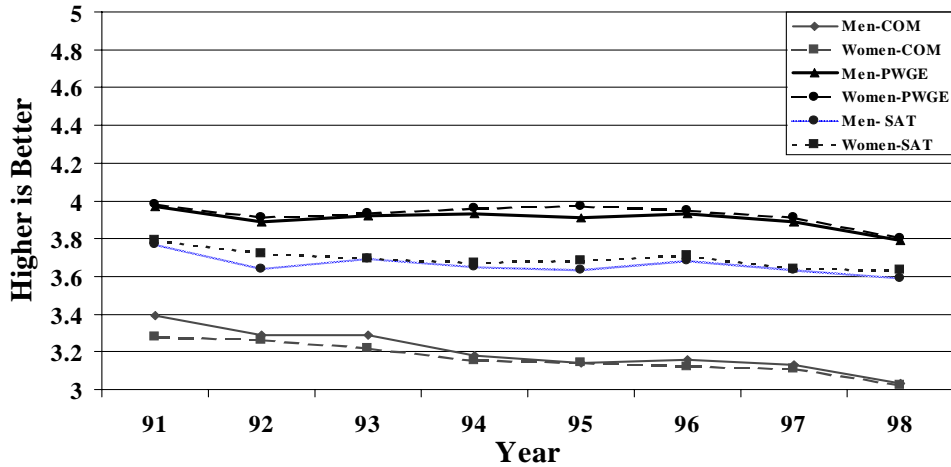
DMW and OEOC Scales.

MEOCS Equal Opportunity Scale Scores by Gender (continued)



On the OE scales, the ratings between men and women tend to be very similar.

MEOCS Organizational Effectiveness Scale Scores by Gender

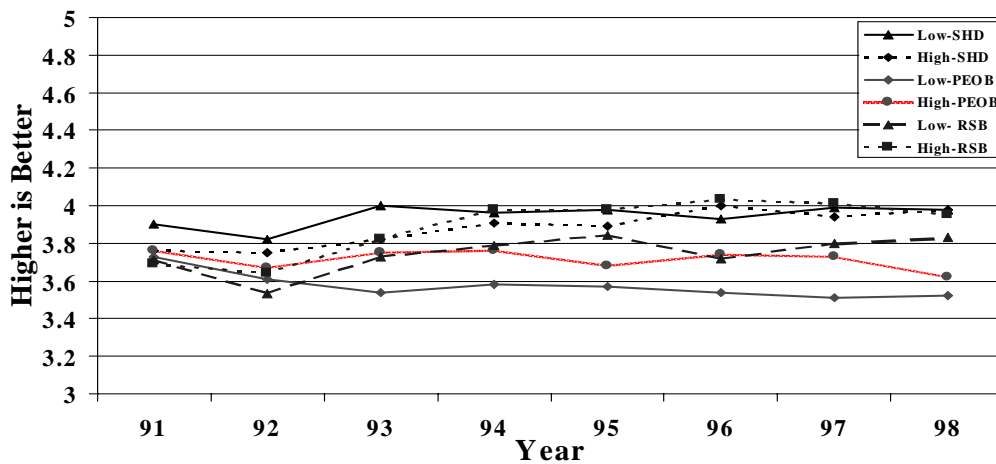


Results by Level of Gender Integration

On the EO scales, DMW and OEOC scores tend to be very similar, ratings of SHD in earlier years tend to be disparate but converge in later years. On the PEOB and RSB scales, low gender integrated unit members tend to exhibit less positive ratings.

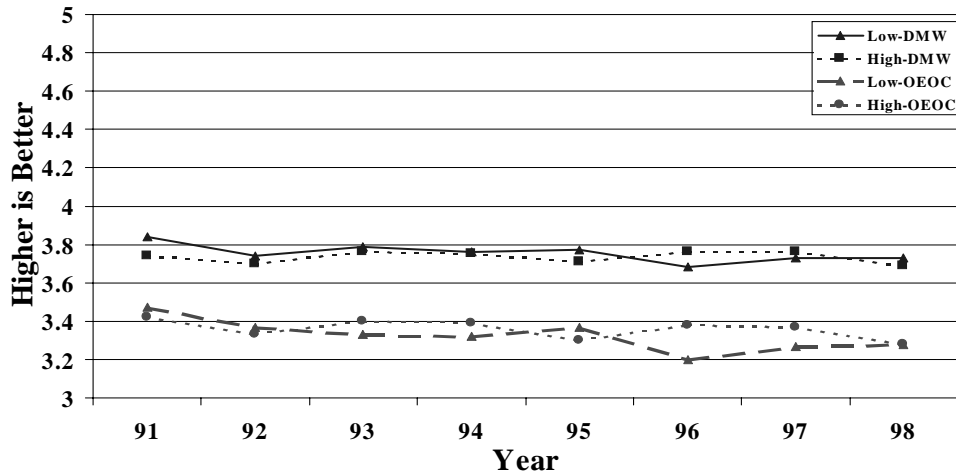
SHD, PEOB, and RSB scales.

MEOCS Equal Opportunity Scale Scores by Gender Integration Level



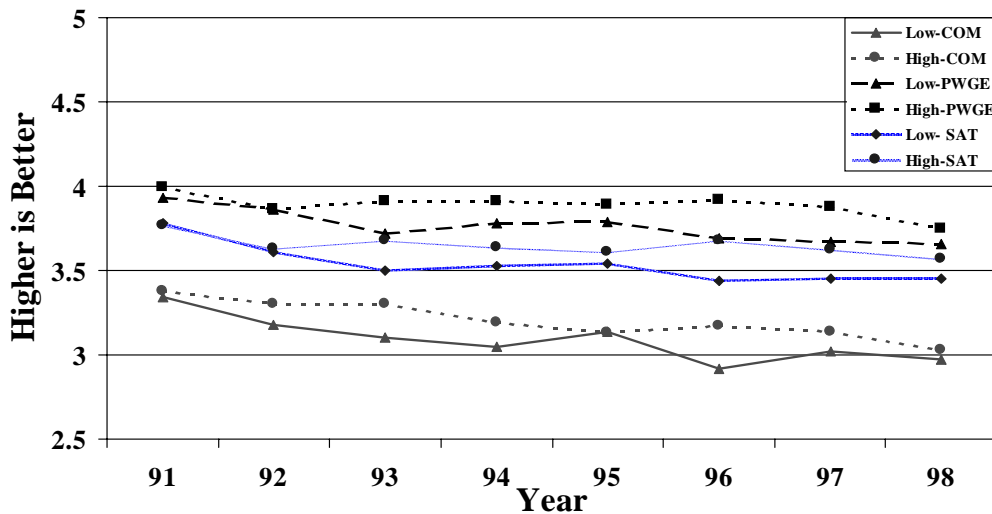
DMW and OEOC Scales.

MEOCS Equal Opportunity Scale Scores by Gender Integration Level (continued)



On the OE scales, the pattern of scores for both low and high gender integrated units tend to be similar over time with the low integrated units being consistently less positive on all measures.

MEOCS Organizational Effectiveness Scale Scores by Gender Integration Level



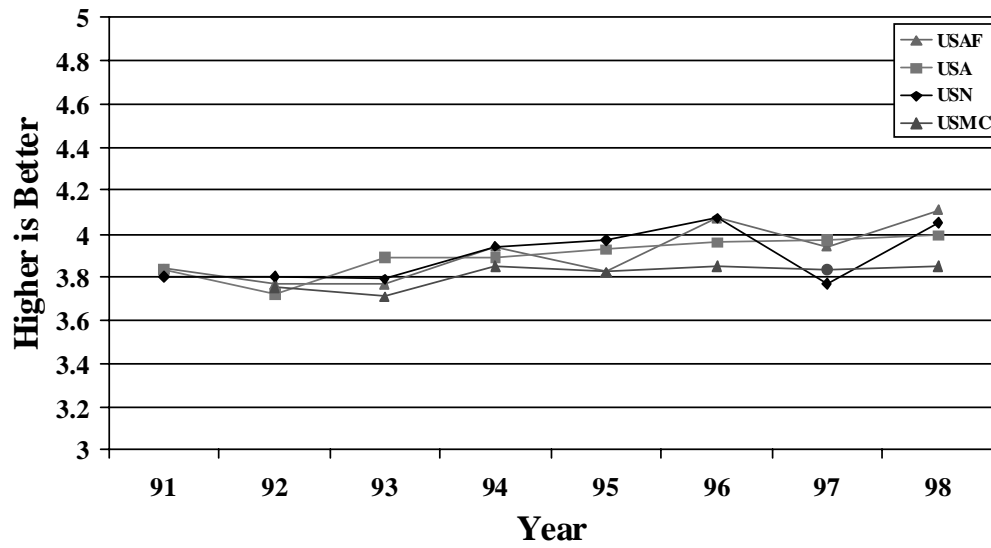
Caveats: We do not have a separate measure of gender integration on the database. However, since most units administered the survey to all members, we used the ratio of men’s and women’s returns to calculate low (less than 10% women; less than 5% for USMC) and high (10%/5% or more women). Since there is a slightly higher probability that women return the survey, the percentage of “high” units may be slightly inflated.

Results by Service

On the scales examined here, Air Force respondents tend to be more positive. In many cases, score patterns are similar across Services. One clear exception is a drop in ratings by Navy respondents in 1997 across all scales examined. This drop may have been due to an unusual distribution of Navy organizations using MEOCS in 1997.

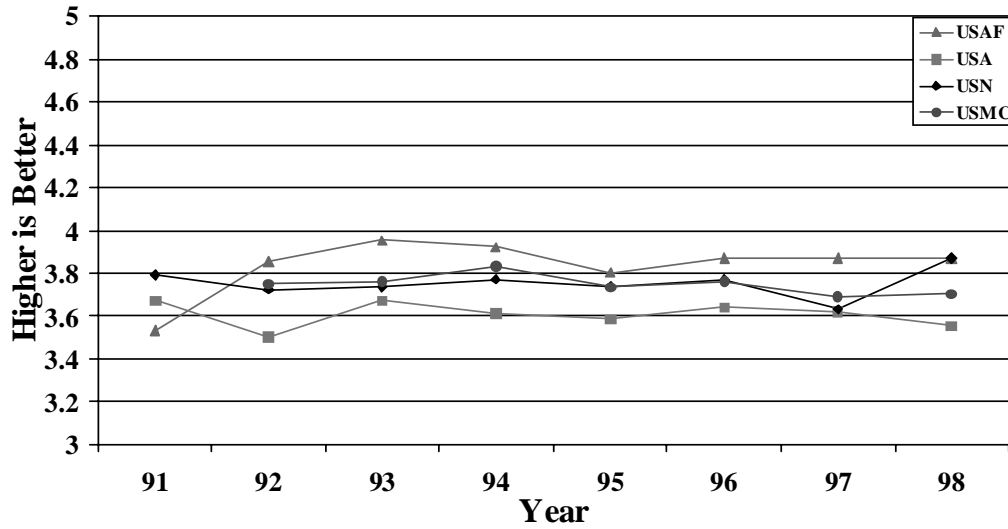
Sexual Harassment and (Sex) Discrimination.

MEOCS SHD Scale by Service



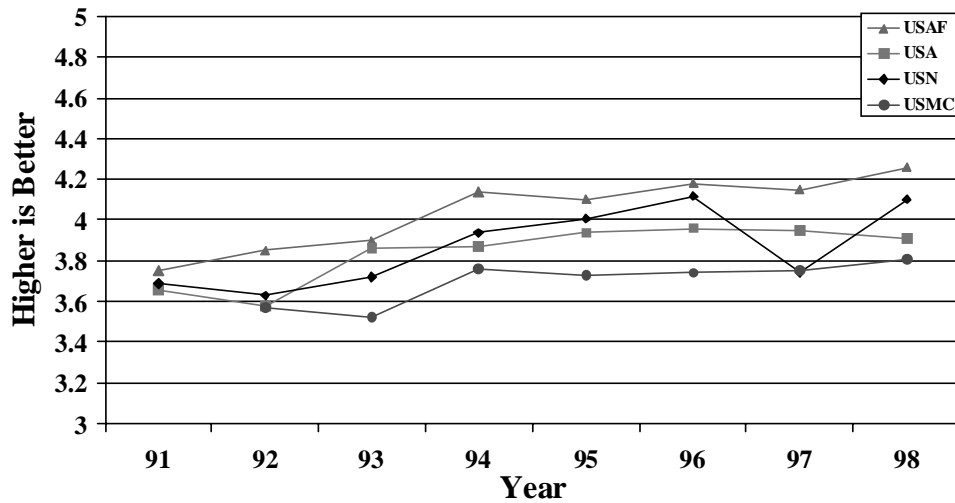
Positive Equal Opportunity Behaviors.

MEOCS PEOB Scale by Service



Racist/Sexist Behaviors.

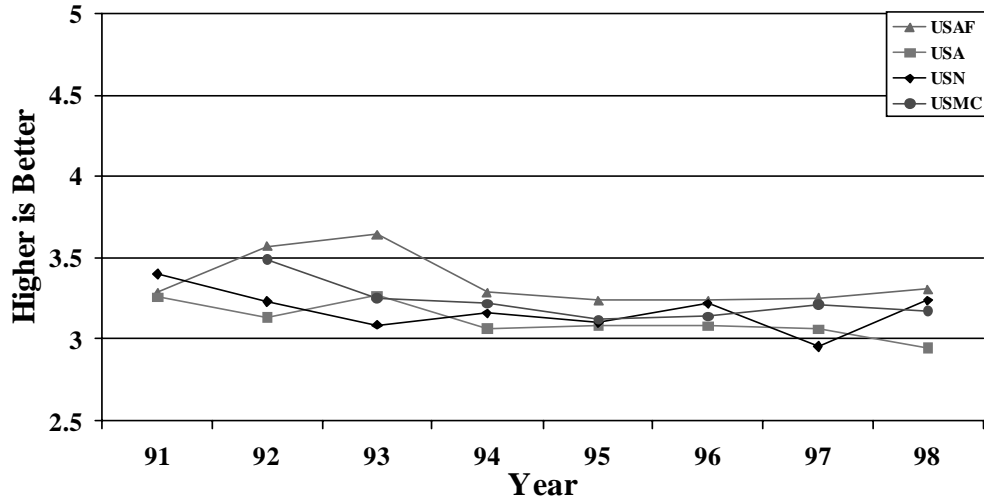
MEOCS RSB Scale by Service



PART 5

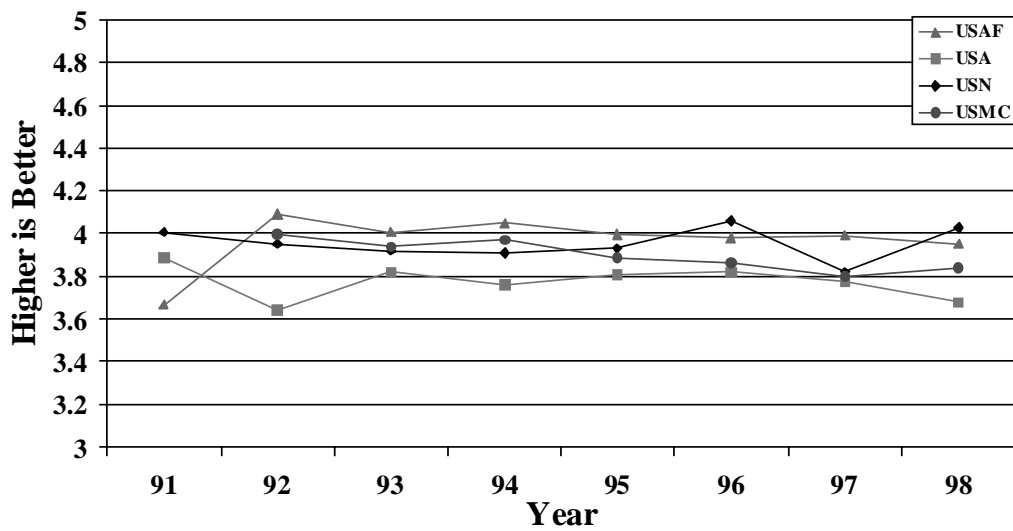
Commitment (please note change in scale on graph).

MEOCS COM Scale by Service



Perceived Work Group Effectiveness.

MEOCS PWGE Scale by Service



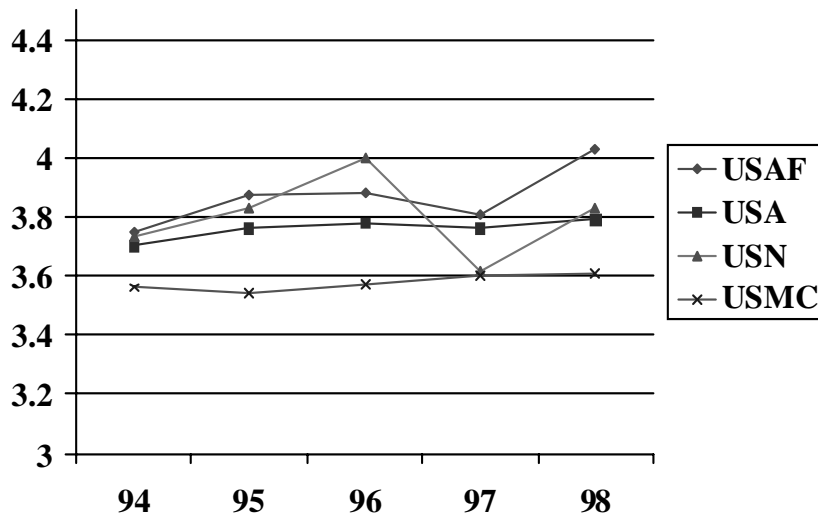
ADDITIONAL ANALYSES

The Commission asked that we provide additional analyses that may be of use to the committee. We believe that it may be of interest to note the differences in perceptions of sexual harassment/discrimination by military women across the various Services. The following graph reflects the MEOCS Sexual Harassment and (Sex) Discrimination (SHD) scale averages for women in the four DoD Services over the last five years. It should be noted that for some years and Services the number of respondents is relatively small. The table below shows these numbers. Typically, if the number of women falls much below 1,000 for a year the chances increase that the data reflect only a few units (and may therefore be more biased). Please note also that 1997 may be an unusual year due to the extensive publicity surrounding the Army's Aberdeen Proving Grounds sexual misconduct case.

Number of Women Respondents by Year and Service

Service	1994	1995	1996	1997	1998
USAF	3199	1877	2980	2995	1374
USA	7820	8345	8750	8852	13731
USN	2763	964	1335	648	676
USMC	909	1286	1335	607	1244

MEOCS Sexual Harassment/ Discrimination Scale - 94-98 - Military Women in DoD Services



As the graph indicates, there is a trend for military women in general to rate SHD more favorably over the last few years. With one exception, however, in all five years military women in the Marine Corps rate SHD statistically lower than their counterparts in any of the other Services ($p < .001$). The exception is 1997, where the USMC and USN scores are statistically equal and less favorable than the other Services. While many factors may contribute to the USMC women's lower scores, some have suggested gender-segregated basic training as a contributing factor (i.e., Marine men and women start off their military careers separated physically, and this separation may contribute to continued psychological separation throughout their careers). While the data presented are by no means conclusive, they are at least suggestive that the Marine Corps approach to basic training may not be as effective in preparing men and women to get along once they are in their duty assignments in the Service. Further research should be conducted to determine how much of the difference in scores between Marine women and other military women is due to differences in basic training and how much is due to other factors.

The Commission may also be interested in the attached paper (Appendix B), presented by Dr. Dansby of the Defense Equal Opportunity Management Institute, at a recent symposium. The paper has been updated for the Commission's benefit, and it addresses the trends in sexual harassment in the military during recent years. Data from a number of credible sources indicate the climate for sexual harassment is improving, suggesting Service actions to combat sexual harassment may be having an impact.

PART 5

Appendix A:
MEOCS Analyses
Results

Correlations Matrix with Significance Data

	SHD	PEOB	RSB	COM	PWGE	SAT	DMW	OEOC
SHD	1.0000 (*****) P= .	.1584 (*****) P= .000	.6923 (*****) P= .000	.2663 (*****) P= .000	.2235 (*****) P= .000	.2240 (*****) P= .000	.5073 (*****) P= .000	.3614 (*****) P= .000
PEOB	.1584 (*****) P= .000	1.0000 (*****) P= .	.1910 (*****) P= .000	.3077 (*****) P= .000	.3503 (*****) P= .000	.3383 (*****) P= .000	.3903 (*****) P= .000	.4004 (*****) P= .000
RSB	.6923 (*****) P= .000	.1910 (*****) P= .000	1.0000 (*****) P= .	.3144 (*****) P= .000	.2512 (*****) P= .000	.2459 (*****) P= .000	.4828 (*****) P= .000	.3830 (*****) P= .000
COM	.2663 (*****) P= .000	.3077 (*****) P= .000	.3144 (*****) P= .000	1.0000 (*****) P= .	.3647 (*****) P= .000	.5284 (*****) P= .000	.2970 (*****) P= .000	.4332 (*****) P= .000
PWGE	.2235 (*****) P= .000	.3503 (*****) P= .000	.2512 (*****) P= .000	.3647 (*****) P= .000	1.0000 (*****) P= .	.5478 (*****) P= .000	.2273 (*****) P= .000	.2813 (*****) P= .000
SAT	.2240 (*****) P= .000	.3383 (*****) P= .000	.2459 (*****) P= .000	.5284 (*****) P= .000	.5478 (*****) P= .000	1.0000 (*****) P= .	.1924 (*****) P= .000	.3167 (*****) P= .000
DMW	.5073 (*****) P= .000	.3903 (*****) P= .000	.4828 (*****) P= .000	.2970 (*****) P= .000	.2273 (*****) P= .000	.1924 (*****) P= .000	1.0000 (*****) P= .	.4704 (*****) P= .000
OEOC	.3614 (*****) P= .000	.4004 (*****) P= .000	.3830 (*****) P= .000	.4332 (*****) P= .000	.2813 (*****) P= .000	.3167 (*****) P= .000	.4704 (*****) P= .000	1.0000 (*****) P= .

(Note: all correlations are significant beyond .001)

(Coefficient / (Cases) / 2-tailed Significance)

The ***** indicates the N is too large to list (over 600K for every r)

" . " is printed if a coefficient cannot be computed

MEOCS Scale Scores by Year

MEOCS Scale Scores by Year

	91		92		93		94		95		96		97		98		T0000000 Table Total	
	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count
SCALE1 SHD	3.81	11204	3.76	63008	3.86	86624	3.92	125108	3.91	112976	3.99	110611	3.95	113038	3.98	137740	3.92	760309
SCALE3 PEOB	3.75	11204	3.65	63008	3.71	86624	3.73	125108	3.66	112976	3.72	110611	3.69	113038	3.61	137740	3.68	760309
SCALE4 RSB	3.70	11204	3.62	63008	3.80	86624	3.95	125108	3.95	112976	3.99	110611	3.98	113038	3.93	137740	3.91	760309
SCALE6 Org Commitment	3.37	11204	3.28	63008	3.26	86624	3.17	125108	3.13	112976	3.14	110611	3.12	113038	3.02	137740	3.15	760309
SCALE7 Perceived Mission Effectiveness	3.97	11204	3.86	63008	3.87	86624	3.89	125108	3.88	112976	3.89	110611	3.84	113038	3.73	137740	3.85	760309
SCALE8 Job Satisfaction	3.77	11204	3.63	63008	3.65	86624	3.62	125108	3.60	112976	3.64	110611	3.59	113038	3.55	137740	3.61	760309
SCALE9 DTMW	3.78	11204	3.71	63008	3.78	86624	3.75	125108	3.72	112976	3.75	110611	3.75	113038	3.70	137740	3.73	760309
SCALE12 OEOC	3.44	11204	3.34	63008	3.39	86624	3.38	125108	3.31	112976	3.35	110611	3.35	113038	3.28	137740	3.34	760309

Statistical significance: All scores are significantly different from each other with the following exceptions. Underlined sets of scores are not statistically different at the .05 level based on Dunnett's T3 procedure as a post hoc test after ANOVA.

SHD: 96 98

PEOB: 91 94 92 95

RSB: 94 95

Com: (all are different)

PWGE: 92 93 94 95 96

Sat: 92 94 93 96 95 97

DMW: 91 93 94 96 97 92 95 98

OEOC: 92 96 97 93 94

MEOCS Scale Scores by Gender and Year

MEOCS Scale Scores by Year

		91		92		93		94		95		96		97		98		T0000000 Table Total		
		Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	
1 WOMEN	SCALE1 SHD	3.52	1885	3.50	7911	3.62	15075	3.73	24677	3.72	21004	3.79	19622	3.74	19831	3.80	23060	3.72	133365	
	SCALE3 PEOB	3.75	1885	3.69	7911	3.72	15075	3.73	24677	3.70	21004	3.73	19622	3.72	19831	3.62	23060	3.70	133365	
	SCALE4 RSB	3.68	1885	3.64	7911	3.84	15075	4.04	24677	4.07	21004	4.07	19622	4.06	19831	4.02	23060	4.00	133365	
	SCALE6 Org Commitment	3.28	1885	3.26	7911	3.22	15075	3.15	24677	3.14	21004	3.12	19622	3.11	19831	3.02	23060	3.13	133365	
	SCALE7 Perceived Mission Effectiveness	3.98	1885	3.91	7911	3.93	15075	3.96	24677	3.97	21004	3.95	19622	3.91	19831	3.80	23060	3.92	133365	
	SCALE8 Job Satisfaction	3.79	1885	3.72	7911	3.69	15075	3.87	24677	3.68	21004	3.71	19622	3.64	19831	3.63	23060	3.67	133365	
	SCALE9 DTMW	3.44	1885	3.41	7911	3.45	15075	3.47	24677	3.45	21004	3.45	19622	3.48	19831	3.40	23060	3.45	133365	
	SCALE12 OECC	3.21	1885	3.16	7911	3.17	15075	3.19	24677	3.15	21004	3.20	19622	3.18	19831	3.10	23060	3.16	133365	
	2 MEN	SCALE1 SHD	3.87	9194	3.82	52228	3.84	64931	4.00	91070	3.98	81637	4.07	81574	4.04	82668	4.07	101369	4.00	584671
		SCALE3 PEOB	3.75	9194	3.67	52228	3.75	64931	3.78	91070	3.74	81637	3.77	81574	3.74	82668	3.68	101369	3.73	584671
		SCALE4 RSB	3.70	9194	3.62	52228	3.82	64931	3.96	91070	3.96	81637	4.00	81574	4.00	82668	3.95	101369	3.92	584671
		SCALE6 Org Commitment	3.39	9194	3.29	52228	3.29	64931	3.18	91070	3.14	81637	3.18	81574	3.13	82668	3.03	101369	3.16	584671
SCALE7 Perceived Mission Effectiveness		3.97	9194	3.88	52228	3.92	64931	3.93	91070	3.91	81637	3.93	81574	3.89	82668	3.79	101369	3.86	584671	
SCALE8 Job Satisfaction		3.77	9194	3.64	52228	3.69	64931	3.65	91070	3.63	81637	3.68	81574	3.63	82668	3.59	101369	3.64	584671	
SCALE9 DTMW		3.85	9194	3.77	52228	3.87	64931	3.98	91070	3.84	81637	3.85	81574	3.88	82668	3.81	101369	3.84	584671	
SCALE12 OECC		3.48	9194	3.38	52228	3.46	64931	3.45	91070	3.40	81637	3.42	81574	3.42	82668	3.34	101369	3.41	584671	
T0000000 .00 Table Total		SCALE1 SHD	3.81	11204	3.76	63008	3.88	86624	3.92	125108	3.81	112976	3.99	110611	3.86	113038	3.98	137740	3.92	760309
		SCALE3 PEOB	3.75	11204	3.65	63008	3.71	86624	3.73	125108	3.66	112976	3.72	110611	3.69	113038	3.61	137740	3.68	760309
		SCALE4 RSB	3.70	11204	3.62	63008	3.80	86624	3.95	125108	3.95	112976	3.99	110611	3.98	113038	3.93	137740	3.91	760309
		SCALE6 Org Commitment	3.37	11204	3.28	63008	3.28	86624	3.17	125108	3.13	112976	3.14	110611	3.12	113038	3.02	137740	3.15	760309
	SCALE7 Perceived Mission Effectiveness	3.97	11204	3.86	63008	3.87	86624	3.89	125108	3.88	112976	3.88	110611	3.84	113038	3.73	137740	3.85	760309	
	SCALE8 Job Satisfaction	3.77	11204	3.63	63008	3.65	86624	3.62	125108	3.60	112976	3.64	110611	3.59	113038	3.55	137740	3.61	760309	
	SCALE9 DTMW	3.78	11204	3.71	63008	3.70	86624	3.75	125108	3.72	112976	3.75	110611	3.75	113038	3.70	137740	3.73	760309	
	SCALE12 OECC	3.44	11204	3.34	63008	3.39	86624	3.38	125108	3.31	112976	3.35	110611	3.35	113038	3.28	137740	3.34	760309	

Statistical Significance: All main effects for gender and year are statistically significant beyond .001. Effect sizes are uniformly small, however, with the largest Eta-squares for gender occurring for SHD (.009), DMW (.014), and OECC (.004).

MEOCS Scale Scores by Level of Gender Integration and Year

		MEOCS Scale Scores by Year																T0000000 Table Total		
		91		92		93		94		95		96		97		98		00		
		Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	
1 Low	SCALE1 SHD	3.90	3928	3.82	12779	4.00	18271	3.96	20470	3.88	17603	3.83	14397	3.80	19970	3.98	21331	3.98	128747	
	SCALE3 PEOB	3.73	3928	3.61	12779	3.54	18271	3.58	20470	3.57	17603	3.54	14397	3.51	19970	3.52	21331	3.58	128747	
	SCALE4 RSB	3.71	3928	3.53	12779	3.73	18271	3.79	20470	3.84	17603	3.72	14397	3.80	19970	3.83	21331	3.70	128747	
	SCALE6 Org Commitment	3.34	3928	3.18	12779	3.10	18271	3.05	20470	3.14	17603	2.92	14397	3.02	19970	2.97	21331	3.00	128747	
	SCALE7 Perceived Mission Effectiveness	3.93	3928	3.88	12779	3.72	18271	3.78	20470	3.79	17603	3.88	14397	3.87	19970	3.88	21331	3.74	128747	
	SCALE8 Job Satisfaction	3.78	3928	3.61	12779	3.50	18271	3.53	20470	3.54	17603	3.44	14397	3.45	19970	3.45	21331	3.51	128747	
	SCALE9 DTMW	3.84	3928	3.74	12779	3.79	18271	3.76	20470	3.77	17603	3.68	14397	3.73	19970	3.73	21331	3.75	128747	
	SCALE12 OEOC	3.47	3928	3.37	12779	3.33	18271	3.32	20470	3.37	17603	3.20	14397	3.27	19970	3.28	21331	3.31	128747	
	2 High	SCALE1 SHD	3.78	7278	3.75	50229	3.82	88353	3.91	104838	3.89	95373	4.00	98214	3.94	93088	3.98	116409	3.91	831582
		SCALE3 PEOB	3.78	7278	3.87	50229	3.75	88353	3.78	104838	3.88	95373	3.74	98214	3.73	93088	3.82	116409	3.71	831582
		SCALE4 RSB	3.89	7278	3.64	50229	3.82	88353	3.98	104838	3.98	95373	4.03	98214	4.01	93088	3.95	116409	3.94	831582
		SCALE6 Org Commitment	3.38	7278	3.30	50229	3.30	88353	3.18	104838	3.13	95373	3.17	98214	3.14	93088	3.03	116409	3.18	831582
SCALE7 Perceived Mission Effectiveness		3.99	7278	3.88	50229	3.91	88353	3.91	104838	3.89	95373	3.92	98214	3.88	93088	3.75	116409	3.87	831582	
SCALE8 Job Satisfaction		3.77	7278	3.63	50229	3.68	88353	3.84	104838	3.81	95373	3.68	98214	3.82	93088	3.57	116409	3.83	831582	
SCALE9 DTMW		3.74	7278	3.70	50229	3.78	88353	3.75	104838	3.71	95373	3.78	98214	3.78	93088	3.69	116409	3.73	831582	
SCALE12 OEOC		3.42	7278	3.33	50229	3.40	88353	3.39	104838	3.30	95373	3.38	98214	3.37	93088	3.28	116409	3.35	831582	
T0000000		.00																		
Table Total																				
		SCALE1 SHD	3.81	11204	3.78	83008	3.86	86624	3.82	125108	3.91	112976	3.99	110811	3.95	113038	3.98	137740	3.92	760309
		SCALE3 PEOB	3.75	11204	3.65	83008	3.71	86624	3.73	125108	3.68	112976	3.72	110811	3.89	113038	3.61	137740	3.68	760309
	SCALE4 RSB	3.70	11204	3.82	83008	3.80	86624	3.95	125108	3.95	112976	3.99	110811	3.98	113038	3.93	137740	3.91	760309	
	SCALE6 Org Commitment	3.37	11204	3.28	83008	3.28	86624	3.17	125108	3.13	112976	3.14	110811	3.12	113038	3.02	137740	3.15	760309	
	SCALE7 Perceived Mission Effectiveness	3.97	11204	3.80	83008	3.87	86624	3.89	125108	3.88	112976	3.89	110811	3.84	113038	3.73	137740	3.85	760309	
	SCALE8 Job Satisfaction	3.77	11204	3.63	83008	3.65	86624	3.82	125108	3.80	112976	3.64	110811	3.59	113038	3.55	137740	3.81	760309	
	SCALE9 DTMW	3.78	11204	3.71	83008	3.78	86624	3.75	125108	3.72	112976	3.75	110811	3.75	113038	3.70	137740	3.73	760309	
	SCALE12 OEOC	3.44	11204	3.34	83008	3.39	86624	3.38	125108	3.31	112976	3.35	110811	3.35	113038	3.28	137740	3.34	760309	

Caveats: We do not have a separate measure of gender integration on the database. However, since most units administered the survey to all members, we used the ratio of men's and women's returns to calculate low (less than 10% women; less than 5% for USMC) and high (10%/5% or more women). Since there is a slightly higher probability that women return the survey, the percentage of "high" units may be slightly inflated.

Statistical Significance: All main effects for gender integration and year are statistically significant beyond .001. Effect sizes are uniformly small, however, with the Eta-squares for gender integration ranging from less than .001 to .003, with the following scales having the largest Eta-squares: PEOB and RSB (both .003).

MEOCS Scale Scores by Type of Organization and Year

		MEOCS Scale Scores by Year																		
		91		92		93		94		95		96		97		98		1000000 Table Total		
		Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	
1 combat	SCALE1 SHD	3.72	2966	3.72	22561	3.98	12253	3.90	30827	3.90	27700	3.97	23493	4.00	34017	3.98	65723	3.92	219670	
	SCALE3 PEOB	3.55	2966	3.50	22561	3.49	12253	3.59	30827	3.52	27700	3.59	23493	3.59	34017	3.51	65723	3.54	219670	
	SCALE4 RSB	3.50	2966	3.48	22561	3.74	12253	3.79	30827	3.72	27700	3.85	23493	3.89	34017	3.60	65723	3.77	219670	
	SCALE6 Org Commitment	3.15	2966	3.05	22561	2.99	12253	2.98	30827	2.93	27700	2.93	23493	3.01	34017	2.87	65723	2.96	219670	
	SCALE7 Perceived Mission Effectiveness	3.78	2966	3.61	22561	3.60	12253	3.71	30827	3.65	27700	3.76	23493	3.72	34017	3.61	65723	3.66	219670	
	SCALE8 Job Satisfaction	3.59	2966	3.40	22561	3.42	12253	3.47	30827	3.42	27700	3.50	23493	3.47	34017	3.42	65723	3.44	219670	
	SCALE9 DTMW	3.61	2966	3.59	22561	3.68	12253	3.70	30827	3.64	27700	3.68	23493	3.75	34017	3.65	65723	3.67	219670	
	SCALE12 OEOC	3.18	2966	3.07	22561	3.21	12253	3.26	30827	3.18	27700	3.21	23493	3.31	34017	3.16	65723	3.20	219670	
	2 combat support	SCALE1 SHD	3.73	1931	3.81	1665	3.80	10995	3.86	18811	3.83	25590	3.97	27031	3.92	31917	3.96	31445	3.90	149385
		SCALE3 PEOB	3.72	1931	3.58	1665	3.72	10995	3.73	18811	3.74	25590	3.78	27031	3.76	31917	3.67	31445	3.74	149385
SCALE4 RSB		3.63	1931	3.56	1665	3.69	10995	3.81	18811	3.95	25590	3.95	27031	3.95	31917	3.97	31445	3.91	149385	
SCALE6 Org Commitment		3.31	1931	3.21	1665	3.10	10995	3.10	18811	3.11	25590	3.17	27031	3.14	31917	3.08	31445	3.12	149385	
SCALE7 Perceived Mission Effectiveness		3.92	1931	3.71	1665	3.80	10995	3.84	18811	3.92	25590	3.90	27031	3.86	31917	3.78	31445	3.85	149385	
SCALE8 Job Satisfaction		3.77	1931	3.52	1665	3.56	10995	3.60	18811	3.80	25590	3.88	27031	3.61	31917	3.59	31445	3.61	149385	
SCALE9 DTMW		3.76	1931	3.65	1665	3.72	10995	3.74	18811	3.75	25590	3.76	27031	3.77	31917	3.71	31445	3.74	149385	
SCALE12 OEOC		3.32	1931	3.29	1665	3.28	10995	3.31	18811	3.30	25590	3.40	27031	3.38	31917	3.33	31445	3.34	149385	
3 combat service support		SCALE1 SHD	3.68	6307	3.76	21559	3.89	27079	3.94	73308	3.90	99549	4.00	80087	3.94	47104	4.00	40516	3.95	335509
		SCALE3 PEOB	3.85	6307	3.74	21559	3.76	27079	3.79	73308	3.70	99549	3.73	80087	3.71	47104	3.72	40516	3.74	335509
	SCALE4 RSB	3.81	6307	3.67	21559	3.95	27079	4.05	73308	4.06	99549	4.06	80087	4.08	47104	4.10	40516	4.03	335509	
	SCALE6 Org Commitment	3.49	6307	3.40	21559	3.48	27079	3.25	73308	3.23	99549	3.21	80087	3.18	47104	3.22	40516	3.28	335509	
	SCALE7 Perceived Mission Effectiveness	4.07	6307	3.98	21559	3.93	27079	3.98	73308	3.96	99549	3.93	80087	3.91	47104	3.92	40516	3.95	335509	
	SCALE8 Job Satisfaction	3.66	6307	3.70	21559	3.72	27079	3.69	73308	3.68	99549	3.68	80087	3.65	47104	3.70	40516	3.70	335509	
	SCALE9 DTMW	3.66	6307	3.77	21559	3.83	27079	3.78	73308	3.74	99549	3.77	80087	3.75	47104	3.75	40516	3.77	335509	
	SCALE12 OEOC	3.59	6307	3.45	21559	3.52	27079	3.44	73308	3.37	99549	3.39	80087	3.38	47104	3.43	40516	3.42	335509	
	1000000 Table Total	DO	3.81	11204	3.74	45815	3.88	50327	3.91	123046	3.91	112839	3.90	110811	3.95	113038	3.98	137684	3.93	704564
		SCALE1 SHD	3.75	11204	3.62	45815	3.69	50327	3.73	123046	3.65	112839	3.72	110811	3.69	113038	3.61	137684	3.68	704564
SCALE3 PEOB		3.70	11204	3.57	45815	3.84	50327	3.95	123046	3.90	112839	3.99	110811	3.98	113038	3.83	137684	3.92	704564	
SCALE4 RSB		3.37	11204	3.22	45815	3.27	50327	3.16	123046	3.13	112839	3.14	110811	3.12	113038	3.02	137684	3.13	704564	
SCALE6 Org Commitment		3.97	11204	3.79	45815	3.82	50327	3.89	123046	3.88	112839	3.89	110811	3.84	113038	3.73	137684	3.84	704564	
SCALE7 Perceived Mission Effectiveness		3.77	11204	3.57	45815	3.61	50327	3.62	123046	3.60	112839	3.64	110811	3.59	113038	3.55	137684	3.60	704564	
SCALE8 Job Satisfaction		3.70	11204	3.66	45815	3.77	50327	3.75	123046	3.72	112839	3.75	110811	3.75	113038	3.70	137684	3.73	704564	
SCALE9 DTMW		3.44	11204	3.26	45815	3.39	50327	3.37	123046	3.31	112839	3.35	110811	3.35	113038	3.28	137684	3.33	704564	
SCALE12 OEOC																				

Caveats: Organizations self-identified as to type of mission. Only the Army uses the terminology “combat,” combat support,” and “combat service support”; however, all units were asked to choose one of these labels to describe their mission.

Statistical Significance: All main effects for type and year are statistically significant beyond .001. Effect sizes are uniformly small, however, with the Eta-squares for Service ranging from less than .001 to .013, with the following scales having the largest Eta-squares: PEOB (.006),RSB (.009). Com (.013), Sat (.008), and OEOC (.005).

PART 5

Appendix B:
Sexual Harassment in the Military:
What are the Trends? ¹

By

Mickey R. Dansby

Defense Equal Opportunity Management Institute

PART 5

¹ The views expressed in this paper are those of the author and do not necessarily represent the views of the Department of Defense or any of its agencies.

Sexual harassment has been a much discussed issue in the military, especially in recent years, where we have seen many notable cases of sexual misconduct extensively reported in the media (e.g., the Navy's Tailhook incident; the Kelly Flinn case in the Air Force; and in the Army, Aberdeen Proving Grounds and Sergeant Major of the Army McKinney). Although the Services have instituted policy directives and broad training programs in sexual misconduct prevention, the anecdotal evidence would suggest things are getting worse, not better. Are there scientific data that either confirm or challenge this impression? To address the question, this paper reviews a number of broad surveys focusing on the direction of change in sexual harassment scores, culminating with the presentation of five-year trend data from the Military Equal Opportunity Climate Survey (MEOCS).

While the issue of sexual harassment has been prominent in the media and research literature during the past few years, care should be exercised in interpreting the results of various studies. There are many different operational definitions used in measuring sexual harassment: perceptions of what has happened to others, reports of personal experience, and reports of formal complaints, to name a few (Eisaguirre, 1993; Culbertson & Rosenfeld, 1994). Furthermore, studies may use different time references (i.e., have you *ever* experienced, experienced in the *last year*, etc.), selection of participants may vary (i.e., self-selected or randomly selected), and the *behaviors* reported may not even be considered harassing by the respondent. A final consideration is differences in working conditions and exposure to sexual harassment. When military rates are reported as higher than those for civilian employees, the surveys often do not consider the differences in working conditions for civilian and military employees (i.e., while civilians are typically "on duty" for normal 8-hour work days, military members are on duty 24 hours a day and often live in military quarters; this expands the opportunities for work-related harassment; also, because men are more likely to harass women than vice versa, the higher ratio of men to women--over six to one--in the military increases opportunities for military women to experience sexual harassment). However, even with consideration for all these caveats, sexual harassment remains an issue of major concern to the Services (Bastian, Lancaster, & Reyst, 1996), and developing strategies for the prevention of sexual harassment will likely continue to be a high interest item.

Because of the different methodologies used to measure sexual harassment, the present paper examines the direction of change by examining several surveys that may be compared across time and that used the same (or a very similar) internal measurement approaches. By comparing later results with earlier results on the same instruments, we may be able to gain a sense of the overall direction of change in the level of sexual harassment. Several such major studies of sexual harassment in the military have been conducted, then repeated at a later time, in the last 18 years.

Perhaps the best-known repeat studies were conducted by the U.S. Merit Systems Protection Board (MSPB; 1981, 1988) in 1980 and 1987. While not specifically focused on the military, these studies included information concerning sexual harassment of civilians working for the Services. The MSPB defined several categories of sexual harassment, varying in severity. The *most severe* form was actual or attempted rape or assault; the *severe* forms were deliberate touching, pressure for sexual favors, and letters and calls; the *less severe* forms

were sexual remarks, suggestive looks, and pressure for dates. The survey asked respondents to indicate whether they had experienced any of these forms of harassment during the 24 months prior to completion of the survey. Table 1 shows the reported incidence rate, by gender and Service, for the two surveys. The table is adapted from U.S. Merit Systems Protection Board, 1981, 1988.

Table 1
Results of the MSPB Surveys of DoD Civilians:
Those Experiencing at Least One Incident in the Previous Two Years

SERVICE	1980 Survey		1987 Survey	
	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>
Air Force	12%	46%	16%	45%
Army	16%	41%	11%	44%
Navy/Marine Corps	14%	44%	14%	47%
Federal Government Average	15%	42%	14%	42%

As the table indicates, there was relatively little change in the incidence of sexual harassment of female civilian employees of the military between 1980 and 1987.

Surveys bearing directly on the incidence of sexual harassment in the military have been conducted by the Defense Manpower Data Center (DMDC; Bastian et al., 1996; Martindale, 1990) and the Navy Personnel Research and Development Center (NPRDC; Culbertson & Rosenfeld, 1994; Culbertson, Rosenfeld, & Newell, 1993; Newell, Rosenfeld, & Culbertson, 1995; Rosenfeld, Culbertson, Booth-Kewley, & Magnusson, 1992; Thomas & Le, 1996; Thomas, Newell, & Eliassen, 1995).

The military surveys conducted by DMDC in 1988 and 1995 used probability samples representing military personnel from all Services (Bastian, et al., 1996; Martindale, 1990). The measurement approach was similar to the MSPB model. The rates for military women were higher than those reported by civilians in the MSPB surveys, though the rates for military men were similar to those of the male civilian employees. A major finding of the 1995 survey was a significant decline from the 1988 survey in the reported incidence of sexual harassment. While 64% of the women in the 1988 survey reported at least one incident during the preceding 12 months, 55% gave a similar report in 1995. The comparable rates for men dropped from 17% to 14%. On the 1995 survey, 4% of military women indicated they had experienced the most severe forms of harassment (actual or attempted rape or assault) by someone at work during the last year, down from 5% on the 1988 survey; in 1995, 7% of all military women reported ever experiencing rape or assault from sources in the military work environment; in the 20 and under age category, the rate was 8%. Though comparison to civilian rates is difficult (because of a number of methodological concerns), Schwartz and Nogrady (1996) reviewed the literature on rape and sexual aggression against women on college campuses (women of roughly equivalent age to first term military women) and provided estimates of rates in the 15-25% range. Another section of the 1995 survey asked respondents

to indicate whether the level of sexual harassment increased, remained the same, or declined over the last several years. Of women with 6-10 years of service, 10% thought it had increased, 30% indicated it had remained about the same, and 60% believed it had declined.

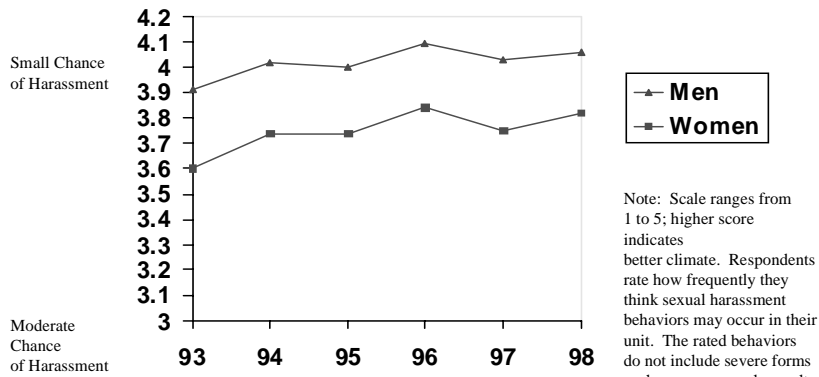
Results from another series of probability samples, the biennial Navy Equal Opportunity and Sexual Harassment Surveys (NEOSH) from 1989-1993, have been published in several reports from NPRDC (Culbertson et al., 1993; Rosenfeld et al., 1992; Thomas et al., 1995); while unpublished at this writing, the 1995 results have been analyzed and briefed within the Navy. The NEOSH also uses a measurement approach similar to that used by the MSPB studies. Table 2 shows the percentages of enlisted and officer women indicating they had received some form of sexual harassment during the previous year for the 1989-1995 surveys. The table is adapted from NPRDC technical reports.

Table 2
Results of the NEOSH Surveys of Navy Women:
Those Experiencing at Least One Incident in the Previous Year

Group	1989	1991	1993	1995
Officer Women	26%	33%	20%	15%
Enlisted Women	42%	44%	33%	29%

Finally, the MEOCS is a widely used equal opportunity and organizational effectiveness survey that has been available to commanders from all Services since June of 1990 (Dansby & Landis, 1991; Landis, Dansby, & Faley, 1993). It has maintained a consistent measurement strategy and has demonstrated validity and reliability. Nearly 6,000 reports have been provided to unit commanders, and the combined MEOCS database contains almost 800,000 cases, representing all Services. The results of the MEOCS Sexual Harassment and (Sex) Discrimination scale for the last six years (1993-1998) are shown in Figure 1. The scores and N's have been weighted by Service and demographic group (minority/majority, men/women, officer/enlisted) representation. The scale is based on respondents' ratings of the likelihood of specific critical incidents of (relatively mild) sexual harassment or gender discrimination within their units in the 30 days prior to the survey. The scale goes from 1=*very high chance* to 5=*almost no chance* that the actions occurred. Figure 1 indicates perceptions by both women and men of a generally improving gender climate. (Perhaps the slight dip in 1997 was due to the unusually high visibility of this issue in the media during that year; if so, it appears the effect was temporary.)

Average MEOCS Sexual Harassment & (Sex) Discrimination Scores by Year



Year	N	
	Men	Wom
93	75k	16k
94	114k	26k
95	83k	19k
96	83k	18k
97	81k	18k
98	84k	18k

Source: Defense Equal Opportunity Management Institute, Patrick AFB, FL.

Note: Scale ranges from 1 to 5; higher score indicates better climate. Respondents rate how frequently they think sexual harassment behaviors may occur in their unit. The rated behaviors do not include severe forms such as rape, sexual assault, or quid pro quo harassment. Scores and N's are weighted by Service representation and demographic group.

Considering all the results from the broadly based surveys, it is clear that the general trend is toward a reduction in the level of sexual harassment toward women in the Services. Although the overall level of harassment is still cause for concern, the results offer some encouragement that, even though problems remain, sexual harassment prevention efforts may be having some positive effect in the military. This in no way implies that a reduction in efforts is called for; in fact, just the opposite may be indicated. If, indeed, efforts to reduce sexual harassment are working, the leaders of the Services may wish to increase their commitment to a strategy that is having the desired effect. Another implication of the present analysis is that the Services should continue to pursue scientific research, rather than anecdotal incidents, as a strategy to measure the impact of policy and training strategies. Though specific incidents may indicate conditions that should be corrected, they do not allow an assessment of the big picture. An understanding of the broader issues may help leaders map more effective strategies for the future and move the Department of Defense closer to an environment free of sexual harassment and other forms of gender discrimination.

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