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ABSTRACT
        This study on integrating women in the navy analyzed
approximately 400 surveys collected by the U.S. Navy Steering Group
relevant to Women in Non-Traditional Work Roles, results of a focus
group, and a review of the literature. Surveys were sent to various
U.S. Navy facilities where female employee responses were solicited
and documented. The study analyzed problems reported by these women
in their work environments, their coping strategies, and their
recommendations for improving their work environments. The study's
goals involved identifying validated practices regarding effective
cohesive work environments and development of recommended
intervention strategies to enhance the acceptance, integration, and
utilization of women in the navy. Survey responses were categorized
into eight basic areas: (1) super woman mentalities; (2) subduing and
de-emphasizing individual femininity; (3) siege mentalities and
outlooks; (4) the "don't make waves" attitude; (5) non-intrusive and
invisible personalities; (6) training; (7) two strikes syndrome; and
(8) accelerated stridency and militancy. The study's conclusions
addressed: communication, especially concerning directives from upper
command; the need for more training in interpersonal/multicultural
diversity skills; the need for a comprehensive mentoring program;
management performance appraisals; the dispute resolution process;
and support systems and networks. (Contains 17 references.) (CK)

Integration of Women in Non-Traditional

Work Roles

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ABSTRACT

This study was designed to conduct an analysis of approximately 400 surveys collected by the U.S. Navy Steering Group relevant to Women in Non-Traditional Work Roles.

These surveys had been sent to various U.S. Navy activities where their responses were solicited and documented. Problems encountered by these women in these various work environments were perused and analyzed as were the survival techniques, tactics, and strategies they employed. Also perused and analyzed were their recommendations for improving the lots and situations of these work environments.

The overall goal was to use the data gathered from perusing and categorizing the responses from the surveys and assessing research on other underrepresented populations of persons facing similar or comparable experiences relating to attaining acceptance, integration and inclusion in different types of work environments and work places. To pursue the overall goal of the study, a series of guiding research questions were formulated. These questions formed the basis for determining women perceptions of their work places.

3

INTRODUCTION

Spurred on by changing social values and attitudes, economic generations, and the influence of government actions, women have become a real and significant part of the labor force (Savery, 1992). Now educational attainment, rising divorce rates resulting in more women becoming heads of households, decline in the birth rates, and the high cost of maintaining a household are all likely to enhance the trend toward greater female participation in the workforce. Consequently, in concern with the human side of organizations, one should not, as has additionally been the case, overlook women as a significant integration in today's organizations (Kohlberga and Smith, 1992; Farley, 1993; Naisbitt and Aburdene, 1990).

Kassen (1995) pointed out that female, full–time workers were receiving only 60% of what full–time male workers were earning as median incomes. A woman with a college degree was earning no more than a male high school graduate as median income (Mason, 1992; Sanger, 1992). This injustice was clearly highlighted in a recent Washington Post Magazine Estabrook, (1995) revealed that a female surgeon at one of the largest hospitals in the country, affiliated with a top university, and one of the most prestigious research facilities in the world, was paid $40,000 less than her male counterparts. The female surgeon had undergone the same training, had published several papers, and had won an award for outstanding research. This article supports most of the research concerning women in the workplace in that females would have no problems being employed in technical and professional categories but the salary is not generally comparable to males.

The greatest growth in women's employment has taken place in the professional and technical categories—from 1.8 million in 1950 to 5.3 million in 1975. The U.S. Navy's Women in Non–Traditional Work Roles represented a part of this increase. Representations of women

in professions such as law, engineering and medicine, though rising, were still low as late as 1975. However, in 1975, one-fourth of all the new entrants in medical schools were female, up from 13% in 1972. Graduate school entrants data indicate that more and more women will hold high-paying administrative, managerial, and technical jobs in the immediate future. Over 40% of the college graduates are now women (Sowell, 1991; Johnston and Packer, 1987; Kinsley-Ginn, 1992; Toohney, 1993; Hinckley, 1991; Fontaine, 1989).

As a result, more highly trained and educated workforce can hardly be successfully managed by supervisors and managers who are virtually frozen in the 1950s. A more educated, technically trained and professional workforce requires a more sophisticated manager. Such a manager must be conversant and knowledgeable concerning the demographics of cultural diversity as a fact of life in America today. Hence, the human side of management must become an aspect and an integral component of managerial training, the selection processes and evaluation processes. Succinctly, managers must be trained, recruited, selected, rated and promoted on this human skills acumen as well as their technical competencies (Kuhn, 1962; Vartanian, 1992).

Managers and supervisors are the linchpins upon which this inclusion/integration/incorporation must be predicated. These are the persons who manage the day-to-day processes that attenuate this process making it more facile or more difficult (Porter, 1990).

There is, hence, a need for supervisory, managerial, and administrative action to secure for women the rights guaranteed by federal and state legislative enactments and mandates. If past experience with similar problems is any guide, these problems will be ultimately resolved

by day–to–day interactions in the workplace. However, there is still much that can be done in the interim to expedite these integration processes (Crawford, 1993).

Purpose of the Study

The purpose of the study was to peruse and analyze the responses of approximately 400 civilian employees regarding the problems they encountered in the work environment as persons in Non–Traditional Work Roles, the techniques, tactics, and strategies that they devised and initiated to help them survive and progress in this work climate, and their recommendations for making this work environment a more inclusive/integrative one.

A subsidiary purpose was to access research findings that yield validated practices regarding effecting cohesive work environments and determine if these have extrapolations for addressing the problem(s) under study.

The final and overall or end purpose was to develop and present to the Department of the Navy Office of Civilian Personnel Management as deliverables a series of intervention strategies designed to enhance the acceptance, integration, and full and creative utilization of Women in Non–Traditional Work Roles in the role and mission of the U.S. Navy.

Methods and Procedures

The initial aspect of project work was the perusing of the surveys and analyzing their contents. However, in order to determine whether or not the problem(s) currently being experience in the naval civilian workforce was one that was uniquely experienced by the respondents in the sample, a focus group of other female federal workers with Civil Service status was structured. A group of eight women, all of whom had at least seven years of

experience, (X = 9) were assembled. They were asked the same questions that the respondents were asked.

These attendees arrived at the consensus that both sexual harassment and gender discrimination are alive and well and living in the workplace. They all also generally agreed that these manifestations are now more subtle and covert and that males who tend to engage in these practices and behaviors are perhaps more afraid of reprisals.

These focus group attendees also indicated that the ability to work harmoniously with a workforce characterized by cultural, ethnic, racial and gender diversity is gradually being built into the appraisal of performance process. They also indicated that they felt that the group differences almost invariably were gradually worked out when supervisors and managers were required to give more than lip service to cultural diversity in the workplace.

When asked whether the inclusion/integration goals of their organizations were geared toward effecting attitudinal change or behavioral change, most of these focus group members indicated that while behavioral change was prioritized, attitudes also changed through the interactions of persons at work tasks, especially when these tasks were considered to be important and compelling.

As these focus group attendees were from several different federal agencies (U.S. Department of Labor, Social Security Administration, U.S. Department of Transportation – the U.S. Coast Guard and Health Statistics), there were variations as well as similarities in terms of their responses to the issue of attitudinal change versus behavioral change. It did, however, appear that in agencies wherein the work tasks were viewed by these respondents to be routine,

mundane, and repetitive, the large number of incidents of both gender discrimination and sexual harassment tended to occur.

The attendees also felt that the educational levels of the employees also tended to impact the incidence of both gender discrimination and sexual harassment. They also voiced the view that younger employees who tended to have had more multicultural experiences tended to have more positive attitudes. They specifically cited school experiences in integrated school settings and in military service organizations as being contributory to this positivism.

Strangely, some of these persons subscribed to the view that upper echelon managers and supervisors often aggravate a d even manipulate gender discrimination by their own attitudes toward directives and memoranda on the subject of workplace diversity. They pointed out that they often make veiled references and derogatory allusions to the nuisance factors attenuating these documents. Such remarks they indicated are often made in staff meetings and in-service training sessions.

Apparently, these attendees believe that the perfunctionary and obiter dicta ways in which these directives and memoranda are addressed by managers and supervisors actually deleteriously impact their essential usefulness. When asked what could be done to enhance the magnitude of seriousness ascribed to these directives and memoranda by managers and supervisors, the women in the focus group indicated that the managers themselves need some additional orientation to their own roles and responsibilities within the organization. They pointed out that, after all, they represent to the general public and others the organizations wherein they are employed. They intimated that many of these persons are rather poor representatives of these organizations because of their professional persona or the lack of it.

When asked whether or not, in an era of contraction and retrenchment in the workforce, they felt that greater diversity initiatives would be either amplified or downgraded, the respondents indicated that this could cut both ways. They indicated that they believed that the retrenchment of personnel will necessarily result in more work tasks having to be performed by the workers retained. This, they believe, will lead not only to the development of a more efficient worker, but also a more complete utilization of the skills of all persons employed.

When asked whether they were essentially more optimistic of more pessimistic regarding the chances for optimally and harmoniously integrating women into all aspects of the work environments of their organizations, the attendees unanimously agreed that slow progress is being made. They indicated that they felt that when the upper echelon administrators positively set the tone that certain overt behaviors will not be tolerated, middle managers, supervisors, and co-workers, many of whom aspire to become managers and supervisors, fall in line.

Finally, most of the attendees expressed the view that the problems of gender discrimination will ultimately be solved via the interactive process working with each other. They, nevertheless, universally subscribed to the viewpoint that interim procedures are definitely needed to guide the process involved in eliminating these mind sets and overt actions.

The survey-descriptive method of research was utilized to attain answers to the research questions.

Population

The study population consisted of approximately 400 respondents to the questions in the surveys.

Instruments

The survey forms and the focus group information constituted the primary instrument used to gather data.

The surveys were read and categorized into nine (9) basic areas. They were:

1) super woman mentalities

2) subduing and de-emphasizing their own femininities

3) siege mentalities and outlooks

4) don't make waves

5) non-intrusive and invisible personalities

6) stepped up training and efficiency

7) two strikes syndrome

8) excellency oriented training and preparation

9) accelerated stridency and militancy.

Categories 6 and 8 were combined in order to adhere to the statistical program, thus bringing the total number of categories used in the statistical analysis to 8 categories. There was not unanimity of opinion regarding categorizing the questions. An inter-rater reliability method was employed to determine the categories.

Analyses of Data

Basically the only kinds of statistical instruments employed were: (1) Inter-Rater Reliability Correlations, (2) Descriptive Statistics, and (3) Percentiles.

Approximately 400 participants responded to the survey. Some elected not to respond at all. Approximately 50% of the participants did not respond to several questions in the survey. The total number of participants who responded fluctuated widely from question to question. In no instance was there a 100% response rate to any question in the survey. Premised upon the aforementioned, raw scores were used for all the statistical analyses.

The survey were read and categories under eight (8) areas. The raw scores for each of the categories were recorded. All statistical procedures were conducted using the above procedures.

In order to determine inter–rater reliability among the research staff, inter–rater reliability correlations were computed. The inter–rater reliability for the categories are reflected in Table 1. A correlation index of .80 is considered acceptable to establish reliability.

Table 1

<u>Inter-Rater Reliability Correlations Matrix</u>

Categories

*Survey Questions	Super Woman	De-Emphasis Femininity	Siege Mentaility	Don't Make Waves	Non Intrusive	Stepped Up Training	Two Strike Syndromes	Orientation	Accelerated Strindency
1	.84	.84	.86	.86	.84	.82	.87	.81	.83
2	.82	.80	.81	.82	.83	.88	.84	.86	.84
3	.83	.82	.80	.84	.84	.85	.80	.85	.81
4	.81	.84	.82	.83	.81	.87	.82	.87	.82

Data in Table 1 show that all of the inter-rater reliabilities met the established standard (.80). Therefore, it may be concluded that there was a significant amount of agreement between the research staff relevant to the categories.

Findings

Harvard graphics were employed to visually show participants attitudes toward the survey. Figure 1 shows participants involvement with the integration of women in non-traditional work roles.

12

13

Data in Figure 1 reveals that 172 participants voiced that they had been involved with the integration of Women in Non–Traditional Work Roles. This number represented approximately 43% of the participants. One hundred seventy–one (171) participants (42.5%) did not respond.

Fifty seven (57) participants (14.5%) indicated that they had not been involved with the integration of women in the workplace.

Figure 1. Involvement with the Integration of Women in Non–Traditional Work Roles

Yes
172

No
57
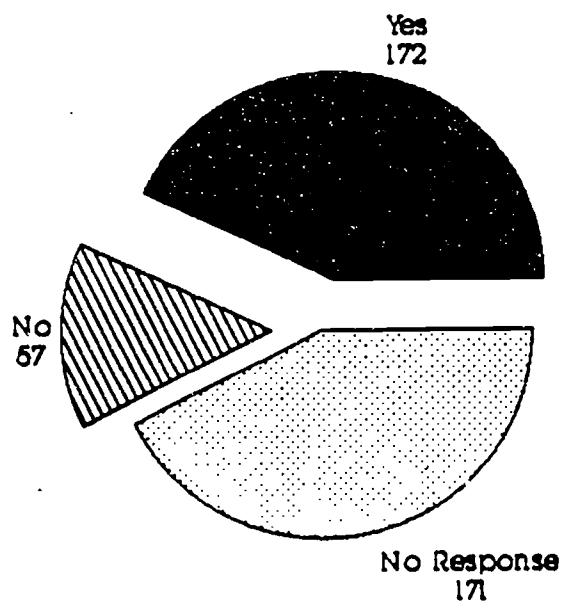
No Response
171

Participants reported the successes that they have had with integrating Women in Non-Traditional Work Roles. Figure 2 overviews their responses.

A significant number of participants (264) stated that they have had some successful experiences integrating Women in Non-Traditional Work Roles. This number represented approximately 66% of the participants. One hundred thirty-six (136) of the participants commented that they have had no successful experiences with integrating Women in Non-Traditional Work Roles. This number represented (34%) of the participants. Figure 2 suggests that a significant number of participants had successful experiences with integrating women in non-traditional work roles.

Figure 2. Participants Who Reported Some Successful Experiences Which They Wished To Share (N = 400)
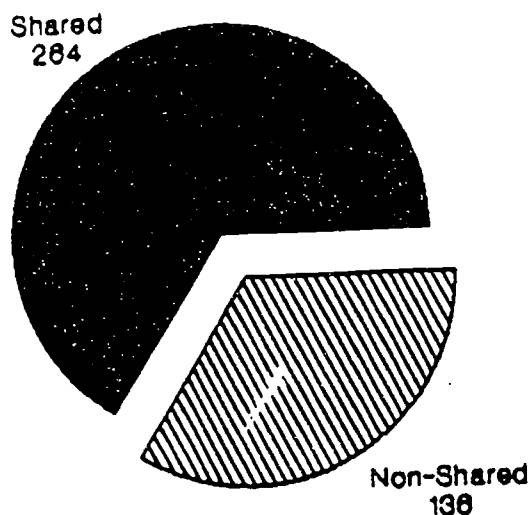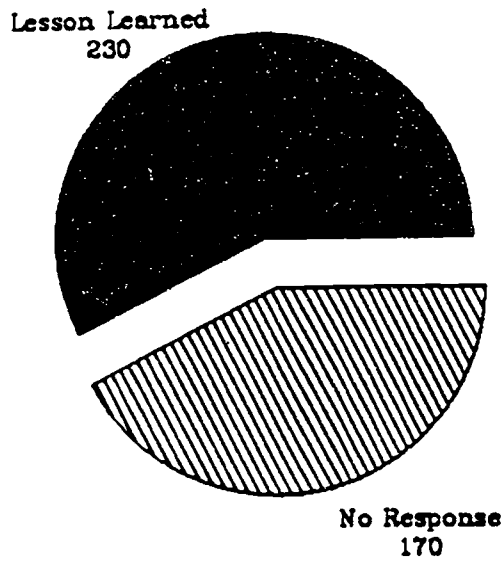
Shared
264

Non-Shared
136

Figure 3 overviews participants perceptions of lessons learned involving the
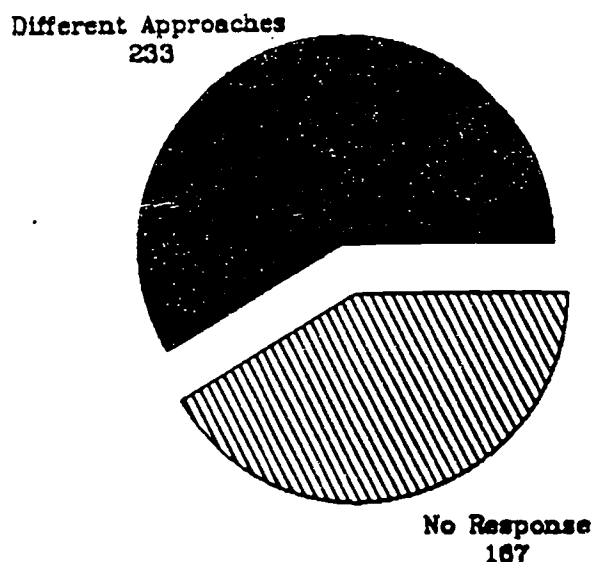
integration of Women in Non–Traditional Work Roles.

Figure 3. Overviews Participants Perceptions of Lessons Learned
Involving the Integration of Women in
Non–Traditional Work Roles (N = 400)

Lesson Learned
230

No Response
170

An inspection of Figure 3 summarizes participants perceptions toward

lessons learned involving the integration of Women in Non-Traditional Work Roles. Two

hundred thirty (58%) of the participants stated that they had learned lessons involving the

integration of Women in Non-Traditional Work Roles. One hundred seventy (42%) of the

participants voiced that they had not learned any lessons involving the integration of Women in

Non-Traditional Work Roles.

Data in Figure 4 reflect what participants would do differently toward

involving the integration of Women in Non-Traditional Work Roles.

Figure 4. Participants Attitudes Toward What They Would Do Differently
Toward Lessons Learned With Involving the Integration of
Women in Non-Traditional Work Roles (N = 400)

Different Approaches
233

No Response
167

Interpretation of Figure 4 indicates that 233 (58%) of the participants

responding would use different approaches involving integration of Women in Non-Traditional

Work Roles. One hundred sixty-seven (42%) did not respond.

Participants voiced their views toward recommendations that they would

make toward integrating Women in Non-Traditional Work Roles. Their views are reported in

Figure 5.

Figure 5. Percentages of Survey Responses to Categories of
Survival Techniques, Tactics, and Strategies
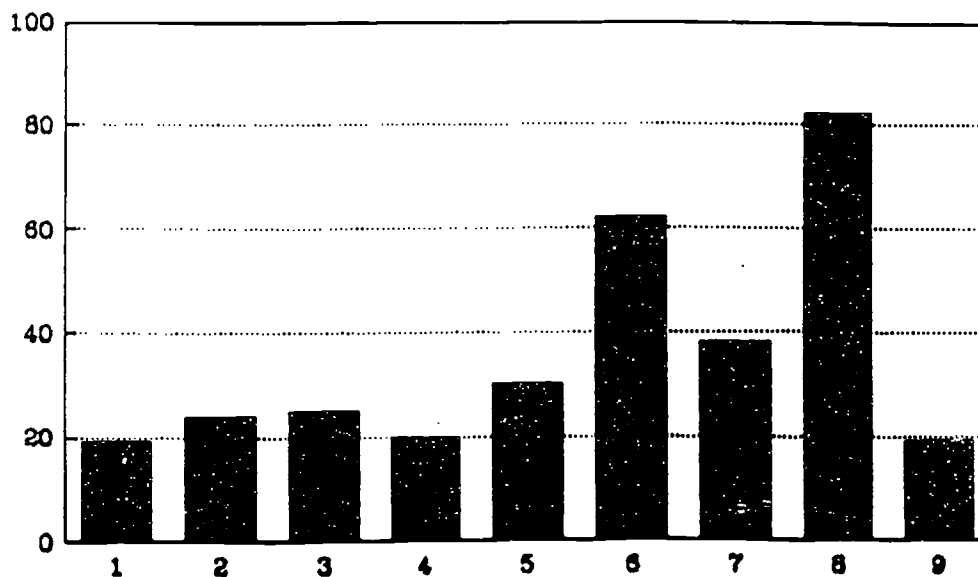
Legend

1 super woman mentalities
2 subduing and de-emphasizing own femininities
3 siege mentalities and outlooks
4 don't make waves
5 non-intrusive and invisible personalities
6 stepped up training and efficiency
7 two strikes syndrome
8 excellency oriented training and preparation
9 accelerated stridency

The following questions guided the research of the problems under study. The answers were derived of responses to the surveys, the responses of the attendees of the focus group, and selected reviews of the literature.

MAJOR QUESTION I

1.   **To what extent are we dealing with a unique problem?**

The problem of successfully integrating women into the workforce, like the problem of integrating other underrepresented minorities in the workforce, is by no means unique. It is increasingly being experienced in other agencies and organizations.

SUB QUESTIONS

1.   To what extent is the problem to be addressed unparralled?

The problem is also by no means unparralled. State, local government agencies and private businesses and industries are experiencing this problem and/or other related problems.

2.   Are the problems, identified by the respondents situation specific?

The problems identified with frequency are general enough to be categorized by issues. They tend to relate to the problems that are representative of the perceptions of most of the respondents.

3.   Does the literature give any guidance <u>vis</u> <u>a</u> <u>vis</u> comparable experiences of women and other groups in terms of effecting facile integrations into the workplace?

The literature gives a considerable amount of guidance in that it allows the reviewers to make extrapolations from research studies that have utilitarian implications for addressing the problem(s).

MAJOR QUESTION II

1. **Are there commonalities in terms of these experiences or are the responses made to survey so individually oriented that it is difficult to categorize the overall problem(s)?**

    There were identified commonalities. Lessons born of trial and error with other

    out–of–the mainstream groups give clear indices of what one can reasonably expect to

    work and what probably will not work.

SUB QUESTIONS

1. What kinds of data or documentation is required?

    Obviously the answers to the surveys by the respondents provided most of the

    data needed to assess program measures. These data were complemented by the

    responses of the focus group attendees and the literature also supplied other data.

2. If the U.S. Navy has a problem, is it relative to what other organizations and agencies are experiencing in this new multiculturalism?

    As the American workforce has become more and more culturally diverse, more

    and more human relations problems have surfaced. As a result, a more sophisticated

    manager/supervisor is needed, one who fully understands the dynamics of working with

    persons from diverse cultural backgrounds.

3. To what extent should the approach to its resolution be toward structuring or promoting behavioral changes and to what extent attitudinal change?

    All respondents (survey and focus group) felt that behavioral change must of

    needs be prioritized. However, the overall end goal is, this notwithstanding, to change

    attitudes also.

MAJOR QUESTION III

1. In the instances of new engineers (most types), it is rather normative to re-train them as they embark upon the job, to what extent should this initial training involve orientation to the culture of the organization?

    Orientations should be an integral part of bringing new employees on board and, indeed, an on-going in-service task.

SUB QUESTIONS

1. Would the general re-training requirements be the same for engineers, scientists, and technicians as well?

    While the roles, educational levels, and job descriptions of engineers, scientists, and blue-collar technicians vary widely, they all appear to need training.

2. Were the experiences of all three groups of Non-Traditional civilian personnel comparable?

    There were no indices of identification in the responses to survey. Respondents who identified themselves by the way of job description report the experiences were significantly different.

3. Is collegiality and esprit des corps about the same for all three groups of workers in terms of importance to the role and mission?

    It was difficult to answer this question using the contents of the responses to the survey. Variances in terms of these appear to emanate from other factors such as unit size, location, and work tasks assigned.

4. To what extent were the educational levels of co-workers, supervisory personnel, and middle managers factors in acceptance?

    It appears that at least in the opinions of the scientists and engineers, many managers were not consciously aware of the implications attenuating managing an

educated workforce. After college the entry into the work environment was an utter shock to some scientists and engineers.

5. If educational level was, what can be done about it without the introduction of over – intrusive interventions that may impact the role and mission of the service?

The managing of an educated workforce is a skill that managers and supervisors have been required to acquire. In business and industry and in many federal and state agencies, both in–service and pre–service training if, focused and directed toward making managers and supervisors acutely aware of the implications of the educational levels of employees, have for the supervision and management of an American Workforce that is increasingly becoming more highly educated.

In the research literature, it was often stated that management models and paradigms for assembly line, routine tasks are being discarded.

MAJOR QUESTION IV

1. **How can we best separate out among the survival techniques identified by female respondents, those to encourage and structure? That is to say, between those we wish to recommend a d those that we do not.**

It was the consensus of the contractor staff members

that the survival techniques adopted by these Women in Non–Traditional Work Roles can

be dichotomized into those that are good emotional and mental health enhancing and

those that are not.

SUB QUESTIONS

1. Are some of the identified survival techniques actually potentially deleteriously impacting to their own morale and well being?

Some of the survival techniques adopted were obviously potentially deleteriously impacting to their own morale and well being. These should be down played.

2. If some are perceived to be somewhat self-destructive, are we to encourage that they be abandoned?

Some of these techniques (i.e., "Don't Make Waves", "Superwoman Mentalities", "See No Evil Hear No Evil", etc.), should definitely be recommended for abandonment. They are deleterious to the health of these women, especially their mental health.

3. What kind of mission related risks exist in terms of enhancing deleteriously impacting militancy and stridency?

While Women in Non-Traditional Work Roles are to be encouraged to be assertive where their rights are concerned, heightened militancy and stridency appear to hamper their progress in solving the problems.

MAJOR QUESTION V

1. **Is sexual harassment still a big problem?**

Given the relatively large number of complaints received by the U.S. Navy Civilian Personnel Office and the number of allusions to it in the responses in the surveys, the contractor staff concluded that it is still a big problem.

SUB QUESTIONS

1. What kinds of guidance and directions are supervisors and managers expected to impart to their charges?

Managers and supervisors must apprise all persons in their charge of the policies and prohibitions regarding gender discrimination and sexual harassment. In addition,

they must work actively to promote multiculturalism in the workplace. they must impart information seriously and directly.

2. Must sexual remarks and advances be overt in order to received corrective attention?

Appropriate passages in both the informal and formal procedures point out that they do not have to be direct in order to receive corrective attention.

3. Are snide remarks and off color statements covered by directives?

Such remarks obviously are covered by directives in both informal and informal procedures.

4. To what extent is the ball in the female worker's courts when such remarks are made or alluded to?

Female workers must be apprised of their own rights and responsibilities when initiating complaints of gender discrimination and/or sexual harassment. They should be informed that upper echelon command does not expect them to suffer in silence and that they have no reasons to fear retribution for initiating complaints.

5. What kinds of problems would be generated if female employees were to be asked to rate supervisors and managers regarding how they have addressed these problems?

There appears to be no immediate problems attenuating this. At least none that can presently be seen. This is a process that would have to be carefully monitored if implemented.

MAJOR QUESTIONS VI

1. **What kinds of countering techniques are the Navy's armentarium to check mate male co-workers, supervisors, and middle mangers who obstinately refuse to change in terms of gender biases?**

If the behaviors are overt and direct, the Office of Civilian Personnel has a number of intervention strategies for intervening. However, when biases are covert and diffused, the problem becomes more difficult.

SUB QUESTIONS

1. Are there general prohibitions against actively opposing directions in the work environment?

    There assuredly are such extant prohibitions Navy directives. However, some require amplification and focused and direct enforcement.

2. What are the moral factor risks that attenuate rigidly enforcing these?

    The morale factors are probably minimal when compared with those that attenuate allowing the problem to persist.

3. In instances wherein active opposition against inclusion/ integration is mounted, should the approach be to ferment behavioral change in preference to fermenting attitudinal changes?

    Behavioral change should be prioritized, last long range goals associated with attitudinal change should also be pursued.

MAJOR QUESTION VII

1. **What kinds of grievance procedures exist?**

    Both formal and informal grievance procedures exist.

SUB QUESTIONS

1. Have women workers been somewhat reluctant to utilize these procedures?

    The lag time between initiating a complaint and having it addressed is probably the most frequently mentioned problem.

2.   If so, is it possible to determine why?

Yes, the responses to the survey, as well as the responses of the attendees of the

focus group, make this very clear.

3.   Have the rationales for making minimal use of complaint procedures been individual/situation specific or have there been identifiable and documentable generalities?

These rationales have been by and large been general rather than situation

specific.

MAJOR QUESTION VIII

1.   **Why has the inclusion/integration directives been so lacking in affirmation by supervisors and middle management?**

It appears that they have been lacking in positive affirmation because supervisors

and managers were proceeding in perfunctionary, pro forma was and tended to give lip

service to them without conviction.

SUB QUESTIONS

1.   Do supervisory and middle management personnel have "hidden agendas" when communicating directives?

It appears that these are survivals of the "Good Old Boy" network. The half—

hearted pronouncements given without conviction are an important part of the problem.

2.   If so, how can the contents of directives be most affirmatively communicated?

They will be more affirmately communicated once managers and supervisors are

apprised of and sensitized to the fact that the manner in

which they are communicated is an item of their performance appraisal process.

3. Does this have a kind of performance evaluation connotation
    for supervisors and middle managers?

    It assuredly should have performance appraisal relevance. One of the contractor's

recommendations allude to this.

4. Are there efficacious ways to assess the magnitude of seriousness exhibited by these
    supervisors and middle managers in communicating these directives to supervisors?

    This would be difficult to do. However, when overall management acumen is

assessed, this part of it becomes easier to achieve.

5. What roles should co-workers play in this process?

    Co-workers, workers who have no supervisory responsibility for making the

workplace a place of cultural diversity, must also become involved in this initiative.

They must receive in-service training in how to assist in this process.

MAJOR QUESTION IX

1. **Is the perception that all non-traditional women are affirmative action cases a
    problem?**

    This appears to be a big problem in that these women are not being judged on the

bases of their individual credentials and expertise.

SUB QUESTIONS

1. Do significant numbers of women respondents feel that it is?

    According to the responses to the survey, many women do feel being perceived

of as an affirmative action beneficiary is a big problem.

2.   Are female employees deleteriously impacted by this perception?

Yes, this colors and shape the degrees and levels of their acceptance as co-workers, supervisors, and managers.

3.   What, if anything, should be done about this perception?

Dispelling the myth of reverse discrimination would go a long way toward diminishing the frequency with which this is alleged. This becomes an information item, one in which consciousness raising and awareness should be employed.

MAJOR QUESTION X

1.   **What can be done about "Old Line" male supervisors and managers?**

These managers must receive human relations skills training and multicultural diversity training. Their abilities to managed a workforce characterized by cultural diversity must also become a performance appraisal item.

SUB QUESTIONS

1.   Are multicultural workshops and sensitivity group sessions the answer?

Certainly multicultural training is needed for co-workers, supervisors, and mangers. Sensitivity training should perhaps be reserved for the most recalcitrant of these persons.

2.   Should multiculturalism be a part of in-service training?

As most persons working in the U.S. Navy Civilian Personnel Workforce will obviously be working in a workforce that resembles America in terms of its cultural

diversity and demographics, multicultural training should definitely be a part of in–service training.

3. Should multicultural awareness be a part upward mobility ranking factors?

Yes, no manager who does not possess the skills to manage a workforce characterized by cultural diversity can hardly be expected to do so and should be evaluated regarding the lack.

MAJOR QUESTION XII

1. How can the integration/inclusion initiative become a living document?

This integration/inclusion must become an integral part the guiding manuals of the organization. It must be re–enforced in training, in personnel selection, orientation. Pre–service and in–service training.

SUB QUESTIONS

1. How can we identify successful tactics and strategies?

We can develop a computerized cybernetic model with feedback loops and analyze them via trend analyses procedures.

2. How can these be validated and field–tested?

The cybernetics model possesses capabilities for doing these assessments.

3. What role will be established, validated practices heuristically derived via perusal the literature play in this?

The research literature is a guide to what has and has not worked in the human experience with comparable problems. It should be utilized guardedly and advisedly. The research literature points out lessons born of trial and error with comparable

problems and suggest extrapolations that are workable and utilitarian vis a vis the problem (s) under study.

In terms of techniques, tactics, and strategies developed and utilized by women that were born of trial and error in surviving and progressing in the work environment, the reviewers identified and documented some critical mechanisms and approaches. Among these were:

1) super woman mentalities

2) don't make waves

3) subduing and de-emphasizing their own femininities

4) siege mentalities and outlooks

5) non-intrusive and invisible personalities

6) stepped up training and efficiency/accelerated stridency and militancy

7) two strikes syndromes

8) excellency oriented training and preparation

While there was by no means a unanimity of opinion regarding the perceptions presented in the contents of these surveys, there was a general kind of consensus regarding the caveats and categories of contents that should be assessed for further study and continued scrutiny.

Some of the suggestions supplied by the respondents for improving the total acceptance statuses of women civilian personnel in Non-Traditional Work Roles were:

1) the assigning of mentors

2) conducting career path analysis

3)   establishing clear lines of communication regarding the importance assigned to this integrative/inclusive objective by high command

4)   eliminating "garbled messages" by middle management and supervisory personnel

5)   eliminating practices that cut women off of the information loop and amplify the "good old boy" network

6)   developing upgraded orientation and initiation procedures

7)   ensuring more effective sexual harassment remediation as well as preventive initiatives and actions

8)   offering and amplifying meaningful and effective grievance

procedures — procedures that assure and re-assure women that they are not expected to "suffer in silence"

9)   placing constraints on managers and supervisors in presenting all female new hires as "affirmative action cases"

10) developing corporate culture (environment) training

11) affording OJT opportunities for Women in Non-Traditional Work Roles to discuss common problems and to develop support systems and social networks.

Summary and Conclusions

The women in the sample population generally perceived that they have been victimized by human relations in the workplace. They also indicated what techniques, tactics, and strategies they employed to survive and progress in the workplace. They further indicated

those that they used to minimize their vulnerabilities to the threats that place them in harms way

for gender discrimination and sexual harassment.

The references in the literature generally subscribe to the view that out-groups are

victimized and de-humanized by the processes and results of exclusion. They also indicate that

form a perspective, perpetrators of gender bias, racial and ethnic bias, and other types of biases

also become victims, stagnating in their closed societies and not harnessing their best powers.

Assuredly competence and efficiency in the workplace suffers.

Allusions to the problem (s) in the literature refer with tiresome   reiter

action that cultural diversity is not just a desired goal, a nice thing to do, but rather a radical

necessity, given the demographic characteristics of the American population.

It also appears that the literature makes it immediately apparent that the

principles of propinquity (physical nearness) and reciprocity (mutual relations) have ultimately

ameliorated problems of biases and harassments in the workplace.

This fact notwithstanding effective organizations, and productive work

environments do not await the operation of slowly changing mores to usher in a more open

society. In the interim there must be put in place change agent strategies to facilitate this

transition to a more open, inclusive, and integrative workplace. Taken together, the surveys, the

focus group, and the literary searches support the contention that human relations in the

workplace can be subjected to management procedures are vital to productivity, efficiency, and

effectiveness in the workplace and should not be divorces from their role and mission

perspectives. Managerial and technical competencies are flip sides of the same coin.

A manager or supervisor who does not have the human relation skills to get things done through people will remain an ineffective manager, his technical competence notwithstanding. Hence, proficiency in the human relation skills area is overtly advocated.

The literature also dispels the myth of reverse discrimination, particularly in the scientific, engineering, and technical occupations. Although the percentages of women and other minorities in these vocations have increased and the percentage of white male occupants have declined, the actual numbers of these white male occupants in these positions have exponentially increased. Hence, reverse discrimination is by and large a code word designed to disparage inclusion/integration initiatives.

Conclusions

Conclusions were derived primarily from five sources: (1) the responses of women in the U.S. Navy Civilian workforce; (2) the responses of the attendees of the focus group; (3) the extrapolations from findings in the literature; (4) perusals of U.S. Navy Office of Civilian documents on regulations and policies regarding complaints, and (5) discussions with team members from the U.S. Navy Office of Civilian Personnel representatives. It was generally concluded that the

U.S. Navy Office of Civilian Personnel has in place appropriate and comprehensive complaint procedure

Conclusion #1 (Communications)

Obviously communications were perceived to be problems by many respondents. This perception appears to go to the core of the overall malaise that affected their work situations. Central to this perceived problem was the magnitude of seriousness attached to directives issued from upper command. To some of these respondents it apparently seemed that something was lost by way of translation as these directives were passed down the line. The consequence was that these directives were for all practical purposes dead filed.

Conclusion #2 (Interpersonal/Multicultural Diversity Skills)

That managers should receive more training in human relations and that this training should be concentrated and on-going was the general conclusions of the survey respondents, the focus group attendees, and the literary theorists.

Both groups of respondents generally concluded that the inclusive multicultural workforce is the wave of the future and that the future is now. These respondent group members also concluded that some managers and supervisors are arrested in time and must be dragged kicking and screaming into the 21st Century.

Appropriate passages in the literature support these contentions. The literature is replete with allusions to the fact that given the demographic characteristics of the United States today, a multicultural workforce is an idea whose time has come. The question now becomes how to merge different genders, races, ethnic groups, and persons with disabilities into a workforce that is characterized by harmony, cooperation, and comity. This becomes a must activity for the U.S. Navy Office of Civilian Personnel if it is to attain the objective that attenuate its role and mission.

Conclusion # 3 (Comprehensive Mentoring Program)

The assigning of mentors, especially in the instances of professional, such as scientists and engineers, is routinely done in business and professional organizations. It is a practice that the respondents to the surveys want to see implemented.

The scientists and engineers are primarily being college educated persons are obviously already acquainted with mentoring programs, haven't had advisors and mentors in undergraduate and graduate school. The technicians would also have had some exposures to a mentoring program of some genre and type. That such person would be desirous of having someone to introduce them

to the work culture and advise them how to progress in it appears to be a logical

conclusion.

Conclusion #4 (Management Performance Appraisals)

The ease or facility with which a manager and/or supervisor works

with a workforce characterized by gender, ethnic and racial diversity; should

assuredly become an item on the performance appraisal instrument used to evaluate

his/her management skills. The research literature contains many references to the

fact that the very process of management itself encompasses getting things done

through people. Hence, the management of people becomes a relational task in

which human relations skills are at least as important as technical skills.

As a direct result of pursuing these literary excerpts and examining and

recommendations made by the respondents to the surveys and the attendees of the

focus group forum, it was concluded that human relations skills competencies must

become an integral, rather than a tangential component of the performance

appraisal process.

Conclusion #5 (Dispute Resolution Process)

In the interactions that take place in the work environments, it is reasonable

to anticipate that conflicts will inevitably arise. These should be resolved as

promptly and directly as possible. Differences of opinions and distorted perceptions

will also emerge from these work environment interactions. Some of these will be related to the cultural milieus wherein male co-workers, supervisor and managers were acculurated and socialized. Others will doubtlessly result from misperceptions and misinterpretations of intentions. Whatever the source of these and irrespectively of how much significance can be ascribed to them, they should be quickly resolved before they become morale factors in the workplace.

The literature supports the view that a myriad of disparate reasons may evoke these perceptions. Nevertheless unit supervisors and managers must become more astute at resolving them, to reconciling of problems that threaten work group cohesiveness before they become big problems. This should become a work performance appraisal item for these managers and supervisors.

Persons who perceived that they will subject themselves to retribution if they file complaints of cite conflicts must be made to feel comfortable in exercising their rights. Directives relating to these assurances must come from upper echelon administration. These directives should be re-enforced in-service training sessions and work environment meetings.

This perception of being vulnerable and at risk for retaliation is often enough to deter some women from filing grievance procedures. As a result, many choose simply to suffer in silence. Whenever this occurs, the victim adopts the

stance that if something is awry or amiss, the fault must lie with him/herself. This

passive aggressive stance wreaks havoc on the self—concepts and mental health of

the victims while leaving the perpetrators inviolate and unaffected. The same kind

of syndrome is often observed in children of divorced parents, abused children and

victims of date rape.

In the instances of children of divorced parents, they often internalize

the erroneous idea that they did something to cause their parents to separate.

Physically and sexually abused children often internalize that they are themselves

responsible for their own victimization. The same thing can be said regarding date

rape victims.

Conclusion #6 (Support Systems and Networks)

The literature focuses ont he role of the informal group in promoting

cohesiveness in the work environment. How this informal group either takes a

worker, particularly, a new entrant, in or rejects him/her is often critical to his/her

progress, tenure, upward mobility and continuance in this work environment.

Many respondences in both the surveyed attendee group (N = 400) and the

focus group attendee discussed what it feels like to be isolated in a work

environment. Feelings of alienation and isolation occur irrespective of whether this

isolation is orchestrated by a malcontent co-worker, supervisor, or manager or whether it is a happenstance occurrence.

In consideration of the number of responses referring to the existence of this isolation/alienation phenomenon, led to recommend that support systems and networks should be established and implemented during work hours.

These women and other invited persons would be allowed and encouraged to meet informally to discuss common problems.

Data gathered via five aforementioned processes, appear to make it immediately apparent that the U.S. Navy Office of Civilian Personnel is in need of a mechanism for providing information and feedback regarding the efficacy of the intervention recommended to impact the problem at hand. At this junction, it appears that an assessment devised based on a cybernetic model or paradigm would accomplish these tasks.

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