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U.S. ARMY - BAYLOR UNIVERSITY  
GRADUATE PROGRAM IN HEALTH CARE ADMINISTRATION

A COMPARISON OF PERCEPTIONS OF THE CULTURAL CLIMATE  
AT WALTER REED ARMY MEDICAL CENTER

A GRADUATE MANAGEMENT PROJECT

SUBMITTED THROUGH

COLONEL DOUGLAS A. BARTON

TO

DR. KENN FINSTUEN

BY

KAREN R. BRANNEN

WASHINGTON, D.C.

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## ABSTRACT

The purposes of this study were to determine: (1) how do employees perceive the cultural climate at Walter Reed Army Medical Center (WRAMC), and (2) do different cultural groups within WRAMC perceive the cultural climate differently? Two hypotheses were tested: (1) there are differences in the perceived cultural climate between WRAMC and Department of the Army personnel, and (2) there are differences in the perceived cultural climate at WRAMC between the following cultural groups: (a) male and female personnel, (b) military and civilian personnel, and (c) majority and minority personnel.

The Military Equal Opportunity Climate Survey was distributed to all 5,000 WRAMC employees. The respondents consisted of 1,751 employees with demographic characteristics similar to those of the WRAMC population. A single-sample *t* test, two-tailed, was used to test hypothesis number one, and the independent *t* test of means, two-tailed, was used to test hypotheses number two. In each case, averaged scale scores (ranging from 1-5) were used in computing individual *t* tests.

The evidence provided by these analyses indicated that large, systematic differences exist in the perceptions of the WRAMC cultural climate between: (1) WRAMC and DA personnel, and (2) the following cultural groups: (a) male and female personnel, (b) military and civilian personnel, and (c) majority and minority personnel. The findings of this study will provide WRAMC with a broad overview of its organizational climate and may be used to develop internal policies and training programs to enhance the WRAMC cultural climate.

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## INTRODUCTION

The cultural composition of the American work force will experience revolutionary change during the 21st Century. In its 1987 study, *Workforce 2000: Work and Workers for the 21st Century*, the Hudson Institute predicted that "nonwhites, women and immigrants will make up more than five-sixths of the net additions to the work force between now and the year 2000" (Johnston and Packer 1987). The Bureau of Labor Statistics projects that the women's labor force will increase 25 percent between 1990 and 2005; the number of African Americans in the work force will increase 32 percent; the number of Asians, Pacific Islanders, Native Americans and Alaskan natives will increase 74 percent; and the number of Hispanics will increase 75 percent. During this same period, 82 percent of workers leaving the work force will be white, non-Hispanic males (Sabatino 1993).

Cultural diversity is especially prevalent in the health care industry, in which a major portion of the work force is comprised of females, minorities, and foreign-born employees (Epting, Glover, and Boyd 1994). The number of female physicians, for example, doubled between 1980 and 1992. The number of foreign-trained and minority physicians more than doubled during the same time period. Nurses have historically been recruited from foreign countries, and health care service workers may represent the most culturally diverse component of the hospital work force (Epting, Glover, and Boyd 1994). Cultural diversity challenges health care organizations to make better use of a radically

changing labor force (Sabatino 1993). Hospitals can capitalize on this demographic revolution and convert diversity into a competitive advantage by gaining an understanding of its boundaries (Gardenswartz and Rowe 1993).

## **BACKGROUND**

Walter Reed Army Medical Center (WRAMC) is an 850-bed military tertiary care facility located in Washington, D.C. The staff is comprised of a highly diverse group of military and civilian employees. In 1994, the WRAMC Commander established a Cultural Diversity Advisory Council (CDAC) to assist him in creating a work environment that recognizes and respects the contributions of all employees. The CDAC was established in response to changes in the diversity of the work force, changes in the structure of the organization, and dynamic social forces invading the work environment (Walter Reed Army Medical Center 1994a). The activities of the CDAC were expected to enhance the cultural climate at WRAMC by promoting a cohesive work environment, fostering quality leadership, managing diversity, and increasing managers' and supervisors' views on the empowerment of employees.

The CDAC charter, published in January 1994, authorized the members to serve as advisors to the WRAMC Commander on cultural diversity issues. The purposes were to: (1) develop organization-wide employment strategies to achieve a work force that reflects a balance in diversity, (2) create strategies that capitalize on the organization's work force, (3) expand management and

employee development programs, (4) establish a system for reviewing recruitment procedures to assure fair treatment of minorities and women, (5) review employee complaints for identification of system problems, (6) work with outside organizations directed at solving critical community problems, and (7) conduct a comprehensive survey to assess the employees' understanding and support of the Equal Employment Opportunity Program and to recommend action on areas where required improvements are identified (Walter Reed Army Medical Center 1994a).

During July 1994, a private consultant conducted a workshop at WRAMC to identify significant issues that needed the Command's attention. The focus group, comprised of senior military and civilian personnel, identified racial tension and a perceived conflict between military and civilian personnel as two issues of major significance (Valadez 1994). Another private consulting group conducted interviews with selected WRAMC personnel during November 1994 and found that "some (employees) have no sense of belonging" (Leadership Assessment Outbrief Summary 1994).

### **CONDITIONS WHICH PROMPTED THE STUDY**

Since its inception, the CDAC has been concerned with measuring its impact on the cultural climate at WRAMC. The minutes from early meetings reflect a desire to establish goals and objectives that are "specific, measurable, attainable, relevant, and trackable" (McClain 1994a). During the September 1994 meeting, the chairman spent a considerable amount of time discussing the

need for a professionally administered and scored survey to measure the cultural climate at WRAMC. He expressed a desire to contract with a private organization "which has the appropriate staff that would generate the appropriate questions dealing with our culture" (McClain 1994b).

### **STATEMENT OF THE MANAGEMENT PROBLEM**

Recent demographic trends of increasing cultural diversity in the U.S. work force prevail upon health care organizations to manage differences among employees. Management literature suggests that organizations must value diversity to enhance organizational effectiveness. The appropriate management of cultural diversity can improve the overall cultural climate and, therefore, provide benefits to the organization. It follows that the mismanagement of cultural diversity has negative implications in the workplace.

The CDAC was developed to enhance the cultural climate at WRAMC, however, there was no statistically adequate measurement of the existing cultural climate. Consequently, the CDAC had no method to determine where to focus its activities, and no means to measure and document changes in the WRAMC cultural climate. The purposes of this study were to determine: (1) how do employees perceive the cultural climate at WRAMC in comparison to other Army facilities, and (2) do different cultural groups within WRAMC perceive the cultural climate differently.

## LITERATURE REVIEW

Cultural diversity is an extremely broad term that may be used to refer to virtually any difference among people. Work force diversity may be defined as a continuum, ranging from differences that can be concealed, such as life-style, to differences that can't be concealed, such as gender or race (Geber undated). As such, diversity may be used as a general term to describe age, personal and corporate background, education, function, and personality. It may also refer to life-style, sexual preference, geographic origin, or status within the organization (Thomas 1991). At WRAMC, diversity may also describe an employee's military or civilian status. In health care organizations, cultural diversity determines how people approach health-related issues (Gardenswartz and Rowe 1993).

Diversity became a pivotal issue in the work force when three significant trends reached critical points at approximately the same time: (1) the global market became intensely competitive, (2) the U.S. work force became dramatically more diverse, and (3) individuals began to celebrate their differences rather than compromising what makes them unique (Thomas 1991). Organizations are now faced with the problem of surviving in a fiercely competitive world with a work force that consists of unassimilated diversity (Thomas 1990). To succeed in this culturally diverse and highly competitive environment, managers must find ways to get the highest level of contribution from each of their employees. To do this, they must understand the many ways the management of diversity relates to how well people contribute (Thomas 1991).

Managing work force diversity may be defined as "a comprehensive managerial process for developing an environment that works for all employees" (Thomas 1991). This process enables health care leaders to discover new ways to develop the potential of all employees while improving performance and production (Lappetito 1994). Managing diversity means enabling every employee to perform to his or her potential. It means getting everything we have a right to expect from employees and, if we do it well, everything they have to give (Thomas 1990). Managing diversity is about building an organizational culture that embraces personal differences and encourages different groups of people to work together. Beginning the transition to a more inclusive and productive workplace is a challenge and the primary responsibility of leaders (Lappetito 1994). The goal is to manage diversity in a way that gets from a diverse work force the same level of productivity we once got from a homogeneous work force (Thomas 1990).

### **Problems Associated with Cultural Diversity**

A diverse work force has the potential to create conflict in an organization. In 1991, the Society of Human Resource Management conducted a survey of more than 400 of its members to examine the costs and benefits of greater work force diversity. Respondents most frequently cited communication problems among coworkers as a negative consequence (Rosen and Lovelace 1991). Communication issues are especially challenging in hospitals, in which a wide range of individuals from physicians to cleaning staff work (Epting, Glover, and

Boyd 1994). More than one-third of the respondents identified higher training costs for skills such as basic writing and problem-solving. Approximately one-fourth of the respondents reported an increase in friction among subgroups and a corresponding increase in charges of bias. A smaller number of respondents reported problems with tardiness, absenteeism, and higher turnover. Fewer than 20 percent attributed increases in grievances and disciplinary actions to greater work force diversity (Rosen and Lovelace 1991).

Orientation and integration into the corporate culture can also be problematic issues. Employees other than the traditional white male may encounter barriers when attempting to adapt to the interpersonal environment. In the health care environment, females in "traditional" nursing roles may feel less competent than males in the "traditional" physician roles (Epting, Glover, and Boyd 1994).

Organizations may also have preconceived negative expectations of the culturally diverse employee. This may be especially true of older or foreign-born employees. A study conducted by Gordon, DiTomaso, and Farris (1991) indicated that black employees frequently complain that their competence is questioned, even though they had been subjected to a competitive selection process. This lack of confidence on the part of the organization may lead to poor advancement opportunities (Tucker and Thompson 1990). This may lead to a continuous negative spiral (Epting, Glover, and Boyd 1994).

Work force diversity may also result in problems of stereotyping.

Traditional white male managers, for example, may trust those employees most like themselves more than they trust other groups (Metz 1990). White male managers traditionally report attitudes that include beliefs that "Asians are not leaders and lack aggressiveness, blacks are not technically competent, and females are either too passive or too aggressive" (Gordon, DiTomaso, and Farris 1991, 18). Managers may also harbor stereotypes regarding age or other differences.

### **Benefits Associated with Work Force Diversity**

An organization's ability to attract, retain, and motivate people from diverse cultural backgrounds may lead to significant competitive advantages. Cox and Blake (1991) identify six areas in which the successful management of work force diversity creates this competitive advantage: (1) cost, (2) resource acquisition, (3) marketing, (4) creativity, (5) problem-solving, and (6) organizational flexibility. The failure of organizations to manage women and minorities as successfully as they manage white males results in unnecessary personnel costs. These costs are incurred through higher turnover and absenteeism among women and minorities than white males.

Attracting and retaining qualified employees from culturally diverse groups is the second competitiveness issue. As the proportion of culturally diverse employees increases, organizations must compete to hire and retain workers from these groups. Published reports of the "best companies" for women and

minorities have publicized the organizations that are leaders in efforts to effectively manage diversity. These organizations have been able to effectively compete for women and minorities. As reputations grow, and the supply of white males in the labor market shrinks, the significance of the resource acquisition benefit will increase (Cox and Blake 1991).

The patient population is becoming as diverse as the work force. Just as certain individuals may prefer to work for an employer who values diversity, they may also prefer to "buy" from such organizations (Cox and Blake 1991). Diverse populations will use health care organizations and plans which are responsive to them. Managed competition will encourage patients to gravitate toward those institutions and health benefit plans in which they feel comfortable. Managers must understand that admissions and patient satisfaction will be associated with a health care environment that is reflective of diversity (Lappetito 1994).

Research tends to support the concept that work team heterogeneity promotes creativity and innovation (Cox and Blake 1991). Moss-Kanter's study of innovation in organizations indicated that innovative companies deliberately establish heterogeneous teams to "create a marketplace of ideas, recognizing that a multiplicity of points of view need to be brought to bear on a problem" (Moss-Kanter 1983, 167). Moss-Kanter also noted that organizations with high levels of innovation had done a better job than most on eradicating racism, sexism, and classism, and tended to employ more women and minorities than less innovative companies. Similarly, Jackson (1989) found that attitudes,

cognitive functioning, and beliefs tend to vary systematically with demographic variables such as age, race, and gender. Therefore, a natural consequence of increased cultural diversity within an organization is the presence of different perspectives for problem solving, decision making, and creative tasks (Jackson 1989).

Managing diversity may also improve organizational problem solving and decision making. Several studies conducted by the University of Michigan in the 1960s discovered that heterogeneous groups produced higher quality solutions to assigned problems than homogeneous groups. The researchers concluded that mixing genders and personalities appeared to free the groups from the restraints of the solutions given in the problem (Hoffman and Maier 1961). This has implications for the "groupthink" phenomenon in which groups lack critical thinking because the members are preoccupied with maintaining cohesiveness. Because groupthink only occurs in highly cohesive groups, and group cohesiveness is directly related to degrees of homogeneity, the presence of cultural diversity in groups may reduce the occurrence of groupthink (Cox and Blake 1991).

Managing diversity also enhances organizational flexibility. The bases for this assertion are: (1) evidence that women and minorities tend to have exceptionally flexible cognitive structures, and (2) evidence that the organization becomes more fluid and adaptable as policies and procedures are broadened. Tolerance for ambiguity has been linked to factors such as cognitive complexity

and the ability to perform ambiguous tasks. Tolerance for different cultural viewpoints normally leads to greater acceptance of new ideas in general. If an organization can successfully overcome resistance to change in the difficult area of cultural diversity, it should be able to handle resistance to other types of change (Cox and Blake 1991).

### **Previous Research**

Research consistently demonstrates differences among various groups' perceptions of equal opportunity and organizational climate. Brown, Nordlie, and Thomas (1977), for example, found significant differences between black and white soldiers in how they viewed the so-called race problem in the Army. In another study, Spicher (1980) reported that Air Force men perceived a significantly more favorable organizational climate than women. He also found that officers had a more favorable perception of the Air Force cultural climate than enlisted members. In 1986, the U.S. Army reported perceptual differences between minorities and whites, and between officers and enlisted soldiers on equal opportunity issues (Soldiers Report IV 1986). In a Navy study, Bowers (1975) found that minorities perceived more discrimination than non-minorities. He also demonstrated a negative relationship between perceived discrimination and cultural climate.

Although most previous research on race relations and organizational climate in the military has focused on racial differences, that focus was expanded in 1980 to include gender issues when a Navy survey of 104 women (Reilly 1980)

found that virtually all of them had been sexually harassed at some time in their careers. This study found that sexual harassment had a negative impact on the attitude of the female service members and their desire to remain in the service.

Landis, Dansby, and Faley (1993) criticize previous military equal opportunity climate surveys for focusing on race relations between blacks and whites. They believe that focus ignores other minorities and disregards the issues of integrating women into the armed forces. They summarize previous military research on organizational equal opportunity climate as follows:

(a) There were often differences in perceptions of climate between races, between sexes, and between ranks; (b) there has been a primary focus on racial discrimination, particularly discrimination against blacks; and (c) there may be methodological problems deriving from poor conceptual underpinning of the measures used to define climate variables (Landis, Dansby, and Faley 1993).

In an effort to overcome these and other shortcomings, Landis and his colleagues developed the Military Equal Opportunity Climate Survey (MEOCS) with the assistance of the Defense Equal Opportunity Management Institute (DEOMI) (Landis, Dansby, and Faley 1993). DEOMI currently offers to survey and consult with military organizations on their equal opportunity climate (Dansby and Landis 1991). The MEOCS is a tool to assist military organizations to identify concerns and develop plans to improve organizational functioning and effectiveness.

### **PURPOSE STATEMENT**

The WRAMC CDAC had no method to determine where to focus its activities and no means to measure and document changes in the WRAMC

cultural climate. The purposes of this study were to determine: (1) how do employees perceive the cultural climate at WRAMC, and (2) do different cultural groups within WRAMC perceive the cultural climate differently?

This study analyzed the respondents' perceptions of the degree to which certain behaviors occur within WRAMC. The dependent variable was operationally defined as the respondent's perception of the cultural climate. The perception of cultural climate was measured using twelve separate factors contained in the MEOCS. The factors include.

1. *Sexual harassment and discrimination* was rated on the respondent's perception that sexually harassing or discriminating actions had taken place at WRAMC within the past 30 days.

2. *Differential command behavior toward minorities* include perceptions that differential treatment of minority members was likely to have occurred at WRAMC within the past 30 days (for example, minority employees were not likely to be offered opportunities for work-related training).

3. *Positive equal opportunity behaviors* measured how frequently positive equal opportunity actions were likely to have occurred at WRAMC within the past 30 days.

4. *Racist/sexist behaviors* addressed perceptions of traditional overt racist or sexist behaviors, such as name calling and jokes.

5. *Reverse Discrimination (I)* examined how frequently reverse discrimination was thought to have occurred within WRAMC. Reverse

discrimination is the preferential treatment of women or minorities at the expense of white males.

6. *Commitment* measured the respondent's commitment to WRAMC. A higher score means the respondent would like to remain at WRAMC.

7. *Perceived work group effectiveness* indicated the degree to which the respondent perceived his or her work group to be productive and effective in accomplishing its mission.

8. *Job satisfaction* indicated the degree of satisfaction the respondent had with his or her current job.

9. *Discrimination against minorities and women* examined how much women and minorities were generally perceived to be discriminated against.

10. *Reverse Discrimination (II)* measured the respondent's perception of the prevalence of reverse discrimination in the service and American society -- not just WRAMC.

11. *Attitudes toward racial separatism* measured how much the respondents believed the races should remain separate.

12. *Overall EO climate* is a global measure of how the respondent viewed equal opportunity within WRAMC.

The independent variable was operationally defined as the cultural group to which the respondent belongs. The cultural groups include:

1. *Minority personnel* were defined as those belonging to the following racial or ethnic groups: Black/African-American, Hispanic, Asian-American/Pacific-Islanders, and Native-American/Alaskan-Native.

2. *Majority personnel* were defined as those belonging to any other racial or ethnic group.

3. *Gender* was defined as male or female.

4. *Military personnel* were defined as military officers, warrant officers, and enlisted members.

5. *Civilian personnel* were defined as federal employees.

Two hypotheses were tested in this study: (1) there are differences in the perceived cultural climate between WRAMC and Department of the Army personnel, (2) there are differences in the perceived cultural climate at WRAMC between the following cultural groups: (a) male and female personnel, (b) military and civilian personnel, and (c) majority and minority personnel.

## METHODS AND PROCEDURES

### Subjects

DEOMI requires organizations with more than 100 assigned personnel to survey at least 50 percent of the staff. There are approximately 5,000 individuals currently assigned to WRAMC. For ease of administration, all WRAMC personnel were asked to participate in this study.

Table 1 displays specific demographic characteristics of the respondents compared to the demographic characteristics of the personnel assigned to WRAMC. The sample demographics of each of the three studied cultural groups (gender, ethnicity, and employment status) were fairly consistent with those of the WRAMC population. Most of the respondents were minority (914, 55.33%)

and male (841, 52.73%) which is consistent with the population composition of minority (3,139, 56.57%) and male (3,080, 55.51%). The number of military and civilian personnel is relatively even in both the sample (48.79% versus 51.21%) and the population (49.88% versus 50.12%).

**TABLE 1**  
**DEMOGRAPHICS**

	Population		Sample		
	n	%	n	%	Valid %
<b>Gender</b>					
Male	3,080	55.51%	841	48.03%	52.73%
Female	2,469	44.49%	754	43.06%	47.27%
Missing			156	8.91%	
<b>Ethnicity</b>					
Majority	2,410	43.43%	738	42.15%	44.67%
Minority	3,139	56.57%	914	52.20%	55.33%
Missing			99	5.65%	
<b>Status</b>					
Military	2,768	49.88%	806	46.03%	48.79%
Civilian	2,781	50.12%	846	48.32%	51.21%
Missing			99	5.65%	

### Instrumentation

The Military Equal Opportunity Climate Survey (MEOCS) (Appendix A) (Landis, Dansby, and Faley 1993), a 124 item self-report survey, was developed by DEOMI as a tool for military commanders to assess the equal opportunity climate within their organizations. It is divided into five sections and takes approximately 45 minutes to complete.

The first section (items 1-50) measures an individual's behavioral perception. It consists of 50 items and contains five distinct factors, each consisting of 10 items which have been derived from principal components analysis. The five factors are: (1) sexual harassment and discrimination, (2) differential command behaviors toward woman and minorities, (3) positive command behaviors toward equal opportunity, (4) overt racist/sexist behaviors, and (5) reverse discrimination behaviors. Using a five-point Likert scale ranging from *a very high chance* (1) to *almost no chance* (5) respondents are asked to estimate the likelihood that an action might have occurred during the previous 30 days in the organization.

Three measures of organizational functioning are included in the MEOCS: (1) section two: an adaptation of organizational commitment (Short 1985) (items 51-62), (2) section three: work-group effectiveness (items 63-67), and (3) section four: job satisfaction (items 68-73). In the first organizational section (section II), subjects are asked to answer questions about how they feel about the organization using a five-point Likert scale, with scales ranging from *totally*

*agree* (1) to *totally disagree* (5). In the second organizational section (section III), subjects are asked to respond to items regarding the effectiveness of the work-group using a five-point Likert scale. Again, scales range from *totally agree* (1) to *totally disagree* (5). In the third organizational section (section IV), respondents are asked to determine how satisfied they are with specific job-related issues. Degree of satisfaction or dissatisfaction is indicated by a five-point Likert scale as follows: *very satisfied* (1), *moderately satisfied* (2), *neither dissatisfied nor satisfied* (3), *somewhat dissatisfied* (4), and *very dissatisfied* (5).

The fifth section (items 79-101), [a modified Racial Awareness and Perceptions Scale (Hiett, McBride, Fiman, Thomas, O'Mara, and Sevilla 1978)], measures an individual's attitude about race and gender discrimination. This section, consisting of 27 items, has four distinct factors: (1) discrimination against minorities (nine items), (2) agreement with reverse discrimination (seven items), (3) racial separation (four items, and (4) belief in integration (four items). Again, using a five-point Likert scale, respondents are asked to indicate how they feel about their organization. The scale ranges from *totally agree* (1) to *totally disagree* (5).

The sixth section of the MEOCS consists of 16 demographic items (items 107-109, 112-124), five global items asking whether the respondents perceived that they had been victims of discrimination (items 101-106), and two general questions regarding the overall equal opportunity climate of the organization (items 110-111).

### Reliability

The internal consistency reliability of the MEOCS was computed based on a sample of 20,251 males and 4,073 females from each of the Uniformed Services (Army, Navy, Air Force, Marine Corps, and Coast Guard). Alpha coefficients based on the overall sample, are quite respectable, with the exception of one, for all the subscales reported, ranging from a low of .60 on the *belief in integration* scale to .91 on the *discrimination against minorities* scale. Alphas cited for the remainder of the scales are: *sexual discrimination and harassment*, .89; *differential command behaviors toward women and minorities*, .90; *positive command equal opportunity behaviors*, .86; *overt racist/sexist*, .85; *reverse discrimination*, .79; *agreement with reverse discrimination*, .75; *agreement with racial separatism*, .82; *commitment to the organization*, .83; *work-group effectiveness*, .87; and *job satisfaction*, .81. Although the authors do not provide alphas based upon gender, they do report alpha coefficients by general category of enlisted rank (Landis, Dansby, and Faley 1993, 223). Test-retest reliability was demonstrated in a study of students at the Defense Equal Opportunity Management Institute (DEOMI).

### Content Validity

The contents of the behavioral scale of the MEOCS was developed by a panel of DEOMI academic staff (n=20) (Dansby and Landis 1991). Each of the 20 staff members were asked to provide questions which they believed to be representative of specific behaviors that were indicative of poor equal opportunity

climate. More than 100 behaviors were developed in this manner. Next, a separate group of National Guard and Reserve personnel (n=50) who were taking a course at DEOMI were asked to rate each of the behaviors on a scale of 1-10. A score on the lower end of the scale represented *no importance* while the high end of the scale indicated *of critical importance*. After examining the items and ratings, the number of items was reduced to 71. Next, lists of the 71 behaviors were given to 74 members of the DEOMI class 87-2. These students were asked to judge the likelihood that the behavior occurred in the non-DEOMI portion of Patrick Air Force Base (the location of DEOMI) within the past 30 days. In addition, this administration was used to explore the factorial structure of each part of the instrument as well as assess the reliability of each factor and the total instrument.

The MEOCS was then field tested at five military sites. Site selection criteria included involving each of the Uniformed Services. Military members at each site were selected according to a purposive stratified sample with the goal of obtaining a sample which reflected racial/ethnic, gender, and officer or enlisted categories. Civilian personnel were not included in the sampling frame. Respondents rated the MEOCS on a scale of 1 (*low likelihood*) to 5 (*high likelihood*) that each event could have occurred at their installation within the past 30 days. Validation of each of the other scales (commitment to the service, job satisfaction, work-group effectiveness, attitude, demographic questions, and global items) were also rated. After completion of the questionnaire, a random

sample of the groups were asked to remain and respond to a structured interview concerning each respondent's perception of the validity of the instrument as well as its readability.

After this phase of the design process, a shorter, revised MEOCS was developed which consisted of the final 119 items. This version of the MEOCS was used in this study.

### **Construct Validity**

Construct validity can be established using one of several methods of analysis, including internal consistency correlations, factor analysis, and convergent and discriminant validation (Anastasi 1988). The MEOCS uses each of these methods in developing validity estimates of the instrument.

Intercorrelations among the eleven MEOCS scales indicate a high degree of intercorrelations among scales. Correlations range from .73 to .91, with an average of .84. Dansby and Landis (1991, 402) provide a table listing the intercorrelations of the scales.

The MEOCS has repeatedly been factor-analyzed using principal component analysis with varimax rotation. These analyses have consistently converged to a common solution (Landis, Dansby, and Faley 1993). Eleven factors have been identified. The *behavioral perception* section contains five orthogonal factors. The attitude section consists of four orthogonal factors, and each of the three organizational scales consists of a discrete factor. A separate factor analysis of the MEOCS portion of the instrument (minus the

organizational, attitude, demographic, and global discrimination portions) suggests that the five factors account for 3.2 percent of the variance on this scale (Dansby and Landis 1991).

Items for the *work-group effectiveness* scale were adapted from the United States Air Force Organizational Assessment Package (Short 1985). These factors had high loadings on factors identified as *work-group effectiveness* and *general organizational climate*. The items utilized on the organizational commitment scale were adapted for use within the military environment by the authors from an instrument designed by Mowday, Steers, and Porter (1979).

### **Criterion-Related Validity**

In developing criterion-related validity, the MEOCS relies on past research that has demonstrated consistent differences between racial, gender, and officer/enlisted groups in perceptions of equal opportunity and organizational climate (Brown, Nordlie, and Thomas 1977, Soldier's Report IV 1986, Spicher 1980).

### **Discriminant Validity**

Discriminant validity of the MEOCS has been evidenced by a variety of methods. Dansby and Landis (1991) initially reported significant differences between various racial/ethnic, gender, and personnel category groups on each of the eleven factors. These findings support the use of MEOCS as a measure of equal opportunity climate (EOC) (Dansby and Landis 1991, Table 2, 400).

Two hypothetical "locales" were also developed. Information was provided on each locale along six dimensions to assess the level of human relations climate (AFP 30-13 1985). The locales were described on each dimension as having *an above-average rate or a significant change from the previous year* for the poor EOC locale, and *a below-average rate or a significant reduction from the previous year* for the good EOC locale. DEOMI class 87-2 rated the scenarios. The good and bad scenarios produced the desired effects. The global judgment means for the two scenarios was significantly different ( $F(1,59) = 63.07, p < .00001$ ) and in the expected direction [Mean (good) = 3.46, Mean (bad) = 2.62]. The MANOVA used "locale" as the independent variable and the six dimensions as the dependent variables (criteria). This resulted in a significant multivariate F ( $F(12,104) = 3.46, p < .0001$ ). The univariate F tests for five of the six scales were also significant. *Overt sexual harassment* was non-significant. The means were all in the expected direction (Dansby and Landis 1991).

### Procedures

Permission was obtained from the WRAMC Commander and local Unions prior to survey administration. DEOMI provided all required answer sheets and one copy of the survey. The survey was reproduced locally. A cover letter (Appendix B) was signed by the WRAMC Commander and attached to each survey. The Commander's support was critical in facilitating cooperation and generating increased response rates.

Surveys were distributed to the administrative officer of each of the WRAMC directorates and departments. The administrative officers were provided written instructions to distribute a survey to each staff member, collect the surveys, and return them to the principal investigator. The surveys were distributed with pre-addressed return envelopes to enable respondents to return them through distribution if they felt uncomfortable sending them through their administrative officer. The surveys were coded to indicate from which directorate they came. The principal investigator used this information to assess the response rate by directorate and to query those that had low returns. Respondents were given four weeks to complete and return the surveys. The respondents' ethical rights were protected by maintaining confidentiality of the responses (no identifying information was collected), and by enforcing a policy of voluntary participation for all respondents. The response sheets were mailed to DEOMI for analysis.

### **Statistical Methods**

Data analysis occurred in two phases. Phase one consisted of the standard DEOMI protocol. First, DEOMI scanned the answer sheets into a data file. The raw data file was examined and obvious errors were corrected when possible. Otherwise, errors were coded as missing data.

SPSS PC+ was used to analyze the data file and generate reports with extensive descriptive statistics on the factor scores including: numbers of valid responses, means, standard deviations, modes, percentages of respondents

above and below the neutral points on the scales, minimums, and maximums. Counts, means, standard deviations, minimums, and maximums were also provided for each individual item. Frequency distributions with histograms were generated for demographic items. Relevant subgroups were compared: male and female personnel, military and civilian personnel, and majority and minority personnel; *t* tests were conducted between all subgroups (Landis, Dansby, and Faley 1993).

DEOMI then created data-base reports that became part of the feedback package. The output from the statistical package was processed to remove extraneous material and produce tables. An executive summary was written that contained introductory explanations, frequency reports on the number of respondents by subgroup, comparisons of the overall unit factor score means, and the numerical representations for the overall comparisons and major subgroup comparisons. Narrative descriptions were used to explain WRAMC's overall results.

Phase two of the data analysis consisted of hypothesis testing using Stat, a microcomputer software package. The hypotheses compare mean perceptions between different groups of respondents. A single-sample *t* test was used to test hypothesis number one. The independent *t* test of means was used to test hypotheses two. In each case, the averaged scale scores (ranging from 1 - 5) were used in computing individual *t* tests. The probability level for all hypothesis tests was set at  $p < .05$  for the detection of statistically significant results.

## RESULTS

Table 2 displays the means and standard deviations of the perceptions of all WRAMC and Department of Army (DA) respondents for the twelve MEOCS factors. Single-sample *t* tests, two-tailed, indicate statistically significant differences between the perceptions of WRAMC and DA respondents for all twelve factors. DA personnel, in general, had a more favorable perception of sexual harassment and discrimination, differential command behaviors, reverse discrimination (I), organizational commitment, discrimination against minorities and women, and the overall equal opportunity climate. WRAMC personnel reported a more favorable perception of positive equal opportunity behaviors, racist and sexist behaviors, work group effectiveness, job satisfaction, reverse discrimination (II), and racial and gender separatism.

TABLE 2  
MEAN DIFFERENCES OF WRAMC COMPARED TO DEPARTMENT OF ARMY

	Army			WRAMC			df	t
	n	Mean	SD	n	Mean	SD		
<b>Behavioral Perceptions</b>								
Sexual Harassment/Discrimination	128,207	3.87	0.90	1,628	3.74	0.93	129,833	-5.64 ****
Differential Command Behaviors	128,294	4.13	0.82	1,606	4.01	0.91	129,898	-5.28 ****
Positive EO Behaviors	129,933	3.61	0.83	1,609	3.71	0.85	131,540	4.72 ****
Racist/Sexist Behaviors	129,174	3.82	0.85	1,610	3.94	0.85	130,782	5.66 ****
Reverse Discrimination (I)	128,514	3.86	0.79	1,612	3.76	0.82	130,124	-4.90 ****
<b>Organizational Functioning</b>								
Commitment	129,988	3.19	0.85	1,624	3.14	0.84	131,610	-2.40 *
Work Group Effectiveness	129,549	3.77	0.95	1,682	3.98	0.95	131,229	9.07 ****
Job Satisfaction	129,623	3.57	0.87	1,669	3.81	0.84	131,290	11.67 ****
<b>Race and Gender Discrimination</b>								
Discrimination Minorities & Women	129,260	3.69	0.97	1,656	3.39	1.03	130,914	-11.85 ****
Reverse Discrimination (II)	128,705	3.38	1.01	1,668	3.43	0.99	130,371	2.06 *
Racial/Gender Separatism	128,601	4.14	0.85	1,669	4.34	0.75	130,268	11.44 ****
Overall EO Climate	129,538	3.27	1.05	1,651	3.10	1.08	131,187	-6.40 ****

\*p<.05; \*\*p<.01; \*\*\*p<.001; \*\*\*\*p<.0001

Note: Higher mean indicates a more favorable perception of the MEOCS factor.

Tables 3 through 5 summarize the results for the hypotheses concerned with mean differences between WRAMC cultural groups. Independent *t* tests of means, two-tailed, indicate statistically significant differences between the perceptions of males and females for seven of the twelve MEOCS factors. Male personnel reported more favorable perceptions regarding sexual harassment and discrimination, discrimination against minorities and women, and the overall equal opportunity climate. Females were more positive in their perceptions of racist and sexist behaviors, reverse discrimination (I), reverse discrimination (II), and racial and gender separatism. Differences of perceptions for the remaining five factors did not achieve significance.

TABLE 3  
MEANS AND STANDARD DEVIATIONS COMPARING GENDER GROUPS  
ON 12 MEOCS FACTORS

Factor	Male			Female			df	t
	n	Mean	SD	n	Mean	SD		
<b>Behavioral Perceptions</b>								
Sexual Harassment/Discrimination	807	3.84	0.90	717	3.68	0.97	1,522	3.34 ***
Differential Command Behaviors	796	4.04	0.91	713	4.03	0.90	1,507	0.21 (ns)
Positive EO Behaviors	796	3.76	0.83	711	3.71	0.86	1,505	1.15 (ns)
Racist/Sexist Behaviors	796	3.86	0.88	715	4.07	0.81	1,509	-4.81 ****
Reverse Discrimination (I)	795	3.66	0.86	709	3.89	0.77	1,502	-5.44 ****
<b>Organizational Functioning</b>								
Commitment	802	3.18	0.87	725	3.13	0.83	1,525	1.15 (ns)
Work Group Effectiveness	832	4.00	0.94	742	4.04	0.91	1,572	-0.86 (ns)
Job Satisfaction	824	3.86	0.83	738	3.84	0.81	1,560	0.48 (ns)
<b>Race and Gender Discrimination</b>								
Discrimination Minorities & Women	819	3.53	1.05	742	3.28	1.01	1,559	4.78 ****
Reverse Discrimination (II)	827	3.35	1.04	742	3.54	0.94	1,567	-3.78 ***
Racial/Gender Separatism	825	4.34	0.75	741	4.44	0.69	1,564	-2.74 **
Overall EO Climate	831	3.18	1.13	744	3.04	1.04	1,573	2.55 *

\*p<.05; \*\*p<.01; \*\*\*p<.001; \*\*\*\*p<.0001

Note: Higher mean indicates a more favorable perception of the MEOCS factor.

Military and civilian personnel exhibited significant differences in their perceptions of six of the twelve factors. Military personnel reported more favorable perceptions of differential command behaviors, positive equal opportunity behaviors, job satisfaction, discrimination against minorities and women, and the overall equal opportunity climate. Civilian personnel had more favorable perceptions of reverse discrimination (II). Differences of perceptions for the remaining six factors did not achieve significance.

Table 4  
Means and Standard Deviations Comparing Military and Civilian Personnel  
on 12 MEOCS Factors

Factor	Military			Civilian			df	t
	n	Mean	SD	n	Mean	SD		
<b>Behavioral Perceptions</b>								
Sexual Harassment/Discrimination	786	3.74	0.89	792	3.76	0.98	1,576	-0.42 (ns)
Differential Command Behaviors	764	4.12	0.80	794	3.92	0.99	1,556	4.38 ****
Positive EO Behaviors	773	3.87	0.80	787	3.57	0.86	1,558	7.13 ****
Racist/Sexist Behaviors	774	3.91	0.80	788	3.98	0.89	1,560	-1.63 (ns)
Reverse Discrimination (I)	771	3.74	0.81	786	3.78	0.84	1,555	-0.96 (ns)
<b>Organizational Functioning</b>								
Commitment	773	3.19	0.84	805	3.11	0.85	1,576	1.88 (ns)
Work Group Effectiveness	795	3.95	0.93	836	4.03	0.95	1,629	-1.72 (ns)
Job Satisfaction	793	3.91	0.81	827	3.75	0.85	1,618	3.88 ****
<b>Race and Gender Discrimination</b>								
Discrimination Minorities & Women	785	3.61	0.96	827	3.20	1.05	1,610	8.17 ****
Reverse Discrimination (II)	795	3.37	0.96	828	3.49	1.01	1,621	-2.45 *
Racial/Gender Separatism	794	4.36	0.77	829	4.36	0.72	1,621	0.00 (ns)
Overall EO Climate	795	3.33	1.01	836	2.90	1.11	1,629	8.17 ****

\*p<.05; \*\*p<.01; \*\*\*p<.001, \*\*\*\*p<.0001; ns=not significant

Note: Higher mean indicates a more favorable perception of the MEOCS factor.

When comparing differences between majority and minority personnel, there were significant differences on eleven of the twelve factors. Majority personnel reported more favorable perceptions of sexual harassment and discrimination, differential command behaviors, positive equal opportunity behaviors, racist and sexist behaviors, organizational commitment, job satisfaction, discrimination against minorities and women, racial and gender separatism, and the overall equal opportunity climate. Minority personnel reported more favorable perceptions of reverse discrimination (I) and reverse discrimination (II). There was no significant difference in the groups' perception of work group effectiveness.

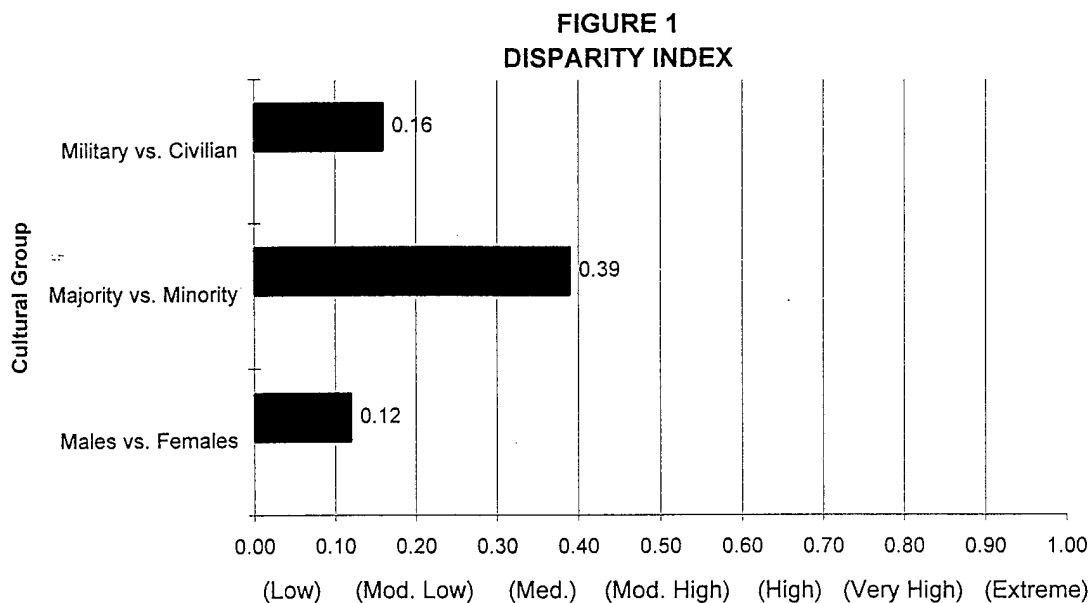
**TABLE 5**  
MEANS AND STANDARD DEVIATIONS COMPARING MAJORITY AND MINORITY  
PERSONNEL ON 12 MEOCS FACTORS

Factor	Majority			Minority			df	t
	n	Mean	SD	n	Mean	SD		
<b>Behavioral Perceptions</b>								
Sexual Harassment/Discrimination	720	3.88	0.85	859	3.64	0.98	1,577	5.15 ****
Differential Command Behaviors	713	4.42	0.64	847	3.68	0.96	1,558	17.56 ****
Positive EO Behaviors	708	4.07	0.73	851	3.42	0.83	1,557	16.25 ****
Racist/Sexist Behaviors	712	4.11	0.79	850	3.80	0.88	1,560	7.26 ****
Reverse Discrimination (I)	702	3.71	0.86	855	3.80	0.79	1,555	-2.15 *
<b>Organizational Functioning</b>								
Commitment	717	3.24	0.89	861	3.07	0.80	1,576	3.99 ****
Work Group Effectiveness	735	4.01	0.93	896	3.97	0.94	1,629	0.86 (ns)
Job Satisfaction	735	3.90	0.79	883	3.76	0.86	1,616	3.38 ***
<b>Race and Gender Discrimination</b>								
Discrimination Minorities & Women	726	3.94	0.77	887	2.96	1.00	1,611	21.67 ****
Reverse Discrimination (II)	730	3.14	0.98	892	3.66	0.93	1,620	-10.93 ****
Racial/Gender Separatism	731	4.45	0.68	891	4.28	0.79	1,620	4.59 ****
Overall EO Climate	732	3.45	1.04	900	2.83	1.03	1,630	12.04 ****

\*p<.05; \*\*p<.01; \*\*\*p<.001, \*\*\*\*p<.0001; ns=not significant

Note: Higher mean indicates a more favorable perception of the MEOCS factor.

Figure 1 displays the disparity indexes for the studied cultural groups. The disparity index estimates the potential for organizational conflict based on perceptions that differ between cultural groups. The higher the index, the greater the discrepancy in perceptions. Sociological research indicates that these perceptual discrepancies may lead to conflict (Defense Equal Opportunity Management Institute 1995). The reported disparity indexes (low, medium, high) are based on values contained in the DEOMI database. A disparity index of medium or higher is considered significant enough to warrant analysis of specific perceptual differences.



## DISCUSSION

The purposes of this study were to measure how assigned personnel perceive the cultural climate at WRAMC and to determine if different cultural groups within WRAMC perceive the cultural climate differently. The evidence provided by these analyses suggests that WRAMC personnel generally perceived the cultural climate to be above average. WRAMC and DA personnel were divided in their perceptions of the MEOCS factors -- each group scored significantly higher on exactly six of the twelve factors. Although WRAMC personnel, in general, had lower scores on the factors that comprise the behavioral perceptions section, higher scores on the work group effectiveness and job satisfaction factors indicate that WRAMC personnel had more favorable perceptions of organizational functioning than did DA respondents.

WRAMC personnel also had more favorable attitudes regarding reverse discrimination (II) and racial and gender separatism, but less favorable attitudes regarding discrimination and the overall equal opportunity climate. Additional information regarding the demographic composition of the DA respondents is needed to perform additional analyses of these differences. Unfortunately, this is beyond the scope of this study.

In studying the differences between gender groups, it is interesting to note that males generally had a more positive perception of the cultural climate in terms of sexual harassment and discrimination against minorities and women, but perceived that there was more reverse discrimination practiced at WRAMC,

and held stronger beliefs that the races should remain separate. The indication that males perceived a higher incidence of traditional overt racist and sexist behaviors may imply that males are more aware of this behavior because they are more likely to engage in it around other males rather than females. Additionally, as might be expected, males tended to believe they were the recipients of reverse discrimination. There was no statistically significant difference between males and females in their perceptions of organizational functioning.

Military and civilian personnel reported similar perceptions of the cultural climate in six of the twelve MEOCS factors, however, the reported differences were highly significant with  $p < .0001$ . Military personnel generally scored higher in all three sections -- behavioral perceptions, organizational functioning, and attitude. One highly meaningful perception held by civilian personnel was their below average score of 2.90 for the overall equal opportunity climate. This seems to indicate that while civilian personnel may have scored many of the factors related to cultural climate above average, their global perception of equal opportunity at WRAMC was less than average. However, caution should be exercised in interpreting this score since it is based upon only two questions. Future studies might focus on this aspect of equal opportunity to determine if these results are a true reflection of the WRAMC climate or a statistical anomaly.

Majority personnel had significantly more favorable perceptions of every factor except reverse discrimination (less favorable) and work group

effectiveness (no difference). This finding is consistent with the comparison between males and females suggesting that majority are again sensitive to reverse discrimination.

The unfavorable perception majority personnel felt regarding reverse discrimination is interesting in that it clearly illustrates a sense of self interest by the majority group that was common throughout the results of this study. In almost every case, an unfavorable perception regarding discrimination was held by the group being discussed. For example, minorities felt more strongly that there was discrimination against minorities and women had a stronger perception of the existence of sexual harassment.

The disparity index of .39 indicates that the perceptual discrepancies between majority and minority personnel may be severe enough to create organizational conflict. Additional analyses should be performed to analyze the differences in the perceptions of majority and minority personnel.

In summary, the evidence provided by these analyses indicated that large, systematic differences exist in the perceptions of the WRAMC cultural climate between: (1) WRAMC and DA personnel, and (2) the following cultural groups: (a) male and female personnel, (b) military and civilian personnel, and (c) majority and minority personnel. The findings of this study are consistent with previous research in that there were differences in the perception of the cultural climate between different cultural groups. Specifically, the findings of this study parallel those of Brown, Nordlie, and Thomas (1977), and Bowers (1975) in that

there were statistically significant differences in the perceptions of the cultural climate between majority and minority personnel. The finding of statistically significant differences between gender groups is consistent with those of Spicher (1980) and Reily (1980). The finding of perceptual differences between military and civilian personnel have not previously been reported in the literature.

The missing cases reported in Table 1 may be due to miscodings, stray marks on the answer sheet, or deliberate failure to report demographic information. Sometimes individuals believe that they could be personally identified because of their demographic characteristics and purposely exclude this information to protect their anonymity (Defense Equal Opportunity Management Institute 1995). The high percentage of missing data in this study may indicate that a large number of the WRAMC respondents were afraid to be demographically identified, possibly because they fear retribution. Although the cover letter included with each survey promised confidentiality, future studies should include additional assurances.

### **CONCLUSIONS AND RECOMMENDATIONS**

The general findings of this study will provide WRAMC with a broad overview of its organizational climate and may be used to identify specific areas that warrant additional research. The survey results may also be used by the CDAC to develop internal policies and training programs to enhance the WRAMC cultural climate. The effectiveness of internal policies and programs

may be evaluated by using the results of this study as a baseline against which future studies can be measured.

Future research should focus on differences among more narrowly defined cultural groups such as minority civilian males, minority civilian females, minority military males, and minority military females. This will provide additional insight into the factors that contribute to each sub-group's perceptions and will supply more specific information with which to develop proactive policies and programs.

Additional research should be conducted on the differences between military and civilian personnel in a military organization. As the work force is restructured to place more civilians in the traditional military leadership roles, care must be taken to accept, incorporate, and empower the diverse talents of these new leaders. Additional research, coupled with this study, will assist organizations with developing programs that will encourage the assimilation of diverse personnel into a united corporate culture.

The findings of this study indicate that there are differences among the perceptions of different cultural groups within WRAMC. These perceptions may be enhanced through the implementation of organizational policies and programs that encourage the acceptance of diversity. The development of the CDAC began WRAMC's transition to a more inclusive organization that embraces the diversity of its employees. Managed appropriately, cultural diversity may become WRAMC's greatest strength.

# MILITARY EQUAL OPPORTUNITY CLIMATE SURVEY (MEOCS)

UNIVERSAL ALL SERVICES VERSION 2.3

## PRIVACY ACT STATEMENT

In accordance with DoD Directive 5400.11, the following information about this survey is provided:

- a. Authority: 10 USC, 131.
- b. Principal Purpose: The survey is being conducted to assess your organization from an equal opportunity and motivational perspective.
- c. Routine Uses: Information provided by respondents will be treated confidentially. The averaged data will be used for identifying strengths and weaknesses in the unit, research, and development purposes. Averaged results will be provided to the commander requesting the survey and will be accumulated to a database of results from all organizations surveyed in your Service.
- d. Participation: Response to this survey is voluntary. Failure to participate will lessen the ability of your commander to identify concerns and will hamper efforts by DoD to track trends in equal opportunity and organizational issues. Your response is needed to ensure the validity of the survey. We appreciate your participation.

## MILITARY EQUAL OPPORTUNITY CLIMATE SURVEY (MEOCS)

### General Instructions (Please read before beginning the survey)

This survey is authorized by your command to measure the equal opportunity climate in your organization. We need to gauge the *potential* frequency of certain kinds of actions. We have gathered the list of actions from military people like yourselves. In part I of the survey (items 1 through 50), we ask that you estimate the *chances* that the action occurred during your last 30 duty days in your assigned unit or organization. If you are a member of a Reserve or National Guard unit, "your last 30 duty days" refers to the last 30 days you spent *at your unit* (not necessarily the past *consecutive* 30 days).

For Part I (items 1 through 50) you will use the following scale to make your judgments:

- |  |
|--|
| <p>1 = There is a <i>very high chance</i> that the action occurred.<br/>2 = There is a <i>reasonably high chance</i> that the action occurred.<br/>3 = There is a <i>moderate chance</i> that the action occurred.<br/>4 = There is a <i>small chance</i> that the action occurred.<br/>5 = There is <i>almost no chance</i> that the action occurred.</p> |
|--|

EXAMPLE: IF, IN YOUR OPINION, THERE IS A VERY HIGH CHANCE THAT "A MALE GAVE A 'WOLF WHISTLE' TO A FEMALE," YOU WOULD ASSIGN A "1" TO THAT ACTION.

Remember: **YOU NEED NOT HAVE PERSONALLY SEEN OR EXPERIENCED THE ACTIONS.** We only want your opinion on the chances - or probability - that the actions *COULD* have happened during your last 30 duty days in your assigned unit or organization.

MORE INSTRUCTIONS ON NEXT PAGE

General Instructions (Continued)

FOR THE PURPOSE OF THIS SURVEY:

"Minority" includes males & females of the following racial/ethnic groups:

- BLACK/AFRICAN-AMERICAN (NOT OF HISPANIC ORIGIN)
- HISPANIC
- ASIAN-AMERICAN OR PACIFIC ISLANDERS
- NATIVE AMERICAN/ALASKAN NATIVE.

"Majority" includes males & females NOT IN THE GROUPS ABOVE.

"Commander," "commanding officer," or "CO" means any officer, chief petty officer, noncommissioned officer, or civilian supervisor in command or leadership of your organization.

"Organization" refers to the Command, Directorate, Division, Branch, Unit, etc., to which you are assigned.

REMEMBER:

- FOR ITEMS 1 - 50: RATE THE LIKELIHOOD OF EACH ACTION OCCURRING IN YOUR ORGANIZATION. YOU NEED NOT HAVE PERSONALLY OBSERVED OR EXPERIENCED IT.
- TRY TO BE AS ACCURATE AS POSSIBLE; HOWEVER, FOR MOST ITEMS THERE IS NO RIGHT OR WRONG ANSWER.
- FOR ITEMS 101 - 124: THE INFORMATION PROVIDED "WILL NOT" BE USED TO IDENTIFY WHO YOU ARE. IT IS USED BY A COMPUTER TO IDENTIFY GROUPS OF PEOPLE (SUCH AS - OFFICER, ENLISTED, ETC). YOUR ACCURACY IS IMPORTANT IN GETTING AN HONEST ASSESSMENT OF YOUR ORGANIZATION.
- AFTER COMPLETING THE QUESTIONNAIRE, RETURN IT AND YOUR ANSWER SHEET (IN THE ENVELOPE PROVIDED - IF PROVIDED), TO YOUR SURVEY ADMINISTRATOR.
- USE A #2 PENCIL AND ERASE ALL STRAY MARKS OR ERRORS THOROUGHLY.

IMPORTANT:

BEFORE BEGINNING THE SURVEY:

1. LEAVE THE AREA MARKED "LOCATION CODE" AND "SERVICE CODE" BLANK.
2. IN THE AREA MARKED "ADMIN NO." AT THE TOP OF YOUR ANSWER SHEET,

WRITE IN THE FOLLOWING: -----> 20514

PART I

Use the following scale to estimate the *chances* that the actions listed below COULD have happened:

- 1 = There is a *very high chance* that the action occurred.  
2 = There is a *reasonably high chance* that the action occurred.  
3 = There is a *moderate chance* that the action occurred.  
4 = There is a *small chance* that the action occurred.  
5 = There is *almost no chance* that the action occurred.

During your last 30 duty days at your duty location:

1. Organization parties, picnics, award ceremonies and other special events were attended by both majority and minority personnel.
2. The spouses of majority and minority personnel mixed and mingled during special events.
3. A majority person told several jokes about minorities.
4. The Commander/CO did not appoint a qualified majority in a key position, but instead appointed a less qualified minority.
5. Majority and minority supervisors were seen having lunch together.
6. A majority first-level supervisor made demeaning comments about minority subordinates.
7. Majority and minority personnel were seen having lunch together.
8. A race relations survey was taken, but no groups other than blacks and whites were used.
9. A majority member in your organization directed a racial slur at a member of another organization.
10. A majority supervisor frequently reprimanded a minority subordinate but rarely reprimanded a majority subordinate.
11. The supervisor had lunch with a new minority member (to make him/her feel welcome), but did not have lunch with a majority member who had joined the organization a few weeks earlier.
12. A group of majority and minority personnel made reference to an ethnic group other than their own using insulting ethnic names.
13. Graffiti written on the organization's rest room or latrine walls "put down" minorities or women.
14. A new minority person joined the organization and quickly developed close majority friends from within the organization.
15. A minority man made off-color remarks about a minority woman.
16. A supervisor discouraged cross-racial dating among personnel who would otherwise be free to date within the organization.
17. A minority man was selected for a prestigious assignment over a majority man who was equally, if not slightly better, qualified.
18. A majority supervisor did not select a qualified minority subordinate for promotion.
19. When the Commander/CO held staff meetings, women and minorities, as well as majority men, were asked to contribute suggestions to solve problems.
20. A majority member complained that there was too much interracial dating among other people in the organization.
21. A supervisor always gave the less desirable additional duties to men.

PART I (Continued): Estimate the *chances* that the actions listed below COULD have happened:

40

- 1 = There is a *very high chance* that the action occurred.
- 2 = There is a *reasonably high chance* that the action occurred.
- 3 = There is a *moderate chance* that the action occurred.
- 4 = There is a *small chance* that the action occurred.
- 5 = There is *almost no chance* that the action occurred.

22. A minority woman was selected to receive an award for an outstanding act even though she was not perceived by her peers as being as qualified as her nearest competitor, a majority man.

23. A minority member was assigned less desirable office space than a majority member.

24. The term "dyke" (meaning lesbian), referring to a particular woman, was overheard in a conversation between unit personnel.

25. The Commander/CO changed the duty assignments when it was discovered that two persons of the same minority were assigned to the same sensitive area on the same shift.

26. Minorities and majority members sat at separate tables in the cafeteria or designated eating area during lunch hour.

27. Most equal opportunity staff were either women or minorities.

28. A Commander/CO giving a lecture took more time to answer questions from majority members than from minority members.

29. Majority and minority members were seen socializing together.

30. When reprimanding a minority man, the majority supervisor used terms such as "boy."

31. Second level female supervisors had both men and women as subordinates.

32. A male supervisor touched a female peer in friendly manner, but never touched male peers.

33. A majority and a minority person turned in similar pieces of equipment with similar problems. The minority person was given a new issue; the majority member's equipment was sent to

maintenance for repair.

34. A motivational speech to a minority subordinate focused on the lack of opportunity elsewhere; to a majority subordinate, it focused on promotion.

35. Majority personnel joined minority friends at the same table in the cafeteria or designated eating area.

36. When a female subordinate was promoted, a male peer made the comment, "I wonder who she slept with to get promoted so fast."

37. A supervisor gave the same punishment to minority and majority subordinates for the same offense.

38. A qualified minority first-level supervisor was denied the opportunity for professional education by his/her supervisor. A majority first-level supervisor with the same qualifications was given the opportunity.

39. When a woman complained of sexual harassment to her superior, he told her, "You're being too sensitive."

40. Offensive racial/ethnic names were frequently heard.

41. The only woman in a work group was expected to provide housekeeping supplies, such as needle and thread, aspirin, etc., in her desk.

42. Racial/ethnic jokes were frequently heard.

43. A woman was asked to take notes and provide refreshments at staff meetings (such duties were not part of her job assignment).

PART I (Continued)

Estimate the *chances* that the actions listed below COULD have happened:

- 1 = There is a *very high chance* that the action occurred.
- 2 = There is a *reasonably high chance* that the action occurred.
- 3 = There is a *moderate chance* that the action occurred.
- 4 = There is a *small chance* that the action occurred.
- 5 = There is *almost no chance* that the action occurred.

44. A supervisor gave a minority subordinate a severe punishment for a minor infraction. A majority member who committed the same offense was given a less severe penalty.

45. A better qualified man was not picked for a good additional duty assignment because the Commander/CO said it would look better for equal opportunity to have a woman take this duty.

46. A supervisor referred to female subordinates by their first names in public, while using titles for the male subordinates.

47. The Commander/CO assigned an attractive woman to escort visiting male officials around because, "We need someone nice looking to show them around."

48. A woman who complained of sexual harassment was not recommended for promotion.

49. A man stated, "Our unit worked together better before we had women in the organization."

50. At non-official social activities, minorities and majority members were seen socializing in the same group.

PART II

In this part of the survey, answer the following questions regarding *how you feel about your organization*.

PART II (Continued)

- 1 = *totally agree* with the statement
- 2 = *moderately agree* with the statement
- 3 = *neither agree nor disagree* with the statement
- 4 = *moderately disagree* with the statement
- 5 = *totally disagree* with the statement

51. I would accept almost any type of assignment in order to stay in this organization.

52. I find that my values and the organization's values are very similar.

53. I am proud to tell others that I am part of this organization.

54. I could just as well be working in another organization as long as the type of work was similar.

55. I feel very little loyalty to this organization.

56. This organization really inspires me to perform my job in the very best manner possible.

57. It would take very little change in my present circumstances to cause me to leave this organization.

58. I am extremely glad to be part of this organization compared to other, similar organizations that I could be in.

59. Assuming I could stay, there's not too much to be gained by sticking with this organization to retirement.

60. Often, I find it difficult to agree with the policies of this organization on important matters relating to its people.

61. For me, this organization is the best of all possible ways to serve my country.

62. Becoming part of this organization was definitely not a good move for me.

**PART III**

Please respond to the following items regarding the *effectiveness of your work group* (all persons who report to the same supervisor that you do) using the scale below:

- 1 = *totally agree* with the statement
- 2 = *moderately agree* with the statement
- 3 = *neither agree nor disagree* with the statement
- 4 = *moderately disagree* with the statement
- 5 = *totally disagree* with the statement

63. The amount of output of my work group is very high.

64. The quality of output of my work group is very high.

65. When high priority work arises, such as short suspenses, crash programs, and schedule changes, the people in my work group do an outstanding job in handling these situations.

66. My work group always gets maximum output from available resources (e.g., personnel and materials).

67. My work group's performance in comparison to similar work groups is very high.

**PART IV**

The questions in Part IV are used to determine *how satisfied you are with some specific job-related issues*. Indicate your degree of satisfaction or dissatisfaction by choosing the most appropriate phrase:

- 1 = *very satisfied*
- 2 = *moderately satisfied*
- 3 = *neither dissatisfied nor satisfied*
- 4 = *somewhat dissatisfied*
- 5 = *very dissatisfied*

**PART IV (Continued)**

Level of satisfaction with: 42

68. The chance to help people and improve their welfare through the performance of my job.

69. My amount of effort compared to the effort of my co-workers.

70. The recognition and pride my family has in the work I do.

71. My job security.

72. The chance to acquire valuable skills in my job that prepare me for future opportunities.

73. My job as a whole.

**PART V**

In this section, we are asking for your opinions about certain issues. On your answer sheet, mark your response to each of these statements, as follows:

- 1 = *totally agree* with the statement
- 2 = *moderately agree* with the statement
- 3 = *neither agree nor disagree* with the statement
- 4 = *moderately disagree* with the statement
- 5 = *totally disagree* with the statement

74. Minorities were better off before this equal opportunity business got started.

75. More severe punishments are given out to minority as compared to majority offenders for the same types of offenses.

76. Majority supervisors in charge of minority supervisors doubt the minorities' abilities.

77. Minorities get more extra work details than majority members.

78. I understand the feelings of people of other races better since I became associated with the military.

PART V (Continued)

- 1 = *totally agree* with the statement  
2 = *moderately agree* with the statement  
3 = *neither agree nor disagree* with the statement  
4 = *moderately disagree* with the statement  
5 = *totally disagree* with the statement

79. The military is fully committed to the principle of fair treatment for all its members.

80. After duty hours, people should stick together in groups made up of their race only (e.g., minorities only with minorities and majority members only with majority members).

81. Majority males act as though stereotypes about minorities and women are true (for example, "Blacks are lazy").

82. Trying to bring about the integration of women and minorities is more trouble than it's worth.

83. If the race problem can be solved anywhere, it can be solved in the military.

84. Majority males have a better chance than minorities or women to get the best training opportunities.

85. Majority members assume that minorities commit every crime that occurs, such as thefts in living quarters.

86. Majority males do not show proper respect for minorities or women with higher rank.

87. Minorities and majority members would be better off if they lived and worked only with people of their own races.

88. I dislike the idea of having a supervisor of a race different from mine.

89. Majority males are not willing to accept criticism from minorities or women.

90. Majority members get away with breaking rules that result in punishment for minorities.

91. Some minorities get promoted just because they are minorities.

43

92. Power in the hands of minorities is a dangerous thing.

93. Minorities and women frequently cry "prejudice" rather than accept responsibility for personal faults.

94. I would not like to have a supervisor of the opposite sex.

95. This organization provides a good career chance for advancement for minorities and women.

96. Minorities and women get away with breaking rules that majority males are punished for.

97. There should be more close friendships between minorities and majority members in this organization.

98. In this organization, I have personally felt discriminated against because of my race.

99. Minorities don't take advantage of the educational opportunities that are available to them.

100. Many minorities act as if they are superior to majority members.

PART VI

In this last section, please tell us some things about yourself. This information will be used for statistical analysis only. *No attempt will be made to identify you.*

101. I have personally experienced an incident of discrimination (racial, sexual, or sexual harassment) directed at me from *military* sources (including civilians employed by the military).

1 = YES    2 = NO

102. I filed a complaint on the incident.

1 = YES  
2 = NO  
6 = N/A

103. I was satisfied with the disposition of the complaint that I filed.

1 = YES    2 = NO    6 = N/A

104. I have personally experienced an incident of discrimination (racial, sexual, or sexual harassment) from *non-military* sources.

1 = YES    2 = NO

105. I filed a complaint on the incident.

1 = YES  
2 = NO  
6 = N/A

106. I was satisfied with the disposition of the complaint that I filed.

1 = YES    2 = NO    6 = N/A

107. The highest level of education I have completed is:

1 = less than graduating from high school.  
2 = high school graduate or G.E.D.  
3 = some college.  
4 = college degree.  
5 = advanced college work or degree.

108. Before I joined the military (or started working for the government), the approximate percentage of my close personal friends who were of my same racial/ethnic group was

1 = 25 percent or less.  
2 = more than 25 but less than 50 percent.  
3 = more than 50 but less than 75 percent.  
4 = more than 75 but less than 100 percent.  
5 = 100 percent.

109. Currently, I have at least one close personal friend (a person with whom I would feel comfortable discussing very personal problems) who is of a different racial/ethnic group than myself.

1 = YES    2 = NO

110. Most people would rate the equal opportunity climate in this organization

1 = very poor  
2 = poor  
3 = about average  
4 = good  
5 = very good

111. I personally would rate the equal opportunity climate in this organization

1 = very poor  
2 = poor  
3 = about average  
4 = good  
5 = very good

112. I am

1 = female    2 = male.

113. My racial/ethnic group is

1 = American Indian or Alaskan Native.  
2 = Asian or Pacific Islander.  
3 = African-American (not of Hispanic origin).  
4 = Hispanic.  
5 = White (not of Hispanic origin).  
6 = Other.

114. I am a(n):

1 = officer  
2 = warrant officer  
3 = enlisted member  
4 = Federal civilian employee (DoD affiliated)  
5 = Federal civilian employee (not DoD affiliated)  
6 = other (e.g., private civilian, State employee)

115. If enlisted, what pay grade?

1 = E1 - E3  
2 = E4 - E5  
3 = E6  
4 = E7  
5 = E8 - E9  
6 = Not enlisted

*Military Equal Opportunity Climate Survey (all Services/DoD Civilian version)*

116. If warrant officer, what pay grade?

- 1 = W1
- 2 = W2
- 3 = W3
- 4 = W4
- 5 = W5
- 6 = not a warrant officer

117. If commissioned officer, what pay grade?

- 1 = O1-O2
- 2 = O3
- 3 = O4
- 4 = O5
- 5 = O6 or above
- 6 = not a military officer

118. My age is

- 1 = under 20 years.
- 2 = 20 - 25.
- 3 = 26 - 30.
- 4 = 31 - 40.
- 5 = 41 - 50.
- 6 = 51 or over.

119. My Branch of Service is:

- 1 = Air Force.
- 2 = Army.
- 3 = Navy.
- 4 = Marine Corps.
- 5 = Coast Guard.
- 6 = Federal Civil Service.

120. My organization is best described as:

- 1 = Active duty military (including Coast Guard)
- 2 = Reserves (including Coast Guard)
- 3 = National Guard
- 4 = DoD Federal Civilian
- 5 = Non-DoD Federal Civilian
- 6 = Other

121. If GS or GM civilian employee, what pay grade?

- 1 = GS 1-4
- 2 = GS 5-7
- 3 = GS 8-10
- 4 = GS/GM 11-13
- 5 = GS/GM 14-15
- 6 = not a GS or GM civilian

122. If Wage Grade civilian employee, what pay grade? 45

- 1 = WG 1-5
- 2 = WG 6-9
- 3 = WG 10-13
- 4 = WG 14-16
- 5 = WG 17-18
- 6 = not a Wage Grade civilian

123. If SES civilian employee, what pay grade?

- 1 = SES 1-2
- 2 = SES 3-4
- 3 = SES 5-6
- 4 = not an SES civilian

124. If you are a member of the National Guard or Reserves, how would you classify your duty?

- 1 = Weekends and annual training only
- 2 = Individual Mobilization Augmentee
- 3 = Technician
- 4 = Active Guard/Reserve
- 5 = Other Guard or Reserve employee
- 6 = I am not a Guard or Reserve member

WAIT...HAVE YOU WRITTEN YOUR ADMIN. NO. (PAGE 3) ON YOUR RESPONSE SHEET? IF NOT, PLEASE DO SO NOW. Please provide any written comments on a separate sheet of paper addressed to Defense Equal Opportunity Management Institute, Directorate of Research. THEN, SEAL YOUR ANSWER SHEET, QUESTIONNAIRE, AND ANY WRITTEN COMMENTS IN AN ENVELOPE AND RETURN THE ENVELOPE TO YOUR SURVEY ADMINISTRATOR. You may send comments regarding this questionnaire directly to:

Directorate of Research  
Defense Equal Opportunity Management Institute  
Patrick Air Force Base, FL 32925-3399



REPLY TO  
ATTENTION OF:

DEPARTMENT OF THE ARMY  
WALTER REED ARMY MEDICAL CENTER  
WASHINGTON, D.C. 20307-5001



MCHL-CG

24 FEB 1995

MEMORANDUM FOR All Personnel, Walter Reed Army Medical Center

SUBJECT: Human Relations Survey

1. The attached survey.packet.gives you the opportunity to provide opinions on where I should focus my attention to enhance the human relations climate of Walter Reed Army Medical Center. Your responses are important to the success of this survey. No attempt will be made to identify you through your answers, so please respond openly and frankly.
2. This survey asks you to give me your opinions about whether something might have happened, or could happen; you don't need to prove it actually did. Your perceptions are valuable because they give me insight into the general attitudinal climate of our organization. Your survey will be forwarded with all the others to the Defense Equal Opportunity Management Institute in Florida so they can interpret the results and provide me a report on the human relations strengths and weaknesses of our medical center.
3. I appreciate your assistance in this project and assure you the time you devote to responding to the survey will not be wasted. Thank you for your attention and response.

RONALD R. BLANCK  
Major General, USA  
Commanding

Encl  
Survey

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