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2 WOMEN IN LINE MANAGEMENT POSITIONS
IN THE U. S. FOREST SERVICE

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Special Degree
Master of Arts
in
Human Resource and
Organizational Development


by
Janet S. Tyrrel
September, 1984

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Approved by:


Committee Chair

Nov. 28, 1984
Date

ABSTRACT

The research was designed to discover if differences exist between men and women in the U. S. Forest Service in regard to women performing in line management positions such as District Ranger. The agency employees are approximately 75% male and the Ranger has traditionally been a man. It was hypothesized that: (1) there was no difference between males and females in willingness to pursue management positions; if a difference were found it was hypothesized that (2) women are not willing because they are socially conditioned to perform women's work; (3) organizational climate and barriers exist which reduce the numbers of women willing; (4) sex differences exist which prevent successful performance by women in these positions; (5) women's values and purpose for working are such that fewer women than men are willing. The design utilized three sample groups: (A) women of GS-9 rating or higher, (B) present line managers, (C) four complete work units representing the total population. A questionnaire was constructed which provided demographic information and a measurement of attitudes relating to the hypotheses. Both scaled and open-ended items were used. Frequency counts resulting in percentages plus a summated score

from scales defining different attitudes by dimensions were generated.

Of particular importance, the major test hypothesis #1 was rejected because the data suggests that there exists a difference between men and women in their willingness to pursue line management positions. The difference is slight (10% of the work units' females were willing and 12.5% of the males). A significant finding was the low percentage of both males and females who were willing and desired such positions. The open-ended items provided specific statements which indicated a societal shift away from achieving positions on the career ladder if the cost required surrender of personal life in the form of 12-16 hour work days, frequent transfers, and isolated work assignments. As a result of data analysis, hypotheses #2 and #4 were rejected. On the other hand, the data supported #3 and #5.

The agency is subject to Consent Decree requirements which state that representation by women in all positions and at all levels must equal comparable occupations and levels of the national civilian workforce. The research concludes that with the present employees, the agency cannot meet these requirements within the five year period covered by the Decree.

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INTRODUCTION

The growth in women's rate of participation in the work force has been a steady one, reflecting trends that have been evident for more than a century. "In 1870, women comprised just over 14% of the labor force; by 1920 - 22%; in 1980, 52% of women over 16 were employed."¹

Economic trends, wars that have called women to fill jobs previously held by men, technological developments both at home and in the workplace, and the increasing demand for more equitable treatment in society have all been factors in sustaining this change. The social-psychological implications of this change, impact the total society. Men are being forced out of their traditional roles of power and authority. Women are pursuing work roles in an ever-widening range of occupations. They are no longer restricted to "women's work," i.e., teaching, nursing or secretarial duties. These jobs are routine and often have little or no room for advancement.

Since the 1964 Civil Rights Act which forbids sexual discrimination in employment, women have access to many jobs which have previously been held only by men, at least theoretically. In many cases, the courts have stepped in to ensure that women do have equal opportunity. This brings forth

a number of issues to examine. Are women qualified to occupy these non-traditional jobs? If not, how can organizations and institutions facilitate training and development for females? Do organizational climates and barriers discourage career development for women? Perhaps societal conditioning is so pervasive and strong that a majority of the population is unable to break through sex-role stereotypes. This continues to reinforce the perception that the employee is able to perform tasks only according to gender, which in turn negates an individual's special characteristics or qualifications.

While the uniqueness of the U. S. Forest Service with its public image of rugged outdoor men cannot be denied, it is important to keep the following in mind. The middle and higher level management people (District Rangers, Forest Supervisors, and Regional Foresters) must demonstrate or possess skills, abilities, and attributes that would be expected in any private corporation at the same levels. Specific subject knowledge would be different but organizational expectations as to what people must do at these levels would be very similar. Women are moving into management positions in these corporate organizations and performing well. It seems reasonable to assume women would perform well for the Agency.

THE ADMINISTRATIVE PROBLEM

A legal agreement with the force of law requires Region 5 of the U. S. Forest Service to implement an affirmative action plan to remedy the underrepresentation of female employees. "Underrepresentation means that the percentage of women in a given job series or grade level is less than the percentage of women in comparable occupations and levels of the national civilian labor force."²

A Needs Assessment was conducted in 1981, which determined the percentages for the various positions. There is a great disparity between the upper grades (GS-11 and above) and the lower ones when examining for representation of women. There are significantly fewer women in the higher grades and in line management positions or on fire crews. To fulfill the legal agreement the agency is attempting to define the problem and install necessary support activities. These include such things as evaluation of job requirements; identifying potential candidates; career development and training; recognizing organizational climate and barriers if they exist and installing a process for change; and a way to measure the efficacy of the change activities.

The Forest Service is unable to recruit new employees because of budget and manpower restrictions plus further requirements by the Office of Personnel Management (OPM) which specify only college graduates in certain fields can fill particular job series or grade levels. The women in the

agency now, plus the few new hires permitted, must be used to fill the positions.

THE RESEARCH PROBLEM

This research will be exploratory as an attempt is made to examine the perception that women in the organization are unwilling to pursue the career opportunities in sufficient numbers so as to enable the agency to meet the Consent Decree requirements by 1985 or even later. The research attempted through use of a questionnaire to determine: (a) are the women unwilling to pursue career development opportunities in numbers which are significantly different than men? (b) the percentages who are willing as compared to gender composition of the workforce, and (c) the perceptions of men and women regarding women's work roles, women's possession of attributes necessary to function successfully in line management positions, and organizational climate in regard to women in line management.

THESIS STATEMENT

Women have comprised more than 40% of the workforce in the United States for the past decade.³ According to Baron, "Only 18% of all managers are female."⁴ If women are not in these positions proportionate to their numbers in the work force, perhaps it is by choice. If they are willing to pursue line management positions but are not achieving them,

several factors could be operating. These factors would include actual sex differences (biological), sex role stereotypes resulting from social conditioning, and individual actions which result from a synthesization of factors and attitudes held by the Forest Service employee.

LITERATURE REVIEW

SEX DIFFERENCES

The landmark research edited by Maccoby and by Maccoby and Jacklin has explored the development of sex differences and the psychology of sex differences. Their research continues at Stanford and is currently focused on a longitudinal study which utilizes blood samples taken at birth and follows the development of the children through age six. The purpose of the study is to determine if differences in the levels of male and female hormones are associated with gender specific behaviors.⁵

Sex differences that are fairly well established include: (1) girls have greater verbal ability than boys; (2) boys excel in visual-spatial ability; (3) boys excel in mathematical ability; (4) males are more aggressive. Unfounded beliefs about sex differences include the following: girls are more 'suggestible' than boys; girls have lower self-esteem; girls are better at rote-learning, boys at higher level cognitive processing; boys are more analytic; girls are more affected by heredity, boys by environment; girls lack achievement motivation; and girls are auditory, boys are visual. Tactile sensitivity; fear, timidity, and anxiety; activity level; competitiveness; dominance; compliance; and nurturance or 'maternal' behavior are all open to question.⁶

The authors discuss three factors that affect the development of sex differences: genetic factors, social conditioning, and the imitation of behavior appropriate to his or her sex.

It is not possible to explain behavior by one or even two of the factors, as all exert their own direct influence as well as interact with each other.

Another comment on sex differences concerns the area of perceptual motor abilities. Boys show greater speed and coordination of gross bodily movements, whereas girls excel in manual dexterity. "Physical strength may be involved in the sex difference."⁷ Males can be expected to possess greater power but not necessarily the endurance to continue to exert it. The example of marathon runners seems to give evidence as to women's endurance and men's speed. Generally, the female runners at the end of a marathon exhibit fewer symptoms of exhaustion than their male counterparts, while the men finish with faster times.

Research on sex, attributions, and leadership by Butterfield and Powell examined how female leaders differ from male leaders. This literature has generally yielded no difference between the sexes regarding traits and behaviors. Female leaders are not evaluated or perceived differently from males when engaging in the same behavior.⁸

In considering women in management positions, Schmidt and Posner concluded from their research, "When it comes to career commitment, the best man for the job may be a woman."⁹ They surveyed 1498 middle and upper level managers at major U. S. corporations. To ensure accurate comparison of male and female attitudes, they matched 130 of the men and women

in terms of organizational position, age, educational level, salary size, company size, geographic location, and years of business experience. The female executives tended to have made a much stronger commitment to their jobs and careers. Women were more willing to move or change their life-style for a better-paying job. When asked to choose between home or work as a source of satisfaction, 60% of the women executives chose work but only 37% of the men made that choice. The researchers believe the stronger dedication among the females comes from the obstacles they had to face in the task of succeeding in the business world. "To overcome prejudices, they were forced to work harder and make more personal sacrifices to achieve management status."¹⁰ The authors conclude with the observation that women with different personal values fell by the wayside and never reached managerial positions.

SOCIAL CONDITIONING AND SEX ROLE STEREOTYPING

Sexual stereotyping ascribes roles and behaviors according to gender. The idea that biology is destiny is reinforced by societal expectations of certain masculine or feminine roles. States Lowe, "Any theory which discusses the origins and the limitations on human behavior has the potential to affect behavior...it becomes prophetic."¹¹ If some children are told they are not as capable of doing mathematics as others, they will probably end up worse at it. The same could

be true with verbal ability and aggression. This helps reinforce the division in male/female qualities that is innate or natural. "We end up arguing about the origins of sex roles, instead of discussing their appropriateness."¹²

Assertive or aggressive behavior is often attributed to people who are effective managers. In a study by Linehan and Siefert, women and men evaluated female assertion as slightly more appropriate than male assertion. This sample determined that assertion appropriateness by sex is somewhat at variance with women's expectations about how other men and women will rate them if they engage in assertive behaviors. The belief commonly expressed by women's groups, that male assertion would be valued as more appropriate than female assertion was not supported in this study. "The situational context is very important."¹³ The authors suggest assertive behavior needs to be situation-specific and that it is learned or acquired. Social conditioning is both powerful and pervasive in its effect on the beliefs and actions of individuals. In order to change the representation of women in line management positions sexual stereotyping as part of our social conditioning will need to form some new images of sexually appropriate behavior.

As Baron states, 18% of all managers are women. According to the National Commission on Working Women, "Only 5% of all working women are in managerial positions."¹⁴

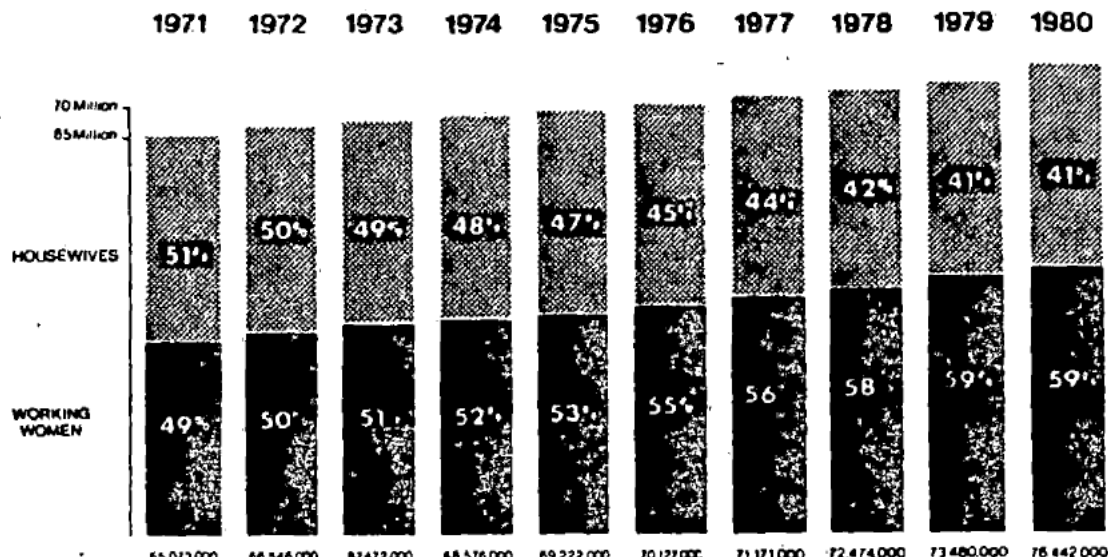
Only one company on FORTUNE'S list of the 500 largest industrial corporations has a woman chief

executive. That woman, Katherine Graham of the Washington Post, readily admits she got the job because her family owns a controlling share of the corporation. More surprising, given that women have been on the ladder for ten years, is that none currently seems to have a shot at the top rung.¹⁵

In a special report by U. S. News & World Report, advances by women in every field are listed. Women are increasing their numbers as they become doctors, lawyers, professors, stockbrokers, architects, engineers, ministers, politicians, and pilots. It says the trend will continue in the next generation with women making up one-quarter of the students in medical school, almost one-third in law schools and one-third in business schools. Still illusive is the room at the top as the chairman of the board, senior partner, police chief, or Army general. "Only 5% of top executives are woman. Fewer than 5% of the 534 members of Congress are female and less than 2% of school-district superintendents are women though they constitute 71% of the nation's classroom teachers."¹⁶

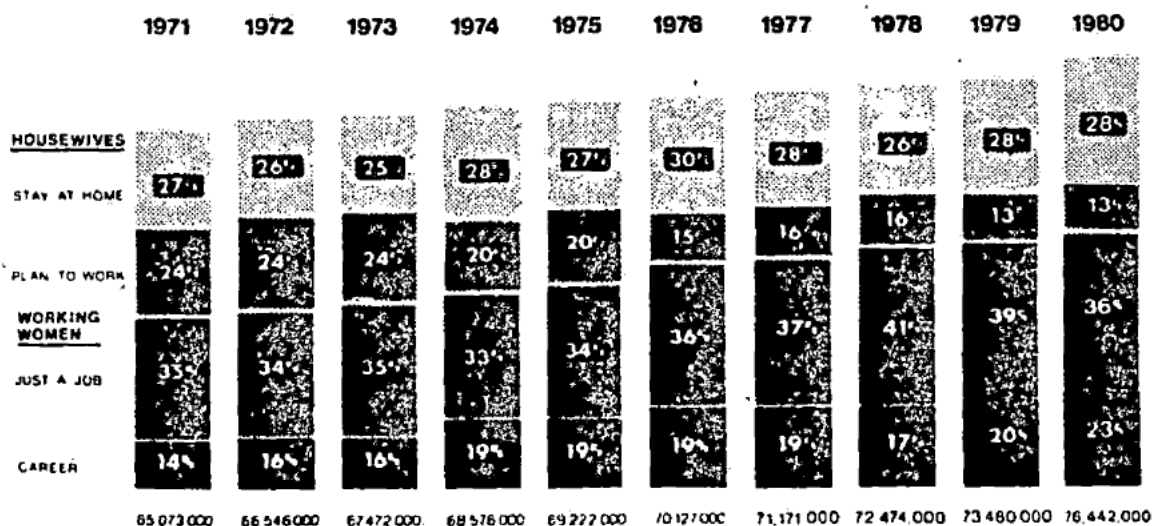
Interesting statistics quoted by Bartos¹⁷ come from The Yankelovich Monitor which began asking the New Demographic questions in 1971 (Graph #1). Of significance to this research is the increase in women with a career as women in line management positions will come from this group. A summary of the information on the graph shows the ratio of working women to housewives crossed over from equality to majority in 1973. The base group comes from the Bureau of Labor Statistics and included are women 16 and over who are in the

RATIO OF WORKING WOMEN TO HOUSEWIVES: TRENDS: 1971-1980



Base: All women 16 and over in the labor force or keeping house
Source: Bureau of Labor Statistics, Employment and Earnings, Jan. 1972-1981

THE NEW DEMOGRAPHICS: TRENDS: 1971-1980



BASE: ALL WOMEN 16 AND OVER IN THE LABOR FORCE OR KEEPING HOUSE

SOURCE: BUREAU OF LABOR STATISTICS, EMPLOYMENT AND EARNINGS, JAN. 1972-1981

TANKLEOVICH MONITOR 1972-1981

labor force or keeping house. In 1972 the working women comprised 50% of the base total of 66+ million and the housewives were 50%. The study further segments the population into four groups: housewives who plan to stay in the home; housewives who plan to work; working women with just a job; working women with a career. Of particular interest is the trend during the years to 1980. Percentages of housewives who stay at home and the working women with just a job both increased by only 2%. The significant change occurs in the decrease of housewives planning to work and the increase in women with a career. By 1980, 41% of the base total of 76+ million women were housewives and 59% were working women. 23% of all women or 39% of the working women sought a career.

Sex role identity research by Gaddy, Glass and Arnkoff¹⁸ suggests that the area of childrearing provides perhaps the greatest set of societal expectations that work against the dual-career lifestyle. Wives still take the major responsibility in most areas of childrearing at the expense of time that would be devoted to a career. Sex role identity is salient because the traditional allocation of childrearing is to the nurturant, maternal individual. Women who are able to draw on traditionally masculine personality characteristics and who have a relatively equalitarian marriage may have more flexibility for the pursuit of a career. Women who are more feminine in their sex roles or traditional in marriage may be expected to make greater career sacrifices for their family.

A review of the literature failed to locate research which designated gender as determining characteristics necessary for leaders. Even so, popular belief continues to insist that women cannot be leaders as witnessed by the opposition to Geraldine Ferraro as the Vice Presidential nominee of the Democratic party in the 1984 election. People may continue to feel innate sex differences disqualify women for line management but research supporting this was not found.

Literature is abundant which discusses sex roles and behaviors. These are the overt displays of social conditioning which by definition is learned. Masculinity and femininity are described by a series of words. The adjective checklist first developed by Terman-Miles¹⁹ and Bem Sex-Role Inventory²⁰ both use descriptive terms to characterize each sex in our society. The early male/female scales assumed bipolarity, i.e., masculinity and femininity as independent variables. Persons high on both scales are classified as androgynous individuals. In personality research, "Androgynous characterizes the person who manifests favorable traits ascribed to both sexes."²¹ Sargent has coined the term "androgynous manager" to define her concept of what it will take to be an effective leader in the 1980's. "An androgynous mix of behaviors is the most effective management style in the workplace in the 1980's - a style that blends behaviors previously deemed to belong exclusively to men or women."²²

In discussing requirements for effective managers Rowe, Bennis, and Boulgarides quote a study conducted by American Management Associations on the attributes of an effective manager:

It was found that they clustered around two basic decision categories: First, a manager's decision-making style determines the course of action to be taken; second, the way in which he or she implements decisions determines the degree to which goals and objectives will be met. Stated in another way, decision making is often considered the problem-solving facet of the managerial function, whereas the ability to motivate, communicate, and implement decisions is viewed as the interpersonal aspect of the manager's work.²³

The authors continue by linking women's capabilities with some of the same attributes possessed by the most successful managers in today's society; the Japanese, who rely on broad thinking that involves all levels of management. They are future-oriented and show concern for employee's well-being. Using the authors' decision-style inventory the women who show a crossover pattern are heralded as the managers of the future. Use of this instrument helps to find a better match between people and jobs; gender is not a consideration.

Research by Huckle examines the decade from 1972 to 1982 to see if affirmative action has increased the numbers of mid-level managers. "There has not been a lot of change."²⁴ There is some evidence of both a formal commitment to statements of equality and indirect resistance on the part of white males, to increased opportunities for women in non-traditional jobs. The setting was a major metropolitan

government employer (city). There was a gain in representation of women from 16% to 20% of the total city workforce. Women doubled proportions of officials/administrators from 3% to 6%. Number of women among professionals was increased so that they now comprise 20% of professionals. The majority of women are still in clerical positions. Managers are more careful in 1983 about describing women; they now know the words to say regarding affirmative action but action is slow to follow the words.

STATEMENT OF THE HYPOTHESES

- H₀ There is no difference between males and females in regard to willingness to pursue career development opportunities leading to line management positions.
- H₁ Women do not seek opportunities because they are socially conditioned to perform "women's work."
- H₂ Organizational climate and barriers exist which effectively reduce the numbers of women willing to pursue opportunities.
- H₃ Sex differences exist which prevent women from being successful in the performance of line positions.
- H₄ Women's value systems and purpose for work is such that fewer women than men are willing to pursue the line management positions.

INDEPENDENT VARIABLES

Socially Conditioned Women's Work: In the broadest sense, women have two choices: the role of housewife or a work career outside the home. If she chooses the work role then she can enter the segment of the job market reserved for women such as nurse, teacher, or secretary. The woman who pursues a career outside these traditional work areas must

· resolve conflicts ranging from concerns about feminine identity to facing organizational barriers to her career development. She would face a work situation demanding considerable adaptability and resilience.

Organizational Climate and Barriers: Behavior of individuals within an organization is related to the consequences of social action. The outcomes of a social action or even anticipation of the outcomes is a very powerful factor in determining the nature of behaviors. Behavioral models stress, "Actions and social relationships that yield a positive cost-reward outcome are the primary determinants of group dynamics. Group behavior will reflect those positive outcomes."²⁵ Because the very nature of bureaucracies demands conformity, it is easy to see the problem. Society has identified what constitutes women's work. The organization has to conform to be efficient. Society's values and attitudes are mirrored in the bureaucracy and these views in turn comprise the extant climate and erect the barriers that reduce the willingness of women.

Barriers in organizations may be structural as well as social-psychological. Job descriptions and requirements may be constructed which effectively bar certain individuals or classes of workers from particular positions. Until challenged in court, the job descriptions are operative.

Sex Differences: The innate characteristics which are determined by gender. These are few and the degree of

difference is small. The obvious are physical and it may be safe to say males tend to be stronger. This does not say they have more endurance or greater ability to perform a particular task. Many jobs today have few physical strength requirements due to technological change so sex differences are generally immaterial to ability to do most jobs.

Women's Value Systems and Purpose for Working: Value systems and purpose for working vary with each individual. The different patterns of socialization to which men and women are exposed contribute to the formation of value systems. These in turn are combined with conscious choices by the employee to determine goals or the purpose for work.

DEPENDENT VARIABLE

Career Development Opportunities: A planned process which will fulfill the need to move women into non-traditional positions in the Forest Service. These opportunities are not just limited to women. Included would be: formal schooling, details to other locations, in-service training, project assignments, cross-training, assigned readings, and other informal training.

While attempting to define the variables it should be noted that according to Rubin, "The truth is layered. There are many interpretations of any given social phenomenon. No matter how exhaustively the subject is studied, no single common truth may emerge."²⁶ Social research such as this,

which is examining attitudes, will not provide definitive cause and effect statements. It may contribute to understanding the administrative problem and with this understanding be able to identify some areas for corrective action.

It would be a mistake to conclude women are willing, based upon erroneous data. Respondents may say they will pursue the positions when in fact, they will not. This is a BETA error and in exploratory studies this is a serious mistake. Not rejecting the null hypothesis would indicate the agency would have no problem filling positions with women. They would not need to examine the organization and initiate corrective measures, when in fact to solve the problem in ongoing fashion, these very things must be done.

This mistake would be serious because there would be no movement toward compliance with the consent decree. The agency could suffer because the courts could impose conditions and sanctions which would interfere with the mission and goals of the organization.

INTERFERING VARIABLE

Desire To Please Superiors: Respondent wants to appear willing to cooperate in Consent Decree efforts but in reality does not support it. Even though anonymity is assured, many do not in fact believe it.

DESIGN OF THE RESEARCH

SUBJECTS

The research effort took place among employees of the U. S. Forest Service in Region 5. This includes 17 National Forests in the state of California and the Regional Office in San Francisco. There are approximately 6000 employees. While the focus of the study was women, men were also included because their beliefs and attitudes also shape the organizational climate. If the problem has primary origins in climate then recommendations must reflect that information.

The stratified design reflects three sample groups:

- (1) All women in the Region with a GS-9 rating or higher. These individuals would comprise the majority of women from whom future line managers would be selected.
- (2) All present line managers, i.e., District Rangers; Forest Supervisors and Deputies; the Regional Forester and Deputies.
- (3) Four total work units which included a Ranger District in northern, central, and southern California plus a unit in the Regional Office. All employees in each of these units received the survey instrument and represented all GS ratings and positions in the Regional population. The units were chosen by a table of random numbers with the exception of the regional office unit which was selected because of the desire

for maximum number of employees. If a woman in the work unit was GS-9 or higher she was recorded in group #1.

MATERIALS

A questionnaire was constructed that attempted to measure social-psychological variables reflecting attitudes and beliefs but also included willingness to act. An explanatory letter was composed which accompanied the questionnaire and copies of each were distributed for pre-testing to random employees on the San Bernardino National Forest (see app. 1, 1A).

The questionnaire was revised and the final version attempted to elicit the usual demographic information plus attitudes and beliefs along five dimensions. There were five demographic items and twenty-two others which were a combination of scaled, yes-no, and openended responses. A cover letter under the letterhead of the college accompanied each instrument plus an envelope for return (see app. 2, 2A, 2B).

PROCEDURE

Informal discussion with local Forest Service officials assured interest and cooperation from the agency. A formal presentation was made in San Francisco on February 6, 1984. The project was outlined and agency concerns were articulated. An agreement was reached whereby the agency agreed to fund the project costs in exchange for a summary of results as

well as the recommendations of the researcher. Expenses would be covered but no salary as the researcher agreed to sign the form required of an official volunteer.

The final instrument was signed off by the agency and the researcher's graduate committee. Distribution was determined by the three previously mentioned sample groups. The agency provided a listing of women in GS-9 or higher positions as of August, 1983 with their locations. This group received green-colored questionnaires. The Brief Telephone Directory-revised in January, 1984 provided the listing of all national forests and ranger districts. The line management employees received yellow-colored questionnaires. The work units received white-colored questionnaires. All questionnaires were identical in content. A count was made of each color to go to each forest. The work units were estimated and each forest received several extra sets. Because the women's listing was more than six months old and recent agency action may have increased these numbers, allowance was made for some increase. Each envelope had the researcher's initials on the front and a number in upper corner designating the Forest or Regional Office so it was possible to determine any systematic non-response. 315 green, 139 yellow, and 225 white questionnaires were sent to the various locations with an individual note handwritten to each line officer, directing the distribution. The packets were duplicated, assembled, and mailed by the researcher from the

San Bernardino office. Each respondent sealed the completed questionnaire in the envelope and returned it to the Forest distribution point. These were mailed back to San Bernardino in batches to a collection box in the mail room.

The agency provided a computer programmer to write a program which accepted the data from the questionnaires.

. Each instrument was numbered as it was returned and that number plus color was entered into the data base to correspond to each instrument's information.

RESULTS

ALL RESPONSES

The instruments were actually mailed the first week in April and though a request was made for timely returns, the results were still coming in as late as May 15. All locations returned the questionnaires and there was no systematic non-response. Some locations returned extra sets and others did not so there is a small loss of accuracy in response rate. Decreasing the distribution numbers only by those sets returned seemed the conservative course so in actuality the response rate is probably higher. Table 1 records the distribution, unused returned, and responses for a rate of 80%.

Demographic results from all responses (see app. 3) show 44% were from males and 63% were married. Deleting the 28 no responses shows 71% of the subjects have a 4-year college degree or more. The mean age is 39.8; the median age is 38; the mode is 25, disregarding no responses. The remaining items with the exception of 21, 22, 25, 26, and 27 were grouped according to the following dimensions:

Dimension 1 = Present attitude towards women's work roles.

Items 6,7,8,9,12

Table 1.

QUESTIONNAIRE DISTRIBUTION AND
PERCENTAGE OF RESPONSE

	<u>Distributed (- unused)</u>	<u>Total</u>	<u>Response</u>
Women GS-9+ (Green)	315 - 10	305	241
Line Managers (Yellow)	139 - 4	135	110
Work Units (White)	225 - 25	<u>200</u>	<u>160</u>
	TOTALS	640	511

Percentage of Return

Green $241 \div 305 = 79\%$

Yellow $110 \div 135 = 81\%$

White $160 \div 200 = \underline{80\%}$

$240\% \div 3 = 80\%$

TOTAL $511 \div 640 = 79.8\%$ or rounded to 80%

Dimension 2 = Characteristics perceived necessary for line management positions.

Items 10,11,14,15,16,17

Dimension 3 = Commitment to Forest Service.

Item 13

Dimension 4 = Perception of gender possession of requirements for advancement.

Items 18,19

Dimension 5 = Perceptions of organizational climate regarding sexual equality.

Items 20,23,24

Item 21 was deleted from summated scales because of ambiguity but was valuable as the open-ended portion yielded interesting data. Item 22 was deleted as 94% and 93% of males and females responded negatively. Item 25 was used to determine willingness to pursue career development leading to line management. Items 26 and 27 were open-ended and were a rich source of information as to how the position of District Ranger is viewed.

To yield summated scaled scores for each dimension it was necessary to reverse responses for 8, 11, 13, 15, 17, and 23. Item 20 was accorded 5 for yes, 1 for no. The scores yielded scales on the dimensions as follows:

<u>Dimension</u>	<u>Traditional----range----Non-traditional</u>		
1	0	to	25.
2	0	to	30

<u>Dimension</u>	<u>Not committed---range-----Committed</u>		
3	0	to	5
	<u>Inequality-----range-----Equality</u>		
4	0	to	10
5	0	to	15

The 0 on scales was necessary to accomodate the non-response on some items. The dimensions were examined to determine what summated scores fell above the median point on the scales after discounting for non-response items. As an example, if dimension 1 had a summated score of 0 to 4, the respondent failed to respond to some or all of the five questions. Scores from 5 through 25 were arrayed with the median score being 15. Any score greater than or equal to 16 was considered as being non-traditional. Table 2 gives a summary of the summated scores and is also delineated by sample groups.

SAMPLE GROUPS

In order to form an accurate picture of the willingness to pursue opportunities it was necessary to examine the data by sample groups. Item 25 as representing the dependent variable required an A or C response to signify willingness. A signified willingness with the requisite education and C showed willingness but without the necessary education.

The sample group (see app. 4,4A,4B) representing women with a rating of GS-9 or higher, was divided into two age

SUMMATED SCALES

<u>Sample Group</u>	<u>Dimensions</u>					Total
	#1 (16+)	#2 (19+)	#3 (4+)	#4 (7+)	#5 (10+)	
Green	(238) 99%	(230) 95%	(151) 63%	(166) 69%	(59) 25%	241
Yellow	(108) 98%	(108) 98%	(102) 93%	(66) 60%	(22) 20%	110
White	(142) 89%	(131) 82%	(99) 62%	(86) 54%	(30) 19%	160
TOTALS	(488) 95%	(469) 92%	(352) 69%	(318) 62%	(111) 22%	511

Table 2.

Dimension

- #1 Present Attitude Toward Women's Work Roles (Median = 15)
- #2 Women's Possession of Characteristics Necessary For Line Management (Median = 18)
- #3 Commitment To Organization (Median = 3)
- #4 Perception of Gender Possession of Requirements For Advancement (Median = 6)
- #5 Perceptions of Organizational Climate Regarding Gender Equality (Median = 9)

groups, 18-32 and 33-70. There were 111 and 117 respondents respectively for a total of 228 with 13 females failing to give their age. This removed three A responses. 28.5% of the 18-32 age group and 18.5% of the 33-70 age group indicated willingness. 22.5% of the former and 10% of the latter indicated they were willing and had the education while 6% and 8.5% respectively responded that they were willing but lacked education. (Table 3)

The sample group (see app. 5,5A,5B) representing work units was composed of 75% males and 25% females with a total of 160 respondents. 12.5% of the males were willing with 7.5% and 5% indicating A and C respectively. 10% of the females were willing, all with C responses. (Table 4)

The sample group (see app. 6) representing present line managers was composed of 4.5% females and 95.5% males with a total of 110 respondents. Item 25 was not pertinent to this group though the open-ended portion indicated willingness to pursue these positions if they had to make the choice again.

OPEN-ENDED ITEMS:

The responses were entered into the data base as written. Additionally, they were categorized and a separate listing was entered of these numbers so summary analysis with frequencies could be performed (see app. 7,7A,7B). Acknowledgement is made of arbitrary but necessary assignment to categories. This was a difficult task but these responses

Table 3.

WOMEN GS-9+ REGION-WIDE

<u>AGE</u>	A		B		C		D		E		NR	Total	
18-32	(25)	22.5%	(50)	45%	(7)	6%	(14)	12.6%	(13)	11.7%	(2)	1.8%	111
33-70	(12)	10%	(20)	17%	(10)	8.5%	(56)	47.9%	(19)	16%	(0)	0%	117
TOTALS	(37)	16.3%	(70)	31%	(17)	7.3%	(70)	30%	(32)	14%	(2)	.9%	228

A = Willing with requisite education

C = Willing but lacking education

$$18-32 \quad A (22.5\%) + C (6\%) = 28.5\%$$

$$33-70 \quad A (10\%) + C (8.5\%) = \underline{18.5\%}$$

$$47.0\% + 2 = \underline{\underline{23.5\%}}$$

Table 4.

WORK UNITS

Question #25

<u>SEX</u>	A	B	C	D	E	NR	Total
Male	(9) 7.5%	(37) 30.8%	(6) 5%	(43) 35.8%	(18) 15%	(7) 5.8%	120
Female	(0) 0%	(2) 5%	(4) 10%	(26) 65%	(8) 20%	(0) 0%	40
TOTALS	(9)	(39)	(10)	(69)	(26)	(7)	160

N = 160 75% males, 25% females

A = Willing with requisite education

C = Willing but lacking education

Males A (7.5%) + C (5%) = 12.5%

Females A (0%) + C (10%) = 10 %

$22.5\% \div 2 = \underline{\underline{11.3\%}}$

provide a fine source of information for attempting to discover general attitudes from individual disclosures. Females responded to open-ended items with a greater frequency than males.

ANALYSIS AND DISCUSSION

The research problem centered around the perception that women in the U. S. Forest Service are unwilling to pursue career opportunities in line management positions. Discussion with agency officials revealed evidence for this belief by the fact that recent vacancy position announcements have not generated applications by women.

It was necessary to examine responses A and C to item 25 of the women and work unit groups but exclude present line managers. As reported earlier in the paper, 28.5% of the younger age cohort and 18.5% of the older age cohort indicated the willingness of the women's sample. These percentages are significantly greater than the present percentage of women in line management in the Forest Service in this Region, which was 4.5%. 27% in the women's group had high school or some college as the educational level; the remaining 73% had a four-year degree or more. The percentages indicating willingness would appear reasonable as the various specialties in education would allow career aspirations within a particular field in the agency but not necessarily embrace a career in management. Those percentages are considerably below the Consent Decree figure of 43%. The figures in the literature review recorded 18% of all managers were female and that was

in 1978. There may have been some slight increase since that date but probably not more than 2%. If 39% of working women want a career it appears they would be generated from the 73% with more schooling.

The research figures seem to reinforce the optimistic belief that women's aspirations are changing and the change is reflected generationally. 18.5% of the older group corresponds to the real-world figure of 18%. The 10% increase in willingness by the younger group could be a fairly accurate representation of women in management in twenty years. While this is not the agency's current representation nor is it the target of the Consent Decree, the research suggests the pathway for change is in place.

A second interpretation of the 10% differential in age cohorts might result from an examination of the marital status of these women. 42% of the younger group is married; 53% of the older group is married. It could be theorized that marriage reduces the willingness to pursue management positions by 11%. There has been much written which suggests women subordinate their careers to the conflicting demands of a husband's career as well as to the responsibility for the child rearing. Recognizing the demands of management positions, the older women's willingness may reflect their assessment of the difficulty of performing in both areas.

Turning to the sample group of work units with men's and women's willingness at 12.5% and 10% respectively, the

research seems to indicate little difference between the two. The survey of the work units was a representative sample of the agency in this Region and as such presents a very legitimate picture of employee attitudes. Using approximate numbers, 120 of the 6000 Regional positions are those of line managers or about 2%. It would appear that with 12.5% and 10% of the work units' employees (males and females) being willing, the agency would have sufficient applicants to fill management positions.

A further examination of the work unit responses reveals a difference in the responses to item 25. All of the females responded to C which means, of those willing, none had the education necessary. The male responses show 60% of the willing men have the necessary education. If these figures represent an agency picture of personnel for the past generation it becomes clearer as to the present low representation of women in line management positions. Women do not have the education now and they probably have not had it in the past.

The research made no attempt to determine the qualifications of those who were willing beyond the educational achievement. The open-end portion of item 15 provided an opportunity for respondents to list characteristics they deemed necessary for a manager to possess. More than seventy adjectives detailed the interpersonal aspect of being an effective leader (see app. 7) and included some of the following:

motivator	communicator	delegator
analyzer	planner	sympathizer
synthesizer	politician	leader

Additionally, possession of a land ethic, experience with natural resources, and technical knowledge were listed. Of the latter group, only the technical knowledge would really be linked to the O.P.M's restriction as to specific educational degrees. Less than 10% of the total responses were concerned with technical knowledge and/or education. Gender was not listed as a necessary characteristic. Agency personnel described leaders in terms of people skills almost exclusively yet present line managers are those whose major field of study was: forestry, engineering, hydrology, soils, landscape architecture, wildlife biology, or range conservation and they are almost all men. Women are generally seen as possessing greater people skills than men and if this is true then it would be reasonable to assume women would predominate as line managers. Because they do not, the operative criteria for selection seems to be centered around very specific educational fields which attract small percentages of women.

Examination of the dimensions with summated scale scores revealed attitudes generally favorable for women. Dimension 1 showed 95% of the respondents above the median score which would indicate an awareness of women being able to perform successfully outside the stereotypical roles defined as

women's work. Dimension 2 placed 92% above the median which would affirm the belief that women possess characteristics necessary for line management. Dimension 3 places 69% of the personnel surveyed in the category of being satisfied with or committed to the U. S. Forest Service as an employer. Dimension 4 with 62% above the median shows women perceived as possessing requirements for advancement. There were only two items included in this dimension and perhaps more or different items would have provided a better indication of attitude. Dimension 5 with just 22% above the median causes a flag regarding sexual equality in perceptions of organizational climate. Other items might have produced different results.

The responses to open-ended items were of interest for several reasons. Females were more likely to respond than males by twelve percent. Two suggestions about this rate of response are advanced for consideration. First, because this whole area is of special interest to women they were more likely to explore the reasons for their responses. The second idea is concerned with social conditioning. It is believed that females are taught to conform to directions; to cooperate, assist, and support in fulfilling tasks. Either of these ideas could be advanced to aid in understanding this response differential.

Another reason for finding the open-ended items of interest is because of the overall evidence of awareness by

the respondents in regard to the whole area the research is attempting to investigate. The sample groups are well-educated and this is reflected in the quality of the responses. There seemed to be a real concern for working toward resolution of the administrative problem.

Philosophical thoughts and suggestions for remedial action were recorded in many responses. A number of respondents indicated the necessity for fairness in treatment for both men and women. There were numerous expressions of the belief that change is occurring both societally and organizationally which will result in more women in line management positions. Women frequently explained their lack of interest in line positions by stating personal life situations including children or family were more important or they preferred to concentrate efforts in their special field of education which was not management. Extreme polar positions were few, i.e., women will never be represented equitably in these positions because men won't let them; women are not qualified to perform successfully in management. Many stated the belief that the agency is a reflection of the larger society.

CONCLUSIONS AND RECOMMENDATIONS

The research conclusions regarding the hypotheses are as follows:

H_0 = Reject: there is a slight difference in gender willingness within the work unit sample, males at 12.5% and females at 10%. The women's sample showed 23.6% who were willing.

H_1 = Reject: being socially conditioned to perform women's work is not why women are unwilling.

H_2 = Accept: organizational climate and barriers are perceived which do reduce women's willingness.

H_3 = Reject: perceived innate sex differences do not affect ability to perform in management positions effectively.

H_4 = Accept: many women placed value on positions in their specialty rather than management as well as choosing personal goals or citing family reasons to explain unwillingness.

Of particular importance, the null test hypothesis (p. 14) was rejected because the data suggested that a difference (though slight) exists between men and women in their willingness to pursue line management positions. Especially significant was the rather low percentage of both

men and women who indicated a desire to pursue these positions. Past generations have willingly sacrificed personal life in pursuit of climbing the organizational career ladder and this research suggests that a societal change is taking place. Frequent responses to open-ended items #25 and #27 stated an unwillingness to pursue opportunities for line management because of the toll taken on quality of personal life. The District Ranger is a very visible person in a small community and as such, is scrutinized 24 hours a day, seven days a week. Locations are often remote; entertainment and educational opportunities for the family are perceived as being very limited. Advancement requires a broad background of experience and this means frequent transfer and uprooting of family. In the past, aspiring managers accepted these conditions but this study suggests employees are no longer as willing to do the same. The increasing societal trend toward dual-career families is present among Forest Service employees and the reluctance to pursue management careers requiring frequent transfers could be evidence of a new concern for suitable employment and career opportunities for a spouse.

This study suggests women's career aspirations still appear to be influenced by societal expectations. Though Dimension 1 appears to reject the notion of women's work, Dimension 5 as portraying organizational climate is a reflection of societal conditioning. For change to occur, society must recognize the conflict which arises when women are

expected to perform successfully in pursuit of career opportunities and in the role of wife and mother. Until men in society are seen as being equally responsible in both arenas it does not seem there will be numerical representation of women according to percentage of each gender in the total workforce. If married women subordinate career aspirations to those of the spouse many otherwise qualified employees do not enter the competition.

The agency can assist this change in a variety of ways. A critical issue is concerned with being willing to assume a proactive role in counseling. The necessary structure is already in place in the form of employee performance appraisal. It is imperative that a realistic assessment of an individual's potential for management positions be communicated to the employee. Failure to do so allows the willing but unqualified individual to nurture false hopes. Assignment to a management position of this individual puts in place a destructive scenario. Any woman placed in a pioneer role is subject to intense scrutiny. Because it is a woman in a very public role, failure or inadequate performance is attributed to gender rather than to the individual. This in turn causes potential women managers to hesitate or reject altogether a similar opportunity. The counseling and appraisal role is particularly difficult in organizations such as the Forest Service. Present line managers and staff directors are primarily professionals in the area of natural resources and

have been trained in technical curricula. The expertise required for management roles is not the same and even though in-service training in these roles occurs there is still a very real deficiency.

In addition to adequate counseling, the agency could provide support for formal education on a whole or matching basis for those who are willing and identified as possessing management potential. Recognition of difficulties involved with adequate child-care and two-career families are both societal and agency concerns. A number of organizations have instituted child-care facilities on or near the work site and when large numbers of employees are in one location this is feasible. Organizations are also assisting spouses of relocated employees in finding new positions. These actions are difficult for the Forest Service because of the remoteness of many Ranger Districts. District Ranger is the beginning position for line managers and advancement in management is rare if on-the-ground experience is missing. Complications are further manifested with the realization that these are often the years when women are of child-bearing age. There are no easy agency remedies.

Socialization and education provide a vast repertoire of behavior and actions for employees. The agency can facilitate choices which will move it toward Consent Decree requirements if it accepts the notion that line management positions are not dependent upon actions which are gender-appropriate.

The present predominantly male power structure can provide stimulus for change by visibly encouraging and rewarding those employees whose actions support compliance.

In the final analysis of a change process, the individual is the keystone. Any process consists of incremental actions which are individual in nature and many iterations of these actions are necessary to establish an ongoing process. A change in women's work roles, specifically increasing the percentage of women in line management in the Forest Service, requires individual choices and actions. Individuals will choose actions which are satisfying or rewarding to them. Every member of our society makes choices, albeit some are subconscious. Women can choose to pursue line management or not. Present line managers can choose to support or oppose the Consent Decree as can each individual employee. The choices are determined by a complex synthesizing of social conditioning, perceived organizational climate, and by cognitive processing, not by one factor in isolation.

Future research could focus on a comparison between males and females in the Forest Service who currently possess education in one of the fields designated as a requirement for the line management positions. Given the budgetary and personnel constraints of the agency, most future line positions must be filled with present employees. Financial support for formal education will be miniscule as will funding

for most efforts directed toward training and development.

The agency believes the uniqueness of its mission requires line managers to possess expertise in certain natural resource areas. Chairing a public meeting with special interest groups, who are polarized regarding the proper use of public lands, is a difficult task at best. Without a broad general knowledge of and experience with these natural resources, the belief is that a manager would be ineffective and lack credibility. Because of these beliefs there will probably be little pressure on O.P.M. to expand the list of eligible fields of study. These parameters would define most future line managers as coming from current employees with the requisite education.

Research could be done to compare the attitudes of males and females in these categories only, in order to generate a more definitive conclusion as to why there are differences in willingness. Also some exploratory research to examine the belief that only employees with majors in certain fields are competent line managers would be of value to the agency. Change is inevitable and information such as this would enable the Forest Service to be proactive instead of having to react as is presently the case with the Consent Decree.

APPENDIXES

Appendix 1

March 1984

Dear Participant:

This questionnaire is part of my research project and thesis for the Master's Degree at California State College San Bernardino. The major is Human Resource and Organizational Development.

My research will focus on the attitudes, which exist among individuals in the organization, in regard to women in non-traditional work roles. The questionnaire will be distributed to a sampling of men and women across all levels of the agency from a planning viewpoint, as well as generalizable to other organizations. Because attitudes are highly individual, there are no right or wrong responses to the statements. It is important to the project that all items be completed as fully and carefully as possible.

Permission to survey employees has been given by Zane Smith, Regional Forester. Statistical results (not individual responses) and recommendations will be made available to the Forest Service. If you desire information or have any questions, feel free to contact me at (714) 793-2575.

When you have completed the questionnaire seal it in your envelope. These will be placed in a collection mailer and returned to me. Please return the questionnaire within one week, sooner if possible, to the collection envelope designated at your work unit. Thanks for your help!

Sincerely,

Janet S. Tyrrel

Appendix 1A

1. Male_____	Female_____				
2. Married_____	Single_____	Other_____			
3. Age_____					
4. GS Rating_____					
5. Education: High School or GED_____	Some college_____				
	4 Yr. College Degree_____	Post-graduate_____			
			AGREE	SOMETHAT AGREE	UNCERTAIN
				SOMETHAT DISAGREE	DISAGREE
6. Women should work only if economically necessary.			1	2	3 4 5
7. The best types of work for women are clerk-typist, waitress, teacher, and nurse.			1	2	3 4 5
8. It would make no difference to me whether my supervisor was a woman or a man.			1	2	3 4 5
9. Women who want to perform men's jobs are different than other women.			1	2	3 4 5
10. Men are more able to do most jobs in the Forest Service because they are physically stronger than women.			1	2	3 4 5
11. Any job in the Forest Service can be performed by the right man or woman.			1	2	3 4 5
12. Men tend to make a career of their Forest Service employment while women employees view their work as a "job."			1	2	3 4 5
13. All else being equal, I would prefer to work for the Forest Service rather than another organization.			1	2	3 4 5
14. Women would find it difficult to be effective in some Forest Service management positions because the image calls for a rugged outdoor-type man.			1	2	3 4 5
15. I have never worked for a unit which had a woman as my immediate supervisor.			1	2	3 4 5
16. Many women in the Forest Service possess the characteristics necessary to be successful in line positions, such as Dist. Ranger.				1 2 3 4 5	
Please list some characteristics you believe are necessary. Use back if needed.					
17. Most women are not aggressive enough to go after positions of power, such as that of District Ranger.			1	2	3 4 5

18. Women can handle tough situations, such as saying "No," to powerful interest groups. 1 2 3 4 5
19. Men are more willing to transfer than women, in order to advance themselves, career-wise. 1 2 3 4 5
20. Generally, women are not as willing as men to undertake the risks, which are inherent with any line position. 1 2 3 4 5

Career development opportunities, meaning a planned process to advance individuals to increasingly responsible positions, would include: formal schooling, in-service training, long-term details and projects which may involve relocation, cross-training, assigned readings, and other informal training.

21. I believe women and men have equal career development opportunities in the Forest Service. 1 2 3 4 5
Briefly, explain your answer. Use back if needed.
22. Regardless of career development emphasis, I believe few women will become District Rangers or Forest Supervisors. 1 2 3 4 5
Explain your answer, please. Use back if needed.

Career development leading to a line position such as District Ranger would require the individual to recognize that the job has greatly increased visibility. Success and failure become very public. Personal life can be disrupted by transfers. Opportunities to implement ideas and to take responsibility or credit for results, are possible. Check one of the following statements:

23. I have the required education and am willing today to pursue the career development necessary to become a District Ranger. (a)____
I have the required education but do not wish to become a District Ranger, at least at this time. (b)____
I do not have the education necessary but would like to pursue career development opportunities and become a District Ranger. (c)____
I do not have the education and do not want to become a District Ranger. (d)____
OTHER (e)____
Please explain your answer. Use back if needed.

24. The District Ranger's position is attractive to me because:

25. The District Ranger's position is not attractive to me for these reasons:



the California
State University

OFFICE OF THE ASSOCIATE DEAN, GRADUATE PROGRAMS
TELEPHONE (714) 887-7755

March 1984

Dear Participant:

This questionnaire is part of my research project and thesis for the Master's Degree in Human Resource and Organizational Development at California State College, San Bernardino.

My research will focus on the attitudes which exist among individuals in the Forest Service in regard to women in non-traditional work roles. The questionnaire will be distributed to a sampling of men and women across all levels of the organization. The findings can be useful for analysis of the agency from a planning viewpoint, as well as generalizable to other organizations. Because attitudes are highly individual, there are no right or wrong responses to the statements. It is important to the project that all items be completed as fully and carefully as possible.

Permission to survey employees has been given by Zane Smith, Regional Forester. Statistical results (not individual responses) and recommendations will be made available to the Forest Service. If you desire information or have any questions, feel free to contact me at (714) 793-2575.

When you have completed the questionnaire, seal it in your envelope. These will be placed in a collection mailer and returned to me. Please return the questionnaire within one week, sooner if possible, to the collection envelope designated at your work unit. Thanks for your help!

Sincerely,

A handwritten signature in cursive script that reads "Janet S. Tyrrel".

Janet S. Tyrrel

Appendix 2A

- | 1. Male_____ Female_____ | | 2. Married_____ Single_____ Other_____ | | | | | | |
|--|--|--|--|-------|----------------|-----------|-------------------|----------|
| 3. Age_____ | | 4. GS Rating_____ | | | | | | |
| 5. Education: High School or GED_____ Some College_____ | | 4 Yr. College Degree_____ Post-graduate_____ | | | | | | |
| | | | | 1 | 2 | 3 | 4 | 5 |
| | | | | Agree | Somewhat Agree | Uncertain | Somewhat Disagree | Disagree |
| 6. Women should work only if economically necessary. | | | | 1 | 2 | 3 | 4 | 5 |
| 7. The best types of work for women are clerk-typist, waitress, teacher, and nurse. | | | | 1 | 2 | 3 | 4 | 5 |
| 8. It would make no difference to me whether my supervisor was a woman or a man. | | | | 1 | 2 | 3 | 4 | 5 |
| 9. Women who want to perform jobs traditionally held by men are not as feminine as other women. | | | | 1 | 2 | 3 | 4 | 5 |
| 10. Men are better able to do most jobs in the Forest Service because they are physically stronger than women. | | | | 1 | 2 | 3 | 4 | 5 |
| 11. Any job in the Forest Service can be performed by the right man or woman. | | | | 1 | 2 | 3 | 4 | 5 |
| 12. Men tend to make a career of their Forest Service employment while women employees view their work as a "job." | | | | 1 | 2 | 3 | 4 | 5 |
| 13. All else being equal, I would prefer to work for the Forest Service rather than another organization. | | | | 1 | 2 | 3 | 4 | 5 |
| 14. Women would find it difficult to be effective in some Forest Service management positions because the image calls for a rugged outdoor-type man. | | | | 1 | 2 | 3 | 4 | 5 |
| 15. Many women in the Forest Service possess the characteristics necessary to be successful in line positions, such as District Ranger. | | | | 1 | 2 | 3 | 4 | 5 |
| Please list some characteristics you believe are necessary. Use back if needed. | | | | | | | | |
| 16. Most women are not aggressive or assertive enough to go after positions of power, such as that of District Ranger. | | | | 1 | 2 | 3 | 4 | 5 |
| 17. Women can handle tough situations, such as saying "No" to powerful interest groups. | | | | 1 | 2 | 3 | 4 | 5 |
| 18. Men are more willing to transfer than women, in order to advance themselves, career-wise. | | | | 1 | 2 | 3 | 4 | 5 |
| 19. Generally, women are not as willing as men to undertake the risks which are inherent with any line position. | | | | 1 | 2 | 3 | 4 | 5 |

20. I have worked for a unit which had a woman as the immediate supervisor. Yes _____ No _____

21. I believe I was not selected for a particular job in the Forest Service because of my sex. Yes _____ No _____

Please explain your answer. Use back if needed.

22. I have not applied for a position I wanted and was qualified for in the Forest Service, because I felt my sex would keep me from being selected. Yes _____ No _____

Please explain your answer.

Career development opportunities, meaning a planned process to advance individuals to increasingly responsible positions, would include: formal schooling, in-service training, readings, and other informal training.

23. I believe women and men have equal career development opportunities in the Forest Service. 1 2 3 4 5

Briefly, explain your answer. Use back if needed.

24. Regardless of career development emphasis, I believe proportionately fewer women than men will become Dist. Rangers or Forest Supervisors. 1 2 3 4 5

Please explain your answer.

Career development leading to a line position such as District Ranger would require the individual to recognize that the job has greatly increased visibility. Success and failure become very public. Personal life can be disrupted by transfers. Opportunities to implement ideas and to take responsibility or credit for results are possible. Check one of the following statements:

25. I have the required education and am willing today to pursue the career development necessary to become a District Ranger. (a) _____

I have the required education but do not wish to become a District Ranger, at least at this time. (b) _____

I do not have the education necessary but would like to pursue career development opportunities and become a District Ranger. (c) _____

I do not have the education and do not want to become a District Ranger. (d) _____

OTHER (e) _____

Please comment regarding your response.

26. The District Ranger's position is attractive to me because:

27. The District Ranger's position is not attractive to me because:

1760 Equal Employment Opportunity

Date


MAR 30 1984

Survey Questionnaire
Women In The Forest Service

Forest Supervisors & Staff Directors

The enclosed questionnaire is circulated as a project within the Federal Women's Program, and is in response to a management request for information. Employee participation is voluntary.

It is being conducted by a volunteer in connection with a graduate study. It is for the purpose of helping to gather information that is important to current management concerns.


GWEN A. HOOVER, Director
Personnel Management

Enclosure

APPENDIX 2D



1. Please distribute the enclosed material according to the following key:

Green copy questionnaires - - - All women GS-9 and above (see attached list plus additions/deletions)

Yellow copy questionnaires - - Regional Forester, Deputy Regional Foresters, Forest Supervisors, Deputy Forest Supervisors (when relevant), and District Rangers.

White copy questionnaires - - - Specified units

Each participant will receive my cover letter, the questionnaire, and a numbered envelope with my initials on it. The number refers to the particular forest or unit and will be used for any necessary follow-up.

2. Designate a collection envelope on each District, Unit, or Station. Mail in batches to:

San Bernardino National Forest
144 N. Mt. View
San Bernardino, CA 92408

I have a special box there for receiving the material.

3. Anyone wishing to mail directly to me, may be given the following address:

Janet Tyrrel
133 Anita Ct.
Redlands, CA 92373

APPENDIX 3

511 RECORDS SELECTED OUT OF 511

COLOR	UNIT						
YELLOW:110	0: 3	4: 12	8: 13	12: 22	16: 17	51: 75	
GREEN :241	1: 21	5: 21	9: 13	13: 16	17: 14	52: 4	
WHITE :160	2: 16	6: 54	10: 17	14: 22	18: 0	53: 23	
NONE : 0	3: 20	7: 54	11: 22	15: 47	19: 5		

SEX	AGE						
MALE :225	18: 0	20: 1	30: 19	40: 21	50: 16	60: 3	
FEMALE:286	19: 0	21: 0	31: 23	41: 13	51: 8	61: 3	
NR : 0	NR: 32	22: 0	32: 22	42: 9	52: 6	62: 4	
		23: 3	33: 17	43: 10	53: 8	63: 0	
		24: 6	34: 24	44: 11	54: 4	64: 4	
MARITAL STATUS		25: 5	35: 21	45: 11	55: 6	65: 0	
MARRIED:322		26: 9	36: 16	46: 15	56: 4	66: 0	
SINGLE :141		27: 25	37: 16	47: 18	57: 2	67: 0	
OTHER : 33		28: 21	38: 10	48: 7	58: 4	68: 0	
NR : 15		29: 21	39: 12	49: 17	59: 4	69: 0	

GS RATING			
1: 1	7: 19	13: 37	
2: 0	8: 5	14: 23	
3: 5	9:161	15: 10	
4: 11	10: 2	16: 0	
5: 14	11: 77	NR: 55	
6: 11	12: 80		

EDUCATION	
HIGH SCHOOL OR GED: 36	
SOME COLLEGE :104	
4 YR. COLLEGE :208	
POST GRADUATE :135	
NO RESPONSE : 28	

QUESTION

MALE							FEMALE						
	1	2	3	4	5	NR		1	2	3	4	5	NR
6:	6	6	2	26	185	0	6:	5	3	1	8	269	0
7:	5	10	8	20	182	0	7:	1	1	2	6	274	2
8:	121	33	39	14	18	0	8:	216	33	15	16	6	0
9:	10	23	7	35	149	1	9:	3	16	7	12	246	2
10:	17	33	7	56	110	2	10:	4	20	7	51	204	0
11:	158	28	3	16	19	1	11:	227	25	10	12	10	2
12:	11	39	35	40	97	3	12:	12	51	11	76	132	4
13:	145	36	18	16	8	2	13:	113	58	60	27	24	4
14:	13	47	10	51	102	2	14:	17	58	11	51	149	0
15:	115	39	21	19	17	14	15:	199	40	7	11	11	18
16:	9	39	24	46	106	1	16:	10	74	20	78	101	3
17:	150	37	8	16	12	2	17:	208	49	6	12	8	3
18:	20	61	46	34	63	1	18:	29	74	30	56	97	0
19:	11	33	45	42	91	3	19:	9	54	19	53	149	2
		Y	N		NR				Y	N		NR	
20:		33	191		1		20:		140	144		2	
21:		45	173		7		21:		63	216		7	
22:		9	212		4		22:		14	268		4	
23:	61	50	14	54	45	1	23:	57	59	16	86	65	3
24:	86	65	31	12	29	2	24:	144	91	20	11	16	4
	A	B	C	D	E	NR		A	B	C	D	E	NR
25:	9	43	6	43	111	13	25:	40	77	21	103	42	3

DIMENSION 1 INCLUDES QUESTIONS: 6,7,8,9,12 - WITH 8 REVERSED
 DIMENSION 2 INCLUDES QUESTIONS: 10,11,14,15,16,17 - WITH 11,15,17 REVERSED
 DIMENSION 3 INCLUDES QUESTIONS: 13 - WITH 13 REVERSED
 DIMENSION 4 INCLUDES QUESTIONS: 18,19
 DIMENSION 5 INCLUDES QUESTIONS: 20,23,24 - WITH 23 REVERSED

	TRADITIONAL	TRADITIONAL	NOT-COMMITTED	FAVOR MEN (TRADITIONAL)	POOR CLIMATE FOR WOMEN (TRADITIONAL)
	DIM1	DIM2	DIM3	DIM4	DIM5
0	0	1	6	1	1
1	0	0	32	1	0
2	0	0	43	12	2
3	0	0	78	23	46
4	0	0	94	50	39
5	2	0	258	31	49
6	1	2		75	47
7	3	0	COMMITTED	76	110
8	0	0		55	63
9	1	1		68	43
10	0	2		119	31
11	2	0			57
12	1	2		ENLIGHTENED (NO DIFFERENCE)	14
13	2	0			4
14	2	2			0
15	9	5			5
16	7	5			
17	8	10			ENLIGHTENED (GOOD ORG. FOR WOMEN)
18	9	12			
19	19	12			
20	29	25			
21	51	21			
22	86	46			
23	76	24			
24	79	40			
25	124	53			
26		52			
27	ENLIGHTENED	51			
28		32			
29		55			
30		58			

ENLIGHTENED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300
301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320

COLOR UNIT
 YELLOW: 0 0: 1 4: 8 8: 7 12: 15 16: 13 51: 7
 GREEN : 241 1: 15 5: 15 9: 8 13: 10 17: 10 52: 2
 WHITE : 0 2: 12 6: 12 10: 11 14: 14 18: 0 53: 19
 NONE : 0 3: 17 7: 16 11: 14 15: 11 19: 4

SEX AGE
 MALE : 0 18: 0 20: 0 30: 14 40: 4 50: 6 60: 1
 FEMALE: 241 19: 0 21: 0 31: 15 41: 1 51: 3 61: 2
 NR : 0 NR: 13 22: 0 32: 12 42: 1 52: 0 62: 1
 23: 2 33: 12 43: 1 53: 2 63: 0
 24: 4 34: 15 44: 2 54: 4 64: 3
 25: 5 35: 14 45: 2 55: 2 65: 0
 26: 9 36: 8 46: 4 56: 0 66: 0
 27: 19 37: 9 47: 4 57: 2 67: 0
 28: 18 38: 1 48: 0 58: 1 68: 0
 29: 13 39: 6 49: 5 59: 1 69: 0

MARITAL STATUS
 MARRIED: 117
 SINGLE : 104
 OTHER : 15
 NR : 5

GS RATING EDUCATION
 1: 0 7: 6 13: 5 HIGH SCHOOL OR GED: 18
 2: 0 8: 1 14: 0 SOME COLLEGE : 47
 3: 0 9: 129 15: 0 4 YR. COLLEGE : 95
 4: 2 10: 0 16: 0 POST GRADUATE : 74
 5: 0 11: 62 NR: 22 NO RESPONSE : 7
 6: 1 12: 13

QUESTION

MALE							FEMALE						
1	2	3	4	5	NR		1	2	3	4	5	NR	
6:	0	0	0	0	0	0	6:	3	2	0	5	231	0
7:	0	0	0	0	0	0	7:	1	0	2	5	231	2
8:	0	0	0	0	0	0	8:	182	29	13	13	4	0
9:	0	0	0	0	0	0	9:	2	9	5	10	213	2
10:	0	0	0	0	0	0	10:	3	14	6	41	177	0
11:	0	0	0	0	0	0	11:	197	22	7	8	6	1
12:	0	0	0	0	0	0	12:	9	41	9	62	118	2
13:	0	0	0	0	0	0	13:	99	52	44	23	20	3
14:	0	0	0	0	0	0	14:	13	45	9	46	128	0
15:	0	0	0	0	0	0	15:	174	29	6	7	9	16
16:	0	0	0	0	0	0	16:	7	56	15	68	92	3
17:	0	0	0	0	0	0	17:	183	33	5	10	7	3
18:	0	0	0	0	0	0	18:	22	61	24	45	89	0
19:	0	0	0	0	0	0	19:	7	40	15	42	135	2
		Y	N		NR			Y	N		NR		
20:		0	0		0		20:		107	133		1	
21:		0	0		0		21:		53	182		6	
22:		0	0		0		22:		10	228		3	
23:	0	0	0	0	0	0	23:	50	50	13	72	54	2
24:	0	0	0	0	0	0	24:	117	80	18	9	14	3
	A	B	C	D	E	NR		A	B	C	D	E	NR
25:	0	0	0	0	0	0	25:	40	72	17	77	33	2

DIMENSION 1 INCLUDES QUESTIONS: 6,7,8,9,12 - WITH 8 REVERSED
 DIMENSION 2 INCLUDES QUESTIONS: 10,11,14,15,16,17 - WITH 11,15,17 REVERSED
 DIMENSION 3 INCLUDES QUESTIONS: 13 - WITH 13 REVERSED
 DIMENSION 4 INCLUDES QUESTIONS: 18,19
 DIMENSION 5 INCLUDES QUESTIONS: 20,23,24 - WITH 23 REVERSED

	TRADITIONAL	TRADITIONAL	NOT-COMMITTED	FAVOR MEN (TRADITIONAL)	POOR CLIMATE FOR WOMEN (TRADITIONAL)
	DIM 1	DIM2	DIM3	DIM4	DIM5
0	0	0	3	0	0
1	0	0	20	1	0
2	0	0	23	3	1
3	0	0	44	11	23
4	0	0	52	24	20
5	0	0	99	9	20
6	1	1		27	19
7	0	0	COMMITTED	34	44
8	0	0		25	34
9	0	0		35	21
10	0	0		72	16
11	0	0			28
12	0	0		ENLIGHTENED (NO DIFFERENCE)	9
13	0	0			4
14	0	1			2
15	2	2			
16	2	1			ENLIGHTENED
17	1	1			
18	1	5			
19	6	1			
20	8	6			
21	25	14			
22	42	19			
23	24	12			
24	48	13			
25	81	25			
26		26			
27	ENLIGHTENED	28			
28		16			
29		37			
30		33			

ENLIGHTENED

1	6	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
28	29	30	31	32	33	34	35	40	41	42	43	44	45	46	47	48	49	50	51
52	53	54	55	58	59	60	61	62	63	64	68	69	70	71	72	73	74	75	76
77	78	79	80	81	82	88	89	90	91	92	93	94	101	102	103	104	105	106	107
108	109	110	116	117	118	119	120	121	122	123	124	125	126	127	128	129	138	139	140
141	142	143	144	145	146	147	148	149	150	151	152	190	191	192	193	194	195	196	197
198	202	203	204	205	206	207	208	209	210	211	216	217	218	219	223	224	226	227	233
234	242	247	248	249	256	258	261	262	263	267	268	273	279	280	281	282	283	284	285
286	287	288	289	290	291	292	293	294	295	296	298	302	305	306	307	327	329	332	333
334	335	336	337	338	339	340	343	348	350	351	352	353	354	357	376	403	404	405	447
448	449	450	451	452	453	455	456	457	458	459	461	463	466	469	470	471	472	473	474
475	477	478	480	481	482	484	485	486	487	488	491	492	493	495	497	500	502	503	504
505	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

APPENDIX 4A

**GREEN 18 TO 32-ALL RESPONSES

**14:5 8/7/1984

111 RECORDS SELECTED OUT OF 511

COLOR	UNIT
YELLOW: 0	0: 1 4: 2 8: 3 12: 5 16: 6 51: 1
GREEN : 111	1: 8 5: 7 9: 4 13: 5 17: 7 52: 1
WHITE : 0	2: 8 6: 5 10: 7 14: 8 18: 0 53: 3
NONE : 0	3: 8 7: 6 11: 7 15: 6 19: 3

SEX	AGE
MALE : 0	18: 0 20: 0 30: 14 40: 0 50: 0 60: 0
FEMALE: 111	19: 0 21: 0 31: 15 41: 0 51: 0 61: 0
NR : 0	NR: 0 22: 0 32: 12 42: 0 52: 0 62: 0
	23: 2 33: 0 43: 0 53: 0 63: 0
	24: 4 34: 0 44: 0 54: 0 64: 0
MARRIED: 47	25: 5 35: 0 45: 0 55: 0 65: 0
SINGLE : 61	26: 9 35: 0 45: 0 55: 0 65: 0
OTHER : 2	27: 19 37: 0 47: 0 57: 0 67: 0
NR : 1	28: 18 38: 0 48: 0 58: 0 68: 0
	29: 13 39: 0 49: 0 59: 0 69: 0

GS RATING	EDUCATION
1: 0 7: 2 13: 1	HIGH SCHOOL OR GED: 1
2: 0 8: 0 14: 0	SOME COLLEGE : 7
3: 0 9: 81 15: 0	4 YR. COLLEGE : 71
4: 2 10: 0 16: 0	POST GRADUATE : 30
5: 0 11: 17 NR: 6	NO RESPONSE : 2
6: 0 12: 2	

QUESTION

	MALE							FEMALE					
	1	2	3	4	5	NR		1	2	3	4	5	NR
6:	0	0	0	0	0	0	6:	2	0	0	3	106	0
7:	0	0	0	0	0	0	7:	0	0	2	2	106	1
8:	0	0	0	0	0	0	8:	72	20	8	9	2	0
9:	0	0	0	0	0	0	9:	0	7	0	4	98	2
10:	0	0	0	0	0	0	10:	1	5	3	19	83	0
11:	0	0	0	0	0	0	11:	92	12	3	3	1	0
12:	0	0	0	0	0	0	12:	1	17	4	24	64	1
13:	0	0	0	0	0	0	13:	36	27	23	14	9	2
14:	0	0	0	0	0	0	14:	4	24	5	22	56	0
15:	0	0	0	0	0	0	15:	81	10	1	2	7	10
16:	0	0	0	0	0	0	16:	2	20	8	33	48	0
17:	0	0	0	0	0	0	17:	92	12	1	4	1	1
18:	0	0	0	0	0	0	18:	5	25	12	22	47	0
19:	0	0	0	0	0	0	19:	2	11	11	23	64	0
		Y	N	NR					Y	N	NR		
20:		0	0	0			20:		37	73	1		
21:		0	0	0			21:		16	92	3		
22:		0	0	0			22:		4	105	2		
23:	0	0	0	0	0	0	23:	24	23	6	37	20	1
24:	0	0	0	0	0	0	24:	45	41	8	4	12	1
	A	B	C	D	E	NR		A	B	C	D	E	NR
25:	0	0	0	0	0	0	25:	25	50	7	14	13	2

DIMENSION 1 INCLUDES QUESTIONS: 6,7,8,9,12 - WITH 8 REVERSED
 DIMENSION 2 INCLUDES QUESTIONS: 10,11,14,15,16,17 - WITH 11,15,17 REVERSED
 DIMENSION 3 INCLUDES QUESTIONS: 13 - WITH 13 REVERSED
 DIMENSION 4 INCLUDES QUESTIONS: 18,19
 DIMENSION 5 INCLUDES QUESTIONS: 20,23,24 - WITH 23 REVERSED

	TRADITIONAL	TRADITIONAL	NOT-COMMITTED	FAVOR MEN (TRADITIONAL)	POOR CLIMATE FOR WOMEN (TRADITIONAL)
	DIM 1	DIM 2	DIM 3	DIM 4	DIM 5
0	0	0	2	0	0
1	0	0	9	0	0
2	0	0	14	1	0
3	0	0	23	1	10
4	0	0	27	8	12
5	0	0	36	7	13
6	1	0		11	9
7	0	0	COMMITTED	15	16
8	0	0		11	16
9	0	0		18	10
10	0	0		39	7
11	0	0			11
12	0	0		ENLIGHTENED (NO DIFFERENCE)	4
13	0	0			1
14	0	1			0
15	0	0			2
16	2	0			
17	0	0			ENLIGHTENED (GOOD ORG. FOR WOMEN)
18	1	2			
19	4	0			
20	3	2			
21	10	10			
22	20	3			
23	9	6			
24	19	8			
25	42	12			
26		13			
27	ENLIGHTENED	13			
28		8			
29		12			
30		21			

ENLIGHTENED

1	10	12	14	16	17	20	21	22	24	26	27	28	31	33	34	35	40	41
44	47	51	52	54	64	69	72	73	74	75	78	81	89	91	93	101	102	103
109	110	116	117	120	123	126	127	129	141	142	145	148	150	190	196	197	202	204
207	209	210	211	216	218	219	224	227	234	247	249	256	268	287	290	293	298	302
307	327	333	334	335	337	339	340	348	353	357	376	403	452	455	459	461	469	472
481	482	484	492	493	495	497	500	502	503	505	0	0	0	0	0	0	0	0

APPENDIX 4B

**GREEN-33 TO 70-ALL RESPONSES

**14:7 8/7/1984

117 RECORDS SELECTED OUT OF 511

COLOR	UNIT
YELLOW: 0	0: 0 4: 6 8: 4 12: 10 16: 6 51: 4
GREEN :117	1: 6 5: 8 9: 4 13: 4 17: 3 52: 1
WHITE : 0	2: 4 6: 6 10: 3 14: 5 18: 0 53: 14
NONE : 0	3: 8 7: 8 11: 7 15: 5 19: 1

SEX	AGE
MALE : 0	18: 0 20: 0 30: 0 40: 4 50: 6 60: 1
FEMALE:117	19: 0 21: 0 31: 0 41: 1 51: 3 61: 2
NR : 0	NR: 0 22: 0 32: 0 42: 1 52: 0 62: 1

MARITAL STATUS
MARRIED: 63
SINGLE : 38
OTHER : 12
NR : 4

GS RATING	EDUCATION
1: 0 7: 2 13: 4	HIGH SCHOOL OR GED: 14
2: 0 8: 1 14: 0	SOME COLLEGE : 36
3: 0 9: 43 15: 0	4 YR. COLLEGE : 21
4: 0 10: 0 16: 0	POST GRADUATE : 41
5: 0 11: 44 NR: 13	NO RESPONSE : 5
6: 1 12: 9	

QUESTION

MALE							FEMALE						
	1	2	3	4	5	NR		1	2	3	4	5	NR
6:	0	0	0	0	0	0	6:	1	2	0	2	112	0
7:	0	0	0	0	0	0	7:	1	0	0	3	112	1
8:	0	0	0	0	0	0	8:	99	9	4	3	2	0
9:	0	0	0	0	0	0	9:	1	2	4	6	104	0
10:	0	0	0	0	0	0	10:	2	7	2	20	86	0
11:	0	0	0	0	0	0	11:	95	10	2	5	4	1
12:	0	0	0	0	0	0	12:	6	22	5	36	47	1
13:	0	0	0	0	0	0	13:	58	23	19	8	8	1
14:	0	0	0	0	0	0	14:	6	19	4	23	65	0
15:	0	0	0	0	0	0	15:	85	15	4	5	2	6
16:	0	0	0	0	0	0	16:	5	32	7	31	39	3
17:	0	0	0	0	0	0	17:	85	17	4	4	5	2
18:	0	0	0	0	0	0	18:	14	34	11	21	37	0
19:	0	0	0	0	0	0	19:	5	25	4	19	62	2
		Y	N	NR					Y	N	NR		
20:		0	0	0			20:		62	55	0		
21:		0	0	0			21:		33	81	3		
22:		0	0	0			22:		5	111	1		
23:	0	0	0	0	0	0	23:	22	25	7	34	28	1
24:	0	0	0	0	0	0	24:	62	38	9	5	1	2
	A	B	C	D	E	NR		A	B	C	D	E	NR
25:	0	0	0	0	0	0	25:	12	20	10	56	19	0

DIMENSION 1 INCLUDES QUESTIONS: 6,7,8,9,12 - WITH 8 REVERSED
 DIMENSION 2 INCLUDES QUESTIONS: 10,11,14,15,16,17 - WITH 11,15,17 REVERSED
 DIMENSION 3 INCLUDES QUESTIONS: 13 - WITH 13 REVERSED
 DIMENSION 4 INCLUDES QUESTIONS: 18,19
 DIMENSION 5 INCLUDES QUESTIONS: 20,23,24 - WITH 23 REVERSED

	TRADITIONAL	TRADITIONAL	NOT-COMMITTED	FAVOR MEN (TRADITIONAL)	POOR CLIMATE FOR WOMEN (TRADITIONAL)
	DIM1	DIM2	DIM3	DIM4	DIM5
0	0	0	1	0	0
1	0	0	8	1	0
2	0	0	8	2	1
3	0	0	19	9	12
4	0	0	23	15	8
5	0	0	58	2	7
6	0	1		13	8
7	0	0	COMMITTED	17	23
8	0	0		13	16
9	0	0		16	11
10	0	0		29	9
11	0	0			15
12	0	0		ENLIGHTENED. (NO DIFFERENCE)	5
13	0	0			2
14	0	0			0
15	2	2			0
16	0	1			
17	1	1			ENLIGHTENED (GOOD ORG. FOR WOMEN)
18	0	3			
19	2	1			
20	4	2			
21	12	3			
22	20	14			
23	14	5			
24	27	4			
25	35	11			
26		13			
27	ENLIGHTENED	14			
28		8			
29		23			
30		11			

ENLIGHTENED

6 11 15 18 19 23 25 29 30 32 43 45 46 48 49 53 55 58 59
 61 62 63 68 70 71 76 77 79 80 82 88 90 92 94 104 106 107 118
 121 122 124 125 128 138 139 140 143 144 146 147 149 151 152 191 192 194 195
 203 205 208 217 223 226 231 242 248 258 262 267 273 279 280 281 282 283 284
 286 288 289 291 294 296 305 329 332 336 338 343 350 351 352 354 404 405 445
 449 450 451 453 456 457 470 471 474 475 477 478 486 487 488 491 504 0 0

APPENDIX 5

**WHITE-ALL RESPONSES

**12:29 8/7/1984

160 RECORDS SELECTED OUT OF 511

COLOR	UNIT
YELLOW: 0	0: 0 4: 0 8: 0 12: 0 16: 0 51: 59
GREEN : 0	1: 0 5: 0 9: 0 13: 2 17: 0 52: 0
WHITE :160	2: 0 6: 37 10: 0 14: 0 18: 0 53: 0
NONE : 0	3: 0 7: 33 11: 0 15: 29 19: 0

SEX	AGE
MALE :120	18: 0 20: 1 30: 5 40: 8 50: 5 60: 2
FEMALE: 40	19: 0 21: 0 31: 7 41: 7 51: 2 61: 0
NR : 0	NR: 11 22: 0 32: 8 42: 2 52: 2 62: 3
	23: 1 33: 3 43: 3 53: 3 63: 0
	24: 2 34: 8 44: 5 54: 0 64: 1
MARRIED:105	25: 0 35: 7 45: 5 55: 2 65: 0
SINGLE : 33	26: 0 36: 5 46: 5 56: 2 66: 0
OTHER : 16	27: 6 37: 3 47: 5 57: 0 67: 0
NR : 6	28: 3 38: 6 48: 3 58: 2 68: 0
	29: 8 39: 4 49: 3 59: 2 69: 0

GS RATING
1: 1 7: 13 13: 11
2: 0 8: 4 14: 3
3: 5 9: 31 15: 0
4: 9 10: 2 16: 0
5: 14 11: 15 NR: 25
6: 10 12: 17

EDUCATION
HIGH SCHOOL OR GED: 18
SOME COLLEGE : 55
4 YR. COLLEGE : 49
POST GRADUATE : 28
NO RESPONSE : 10

QUESTION	MALE						FEMALE						
	1	2	3	4	5	NR		1	2	3	4	5	NR
6:	6	6	2	17	89	0	6:	1	1	1	3	34	0
7:	5	9	6	14	86	0	7:	0	1	0	1	38	0
8:	69	18	13	5	15	0	8:	31	4	2	1	2	0
9:	9	16	6	12	76	1	9:	1	7	1	2	29	0
10:	15	19	2	25	57	2	10:	1	6	1	9	23	0
11:	78	16	2	11	12	1	11:	26	2	3	4	4	1
12:	9	17	23	21	47	3	12:	2	10	2	11	13	2
13:	67	16	15	13	8	1	13:	11	5	15	4	4	1
14:	11	24	7	27	50	1	14:	3	13	2	4	18	0
15:	48	26	17	9	12	8	15:	20	11	1	4	2	2
16:	6	18	17	27	51	1	16:	2	16	5	10	7	0
17:	64	28	6	12	8	2	17:	21	15	1	2	1	0
18:	15	24	23	20	37	1	18:	6	12	5	11	6	0
19:	9	17	31	17	44	2	19:	0	12	4	10	14	0
		Y	N		NR			Y	N		NR		
20:		22	97		1		20:		32	7		1	
21:		27	88		5		21:		9	31		0	
22:		5	112		3				3	36		1	
23:	27	23	9	23	37	1	23:	6	8	3	12	11	0
24:	52	32	20	6	8	2	24:	24	10	2	1	2	1
	A	B	C	D	E	NR		A	B	C	D	E	NR
25:	9	37	6	43	18	7	25:	0	2	4	26	8	0

DIMENSION 1 INCLUDES QUESTIONS: 6,7,8,9,12 - WITH 8 REVERSED
 DIMENSION 2 INCLUDES QUESTIONS: 10,11,14,15,16,17 - WITH 11,15,17 REVERSED
 DIMENSION 3 INCLUDES QUESTIONS: 13 - WITH 13 REVERSED
 DIMENSION 4 INCLUDES QUESTIONS: 18,19
 DIMENSION 5 INCLUDES QUESTIONS: 20,23,24 - WITH 23 REVERSED

	TRADITIONAL DIM1	TRADITIONAL DIM2	NOT-COMMITTED DIM3	FAVOR MEN (TRADITIONAL) DIM4	POOR CLIMATE FOR WOMEN (TRADITIONAL) DIM5
0	0	1	2	1	1
1	0	0	12	0	0
2	0	0	17	7	0
3	0	0	30	10	20
4	0	0	21	13	9
5	2	0	78	14	17
6	0	1		29	15
7	3	0	COMMITTED	21	38
8	0	0		16	14
9	1	1		19	16
10	0	1		30	11
11	2	0			13
12	0	2		ENLIGHTENED (NO DIFFERENCE)	5
13	2	0			0
14	2	1			0
15	6	3			1
16	3	4			
17	4	9			ENLIGHTENED (GOOD ORG. FOR WOMEN)
18	7	6			
19	8	7			
20	11	10			
21	15	5			
22	26	16			
23	26	9			
24	19	10			
25	23	20			
26		15			
27	ENLIGHTENED	16			
28		8			
29		6			
30		9			

ENLIGHTENED

161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180
 181 182 183 184 185 186 187 188 189 228 229 230 233 235 236 237 238 239 240 241
 244 245 246 250 251 252 253 254 255 257 260 264 265 266 269 270 271 272 300 307
 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 360
 361 362 363 364 365 366 367 368 369 370 372 373 374 375 377 378 379 380 381 382
 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 405
 406 407 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427
 428 429 430 431 432 433 434 435 346 437 438 439 440 441 442 443 444 446 467 500

APPENDIX 5A

**WHITE-MALES-ALL RESPONSES

**13:34 8/7/1984

120 RECORDS SELECTED OUT OF 511

COLOR	UNIT
YELLOW: 0	0: 0 4: 0 8: 0 12: 0 16: 0 51: 45
GREEN : 0	1: 0 5: 0 9: 0 13: 0 17: 0 52: 0
WHITE :120	2: 0 6: 26 10: 0 14: 0 18: 0 53: 0
NONE : 0	3: 0 7: 28 11: 0 15: 21 19: 0

SEX	AGE
MALE :120	18: 0 20: 0 30: 4 40: 7 50: 5 60: 2
FEMALE: 0	19: 0 21: 0 31: 5 41: 6 51: 2 61: 0
NR : 0	NR: 6 22: 0 32: 6 42: 2 52: 2 62: 2
	23: 1 33: 3 43: 3 53: 3 63: 0
	24: 0 34: 7 44: 5 54: 0 64: 0
	25: 0 35: 7 45: 5 55: 1 65: 0
	26: 0 36: 4 46: 4 56: 0 66: 0
	27: 1 37: 2 47: 3 57: 0 67: 0
	28: 2 38: 4 48: 3 58: 1 68: 0
	29: 6 39: 3 49: 3 59: 0 69: 0

GS RATING
1: 0 7: 9 13: 11
2: 0 8: 2 14: 3
3: 1 9: 25 15: 0
4: 1 10: 2 16: 0
5: 7 11: 14 NR: 20
6: 8 12: 17

EDUCATION
HIGH SCHOOL OR GED: 13
SOME COLLEGE : 33
4 YR. COLLEGE : 41
POST GRADUATE : 25
NO RESPONSE : 8

QUESTION

MALE							FEMALE						
1	2	3	4	5	NR		1	2	3	4	5	NR	
6: 6	6	2	17	89	0	6: 0	0	0	0	0	0	0	
7: 5	9	6	14	86	0	7: 0	0	0	0	0	0	0	
8: 69	18	13	5	15	0	8: 0	0	0	0	0	0	0	
9: 9	16	6	12	76	1	9: 0	0	0	0	0	0	0	
10: 15	19	2	25	57	2	10: 0	0	0	0	0	0	0	
11: 78	16	2	11	12	1	11: 0	0	0	0	0	0	0	
12: 9	17	23	21	47	3	12: 0	0	0	0	0	0	0	
13: 67	16	15	13	8	1	13: 0	0	0	0	0	0	0	
14: 11	24	7	27	50	1	14: 0	0	0	0	0	0	0	
15: 48	26	17	9	12	8	15: 0	0	0	0	0	0	0	
16: 6	18	17	27	51	1	16: 0	0	0	0	0	0	0	
17: 64	28	6	12	8	2	17: 0	0	0	0	0	0	0	
18: 15	24	23	20	37	1	18: 0	0	0	0	0	0	0	
19: 9	17	31	17	44	2	19: 0	0	0	0	0	0	0	
	Y	N		NR			Y	N		NR			
20: 22	97	1					0	0	0	0			
21: 27	88	5					0	0	0	0			
22: 5	112	3					0	0	0	0			
23: 27	23	9	23	37	1	23: 0	0	0	0	0	0	0	
24: 52	32	20	6	8	2	24: 0	0	0	0	0	0	0	
	A	B	C	D	E	NR	A	B	C	D	E	NR	
25: 9	37	6	43	18	7	25: 0	0	0	0	0	0	0	

DIMENSION 1 INCLUDES QUESTIONS: 6,7,8,9,12 - WITH 8 REVERSED
 DIMENSION 2 INCLUDES QUESTIONS: 10,11,14,15,16,17 - WITH 11,15,17 REVERSED
 DIMENSION 3 INCLUDES QUESTIONS: 13 - WITH 13 REVERSED
 DIMENSION 4 INCLUDES QUESTIONS: 18,19
 DIMENSION 5 INCLUDES QUESTIONS: 20,23,24 - WITH 23 REVERSED

	TRADITIONAL DIM 1	TRADITIONAL DIM2	NOT-COMMITTED DIM3	FAVOR MEN (TRADITIONAL) DIM4	POOR CLIMATE FOR WOMEN (TRADITIONAL) DIM5
0	0	1	2	1	1
1	0	0	12	0	0
2	0	0	17	7	0
3	0	0	30	10	20
4	0	0	21	13	9
5	2	0	78	14	17
6	0	1		29	15
7	3	0	COMMITTED	21	38
8	0	0		16	14
9	1	1		19	16
10	0	1		30	11
11	2	0			13
12	0	2		ENLIGHTENED (NO DIFFERENCE)	5
13	2	0			0
14	2	1			0
15	6	3			1
16	3	4			
17	4	9			ENLIGHTENED (GOOD ORG. FOR WOMEN)
18	7	6			
19	8	7			
20	11	10			
21	15	5			
22	26	16			
23	26	9			
24	19	10			
25	23	20			
26		15			
27	ENLIGHTENED	16			
28		8			
29		6			
30		9			

ENLIGHTENED

161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180
 181 182 183 184 185 186 187 188 189 228 229 230 233 235 236 237 238 239 240 243
 244 245 246 250 251 252 253 254 255 257 260 264 265 266 269 270 271 272 300 307
 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 260
 361 362 263 364 365 366 367 368 369 370 372 373 374 375 377 378 379 380 381 382
 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 405
 406 407 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427
 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 446 464 500

**WHITE-FEMALE-ALL RESPONSES

**13:36 8/7/1984

40 RECORDS SELECTED OUT OF 511

COLOR	UNIT								
YELLOW: 0	0: 0	4: 0	8: 0	12: 0	16: 0	51: 14			
GREEN : 0	1: 0	5: 0	9: 0	13: 2	17: 0	52: 0			
WHITE : 40	2: 0	6: 11	10: 0	14: 0	18: 0	53: 0			
NONE : 0	3: 0	7: 5	11: 0	15: 8	19: 0				

SEX	AGE								
MALE : 0	18: 0	20: 1	30: 1	40: 1	50: 0	60: 0			
FEMALE: 40	19: 0	21: 0	31: 2	41: 1	51: 0	61: 0			
NR : 0	NR: 5	22: 0	32: 2	42: 0	52: 0	62: 1			
		23: 0	33: 0	43: 0	53: 0	63: 0			
		24: 2	34: 1	44: 0	54: 0	64: 1			
MARRIED: 18		25: 0	35: 0	45: 0	55: 1	65: 0			
SINGLE : 11		26: 0	36: 1	46: 1	56: 2	66: 0			
OTHER : 9		27: 5	37: 1	47: 2	57: 0	67: 0			
NR : 2		28: 1	38: 2	48: 0	58: 1	68: 0			
		29: 2	39: 1	49: 0	59: 2	69: 0			

GS RATING			
1: 1	7: 4	13: 0	
2: 0	8: 2	14: 0	
3: 4	9: 6	15: 0	
4: 8	10: 0	16: 0	
5: 2	11: 1	NR: 5	
6: 2	12: 0		

EDUCATION	
HIGH SCHOOL OR GED:	5
SOME COLLEGE	22
4 YR. COLLEGE	8
POST GRADUATE	3
NO RESPONSE	2

QUESTION	MALE						FEMALE						
	1	2	3	4	5	NR		1	2	3	4	5	NR
6:	0	0	0	0	0	0	6:	1	1	1	3	34	0
7:	0	0	0	0	0	0	7:	0	1	0	1	38	0
8:	0	0	0	0	0	0	8:	31	4	2	1	2	0
9:	0	0	0	0	0	0	9:	1	7	1	2	29	0
10:	0	0	0	0	0	0	10:	1	6	1	9	23	0
11:	0	0	0	0	0	0	11:	26	2	3	4	4	1
12:	0	0	0	0	0	0	12:	2	10	2	11	13	2
13:	0	0	0	0	0	0	13:	11	5	15	4	4	1
14:	0	0	0	0	0	0	14:	3	13	2	4	18	0
15:	0	0	0	0	0	0	15:	20	11	1	4	2	2
16:	0	0	0	0	0	0	16:	2	16	5	10	7	0
17:	0	0	0	0	0	0	17:	21	15	1	2	1	0
18:	0	0	0	0	0	0	18:	6	12	5	11	6	0
19:	0	0	0	0	0	0	19:	0	12	4	10	14	0
		Y	N		NR				Y	N		NR	
20:		0	0		0		20:		32	7		1	
21:		0	0		0		21:		9	31		0	
22:		0	0		0		22:		3	36		1	
23:	0	0	0	0	0	0	23:	6	8	3	12	11	0
24:	0	0	0	0	0	0	24:	24	10	2	1	2	1
	A	B	C	D	E	NR		A	B	C	D	E	NR
25:	0	0	0	0	0	0	25:	0	2	4	26	8	0

DIMENSION 1 INCLUDES QUESTIONS: 6,7,8,9,12 - WITH 8 REVERSED
 DIMENSION 2 INCLUDES QUESTIONS: 10,11,14,15,16,17 - WITH 11,15,17 REVERSED
 DIMENSION 3 INCLUDES QUESTIONS: 13 - WITH 13 REVERSED
 DIMENSION 4 INCLUDES QUESTIONS: 18,19
 DIMENSION 5 INCLUDES QUESTIONS: 20,23,24 - WITH 23 REVERSED

	TRADITIONAL DIM1	TRADITIONAL DIM2	NOT-COMMITTED DIM3	FAVOR MEN (TRADITIONAL) DIM4	POOR CLIMATE FOR WOMEN (TRADITIONAL) DIM5
0	0	0	1	0	0
1	0	0	4	0	0
2	0	0	4	0	0
3	0	0	15	4	2
4	0	0	5	5	1
5	0	0	11	4	1
6	0	0		7	1
7	0	0	COMMITTED	5	11
8	0	0		4	6
9	0	0		6	4
10	0	0		5	5
11	1	0			6
12	0	0		ENLIGHTENED (NO DIFFERENCE)	2
13	0	0			0
14	0	0			0
15	0	1			1
16	1	3			
17	0	2			ENLIGHTENED (GOOD ORG. FOR WOMEN)
18	2	0			
19	4	1			
20	3	4			
21	3	1			
22	6	3			
23	6	4			
24	9	3			
25	5	6			
26		4			
27	ENLIGHTENED	6			
28		1			
29		0			
30		1			

ENLIGHTENED

166 174 176 178 180 183 187 189 230 237 257 271 300 301 315 316 318 321 361
 368 369 374 375 379 380 382 387 394 402 421 422 425 432 434 438 440 441 446

APPENDIX 6

**YELLOW - ALL RESPONSES

**12:26 8/7/1984

110 RECORDS SELECTED OUT OF 511

COLOR	UNIT											
YELLOW:110	0:	2	4:	4	8:	6	12:	7	16:	4	51:	9
GREEN : 0	1:	6	5:	6	9:	5	13:	4	17:	4	52:	2
WHITE : 0	2:	4	6:	5	10:	6	14:	8	18:	0	53:	4
NONE : 0	3:	3	7:	5	11:	8	15:	7	19:	1		

SEX	AGE											
MALE :105	18:	0	20:	0	30:	0	40:	9	50:	5	60:	0
FEMALE: 5	19:	0	21:	0	31:	1	41:	5	51:	3	61:	1
NR : 0	NR:	8	22:	0	32:	2	42:	6	52:	4	62:	0
			23:	0	33:	2	43:	6	53:	3	63:	0
			24:	0	34:	1	44:	4	54:	0	64:	0
			25:	0	35:	0	45:	4	55:	2	65:	0
			26:	0	36:	3	46:	6	56:	2	66:	0
			27:	0	37:	4	47:	9	57:	0	67:	0
			28:	0	38:	3	48:	4	58:	1	68:	0
			29:	0	39:	2	49:	9	59:	1	69:	0

MARITAL STATUS											
MARRIED:100											
SINGLE : 4											
OTHER : 2											
NR : 4											

GS RATING											
1: 0	7: 0	13: 21									
2: 0	8: 0	14: 20									
3: 0	9: 1	15: 10									
4: 0	10: 0	16: 0									
5: 0	11: 0	NR: 8									
6: 0	12: 50										

EDUCATION						
HIGH SCHOOL OR GED:	0					
SOME COLLEGE	: 2					
4 YR. COLLEGE	: 64					
POST GRADUATE	: 33					
NO RESPONSE	: 11					

QUESTION

	MALE							FEMALE					
	1	2	3	4	5	NR		1	2	3	4	5	NR
6:	0	0	0	9	96	0	6:	1	0	0	0	4	0
7:	0	1	2	6	96	0	7:	0	0	0	0	5	0
8:	52	15	26	9	3	0	8:	3	0	0	2	0	0
9:	1	7	1	23	73	0	9:	0	0	1	0	4	0
10:	2	14	5	31	53	0	10:	0	0	0	1	4	0
11:	80	12	1	5	7	0	11:	4	1	0	0	0	0
12:	2	22	12	19	50	0	12:	1	0	0	3	1	0
13:	78	20	3	3	0	1	13:	3	1	1	0	0	0
14:	2	23	3	24	52	1	14:	1	0	0	1	3	0
15:	67	13	4	10	5	6	15:	5	0	0	0	0	0
16:	3	21	7	19	55	0	16:	1	2	0	0	2	0
17:	86	9	2	4	4	0	17:	4	1	0	0	0	0
18:	5	37	23	14	26	0	18:	1	1	1	0	2	0
19:	2	16	14	25	47	1	19:	2	2	0	1	0	0
		Y	N		NR				Y	N		NR	
20:		11	94		0		20:		1	4		0	
21:		18	85		2		21:		1	3		1	
22:		4	100		1		22:		1	4		0	
23:	34	27	5	31	8	0	23:	1	1	0	2	0	1
24:	34	33	11	6	21	0	24:	3	1	0	1	0	0
	A	B	C	D	E	NR		A	B	C	D	E	NR
25:	0	6	0	0	93	6	25:	0	3	0	0	1	1

DIMENSION 1 INCLUDES QUESTIONS: 6,7,8,9,12 - WITH 8 REVERSED
 DIMENSION 2 INCLUDES QUESTIONS: 10,11,14,15,16,17 - WITH 11,15,17 REVERSED
 DIMENSION 3 INCLUDES QUESTIONS: 13 - WITH 13 REVERSED
 DIMENSION 4 INCLUDES QUESTIONS: 18,19
 DIMENSION 5 INCLUDES QUESTIONS: 20,23,24 - WITH 23 REVERSED

	TRADITIONAL DIM1	TRADITIONAL DIM2	NOT-COMMITTED DIM3	FAVOR MEN (TRADITIONAL) DIM4	POOR CLIMATE FOR WOMEN (TRADITIONAL) DIM5
0	0	0	1	0	0
1	0	0	0	0	0
2	0	0	3	2	1
3	0	0	4	2	3
4	0	0	21	13	10
5	0	0	81	8	12
6	0	0		19	13
7	0	0	COMMITTED	21	28
8	0	0		14	15
9	0	0		14	6
10	0	1		17	4
11	0	0			16
12	1	0		ENLIGHTENED (NO DIFFERENCE)	0
13	0	0			0
14	0	0			0
15	1	0			2
16	2	0			
17	3	0			ENLIGHTENED (GOOD ORG. FOR WOMEN)
18	1	1			
19	5	4			
20	10	9			
21	11	2			
22	18	11			
23	26	3			
24	12	17			
25	20	8			
26		11			
27	ENLIGHTENED	7			
28		8			
29		12			
30		16			

ENLIGHTENED

2	3	4	5	7	8	9	36	37	38	39	56	57	65	66	67	83	84	85	86
87	95	96	97	98	99	100	111	112	113	114	115	130	131	132	133	134	135	136	137
153	154	155	156	157	158	159	160	199	200	201	212	213	214	215	220	221	222	225	230
243	259	274	275	276	277	278	297	299	303	304	328	330	331	341	342	344	345	346	348
349	355	356	358	359	371	408	409	447	454	460	462	465	467	468	476	479	483	498	490
494	496	498	499	501	506	508	509	510	511	0	0	0	0	0	0	0	0	0	0

APPENDIX 7

CATEGORIZATION OF COMMENTS

#15...

1. AMBITIOUS - INITIATIVE
2. ASSERTIVE - AGGRESSIVE
3. COMMON SENSE - MATURITY
4. COMMUNICATION SKILLS - ORAL, WRITTEN
5. DECISION-MAKER
6. DEDICATED - DETERMINATION
7. DELEGATOR
8. FAIR - IMPARTIAL - OPENMINDED
9. FLEXIBLE - ADAPTABLE
10. HONEST - PRINCIPLED - INTEGRITY
11. INTELLIGENT
12. INTERPERSONAL SKILLS - CONFLICT MANAGER - CONGENIAL
13. KNOWLEDGEABLE re: ISSUES/EXPERIENCED/EDUCATED
14. LISTENER
15. MOBILE
16. MOTIVATER - PEOPLE MANAGER - LEADER
17. POLITICALLY ADEPT (W/I - W/O ORG.)
18. PROBLEM-SOLVER - ANALYTIC - PRIORITIZER - INNOVATIVE - CREATIVE
19. SENSITIVE - EMPATHETIC - SYMPATHETIC - CONSIDERATE - INTUITIVE
20. TECHNICAL EXPERTISE/PROFESSIONAL/LAND ETHIC
21. SELF-CONFIDENT
22. RESPECTED
23. RESPONSIVE - ENTHUSIASTIC - HUMOR
24. RESPONSIBLE/ORGANIZED/ACCOUNTABLE
25. VERSATILE/HANDLES STRESS/NOT EMOTIONAL
26. THOROUGH
27. TEAM PLAYER
28. RISK-TAKER
29. ANDROGYNOUS LEADER
30. OTHER

#21...

1. DIDN'T GET JOB BECAUSE MALE
2. NEVER HAD TO COMPETE WITH FEMALE FOR A POSITION
3. DIDN'T GET JOB BECAUSE FEMALE
4. GOT JOB BECAUSE FEMALE
5. GOT JOB BECAUSE OF QUALIFICATIONS
6. SEX HAS NOT BEEN A FACTOR
7. F.S. WORK IS IN 'TRADITIONAL' JOB FOR WOMEN
8. GOT JOB ORIGINALLY BECAUSE FEMALE, BUT QUALIF. ARE CRITERIA NOW
9. NOT SURE
10. JOB "WIRED" OR FOCUSED PLACEMENT/AFFIRMATIVE ACTION
11. PRESENT CLIMATE FAVORS WOMEN
12. DENIED TRNG. OPP. BECAUSE WOMAN
13. HAS HAPPENED BUT CLIMATE HAS IMPROVED
14. SEX IS A FACTOR
15. HAVEN'T APPLIED LATELY
30. OTHER

#22...

1. KNEW WOULDN'T BE SELECTED BECAUSE FEMALE
2. JOB WIRED FOR WOMAN OR FOCUSED PLACEMENT
3. SEX HAS NOT BEEN A FACTOR
4. DIDN'T APPLY BECAUSE TIRED OF HAVING TO BE "ONE OF THE BOYS"
5. HAVE APPLIED FREELY BECAUSE FAVORABLE TO WOMEN AT PRESENT
6. LINE POSITIONS STILL NON-TRADITIONAL FOR WOMEN
7. NEVER APPLIED/NO DESIRE FOR ANY OTHER JOB
8. HAVE APPLIED BUT FEEL DENIED BECAUSE OF SEX
9. SEX IS NOT A FACTOR
10. NOT SEX DISCRIM. PER SE BUT POLITICS INVOLVED
11. HAVE FELT PRESSURE TO APPLY BECAUSE FEMALE
12. POSITION FILLED Laterally BY MALE/PREVENTED NECESSARY ADVERTISING
13. HAVEN'T EXPERIENCED PERSONALLY BUT HAVE OBSERVED IN F.S.
14. SEX HAS NOT BEEN A FACTOR BUT EXPECT IT TO BECOME ONE
15. APPLIED - POSITION WAS CANCELLED
16. WILL APPLY BUT FEEL HELPLESS
17. PROFESSIONALS (NOT SEX) KEEP TECH'S FROM APPLYING
18. SEX NOT FACTOR IF PROFESSIONAL
19. WON'T APPLY/MALE
20. HAVE APPLIED SELECTIVELY
30. OTHER

#23...

1. MEN HAVE MORE OPPORTUNITIES (INCLUDES TRNG. OP)
2. WOMEN HAVE MORE OPPORTUNITIES
3. FOREST SERVICE CLIMATE WILL CONTINUE TO FAVOR MEN
4. EQUAL OPPORTUNITY, UP TO INDIVIDUAL
5. SOCIETAL BARRIERS
6. MEN HAVE ADVANTAGE - IT IS CHANGING
7. MEN ARE GIVEN POSITION, THEN TRAINED. WOMEN MUST PROVE SELF 1ST.
8. NO OUTRIGHT DISCRIMINATION, PERHAPS SUBTLE.
9. WOMAN MUST BE EXCEPTIONAL &/OR HAVE EXCEPTIONAL SUPERVISOR
10. LACK OF EDUCATION FOR TYPICAL WOMAN
11. NON-PROFESSIONAL WOMEN NOT ENCOURAGED
12. C.D. HAS CAUSE TO CHANGE
13. WOMEN ACCEPTED ONLY IF NO THREAT
14. DETERMINED BY ORGANIZATIONAL LEVEL
15. UNEQUAL
16. HAVE NOT EXPERIENCED DISCRIMINATION
17. MISGUIDED CHIVALRY
18. SERIES-RELATED NOT SEX-RELATED
19. EQUAL, NONE EXIST
20. AVAILABILITY OF OPPORTUNITY AT ALL LEVELS
21. BUDGETARY CONSTRAINTS
22. UNEQUAL BUT INDIVIDUAL DETERMINES OWN OPPORTUNITY
23. MOBILITY CONSTRAINT ON MARRIED WOMEN
24. SITUATIONALLY DEPENDENT ACCORDING TO FOREST AND/OR SUPERVISOR
25. CAN DEVELOP ACCORDING TO TRADITIONAL MALE/FEMALE FIELDS
26. WOMEN ARE AT ALL TRNG. SESSIONS I'VE ATTENDED
27. WAS EQUAL UNTIL RECENTLY, NOW ADV. TO WOMEN
28. PERCENTAGE OF WOMEN IS MANDATED
- 29.
30. OTHER

#24...

1. SHORT-TERM EFFECT, UNEQUAL
2. LONG-TERM EFFECT, EQUAL
3. UNEQUAL, ORGANIZATIONAL CLIMATE
4. WILL NEVER BE EQUAL BECAUSE FEWER WOMEN INTERESTED IN TOTAL FIELD
5. WILL BE EQUAL WHEN SOCIETY AS A WHOLE, HAS CHANGED
6. FEWER WOMEN IN F.S. WORKFORCE
7. DEPENDS ON TIME FRAME
8. FEW WOMEN IN ELIGIBLE SERIES
9. WOMEN DON'T MOVE FAMILIES AS MEN DO
10. MANY YEARS, IF EVER
11. REGION 5 IS MAKING EFFORT, DON'T THINK REST OF ORG. IS
12. EQUAL - WOMEN HAVE SAME OPPORTUNITY
13. ROLE CONFLICT (MOTHER, WIFE, TRADITIONAL VIEWS)
14. DON'T KNOW - OTHER FACTORS
15. LONG-TERM, EFFECT MAY CHANGE - UNEQUAL NOW
16. WOMEN VIEW SELVES AS LESS ABLE/WOMEN LESS ABLE
17. IF NO BIAS, THEN EQUAL
18. WOMEN DON'T WANT LINE MANAGEMENT
19. FEWER EXPERIENCED WOMEN
20. WOMEN HAVE "WRONG" FORMAL EDUCATION
24. STEREOTYPE OF WOMEN NOT QUALIFIED
25. ISOLATED LOCATIONS
26. WOMEN'S VALUE SYSTEM DOES NOT PUT CAREER FIRST AT ALL COSTS
27. MANAGERS MUST BE SUPPORTIVE OF WOMEN
28. NEVER EQUAL IF C.D. FOLLOWED/MALE IS DISCRIMINATED AGAINST
30. OTHER

#25...

1. N/A RANGER NOW OR HAVE GONE PAST LEVEL
2. WANT OWN SPECIALIZED FIELD OF WORK
3. NOT INTERESTED, TOO POLITICAL
4. DO NOT WANT RESPONSIBILITY
5. WOULD LIKE OPPORTUNITY, DO NOT HAVE INFORMATION OR KNOW REQUIREMENTS
6. THINKS OTHER SERIES (OR MAJORS) COULD PERFORM IN THIS POSITION
7. NOT INTERESTED, LOCATION IS CONSIDERATION
8. LACK OF NECESSARY EDUCATION
9. AM NOT INTERESTED AT THIS TIME, FAMILY CONSIDERATIONS
10. WOULD LIKE OPPOR. - AM PURSUING EDUCATION REQUIREMENTS/TRAINING REQ.
11. WOULD LIKE OPPORTUNITY
12. NOT IN CAREER PLANS
13. ANSWER INDICATES UNCERTAINTY AS TO REQUIREMENTS
14. PERSONAL FACTORS
15. NO DESIRE TO BE D.R.
16. MAY BE INTERESTED BUT NEED MORE EXPERIENCE
17. UNCERTAIN
- 18.
- 19.
- 20.
30. OTHER

#26...

1. CHANCE TO IMPLEMENT IDEAS re: LAND USE, MANAGEMENT CONCEPTS, ETC.
2. DECISION-MAKING POSITION - INSTIGATE CHANGE
3. LEADERSHIP OPPORTUNITY
4. MONEY
5. POWER
6. RESPONSIBILITY
7. ROLE MODEL FOR OTHER WOMEN, HELP OTHERS
8. JOB VARIETY
9. "ON THE GROUND" TASK ORIENTATION (SEE RESULTS OF WORK)
10. OPPORTUNITY FOR GROWTH AND DEVELOPMENT/CAREER ADVANCEMENT
11. BEST JOB IN F.S.
12. INTELLECTUAL AND PERSONAL CHALLENGE
13. STATUS/RESPECTED POSITION
14. CREATIVE
15. AUTONOMY
16. IMPORTANT JOB IN F.S./CARRY OUT F.S. MISSION
17. FUN
18. WORKING WITH PEOPLE
19. NOT ATTRACTIVE TO ME
20. OUTDOOR ASPECT OF JOB
- 21.
- 22.
30. OTHER

#27...

1. DO NOT LIKE POLITICAL MACHINATIONS NECESSARY
2. DO NOT WANT TO MOVE
3. LIKE PRESENT CONDITION OR JOB
4. NOT ENOUGH MONEY
5. NOT IN SPECIAL FIELD OF INTEREST
6. PERSONAL CONSIDERATIONS (FAMILY, FRIENDS, HEALTH, EDUCATION)
7. TOO MUCH RESPONSIBILITY, DON'T WANT RESPONSIBILITY
8. TOO MUCH TIME REQUIRED
9. RETIREMENT AGE
10. TOO COMPETITIVE - NEGATIVE ATMOSPHERE
11. STRESS
12. WORKLOAD
13. QUESTIONS OWN CAPABILITY W/O FURTHER EXP/TRG
14. EXCEPTION TO NORM BECAUSE OF SEX/THEREFORE VERY VISIBLE
15. LOCATIONS NOT ALWAYS DESIRABLE
16. UNRESPONSIVENESS OF SYSTEM
17. RATING EQUAL TO D.R.
18. TOO PUBLIC
19. UNPOPULAR DECISIONS
20. POOR EMPLOYEES/NEGATIVE PERSONNEL ACTIONS
21. OTHERS' DEMANDS ON YOUR TIME
22. NO VISIBLE REWARDS
23. LONELY, FEW PEERS
24. POWERLESSNESS re: MANY ISSUES
25. PREFER FIELD-GOING POSITION/NOT ADMINISTRATIVE OR PAPER PROCESSING

- 26. TOO PROBLEM ORIENTED
- 27. SUCCESS/FAILURE ASPECT
- 30. OTHER

TOTAL CATEGORIES = 189

APPENDIX 7A

**ALL...

**7:51 8/20/1984

RESPONSE RATE

<u>ITEM</u>	<u>MALES</u> / <u>TOTAL</u> / <u>%</u>	<u>FEMALES</u> / <u>TOTAL</u> / <u>%</u>
15	150. 225 .667	235 286 .822
21	58 225 .258	126 286 .441
22	45 225 .200	90 286 .315
23	143 225 .636	207 286 .724
24	149 225 .662	223 286 .780
25	134 225 .596	181 286 .633
26	92 225 .409	123 286 .430
27	99 225 .440	192 286 .671
	<hr/>	<hr/>
TOTALS	870 1800 3.867	1377 2288 4.815
TOTAL RESPONSES = 2247		

MEAN RESPONSES

MALES 3.867 / 8 = .483

FEMALES 4.815 / 8 = .602

APPENDIX 7B

CATEGORY FREQUENCY

ITEM 15

C = CATEGORY R = RESPONSE

<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>
1		40	7		38	13		100	19		73	25		20
2		72	8		69	14		40	20		100	26		1
3		20	9		44	15		6	21		53	27		16
4		125	10		41	16		214	22		6	28		23
5		144	11		41	17		73	23		14	29		4
6		40	12		201	18		92	24		74	30		34

ITEM 21

C = CATEGORY R = RESPONSE

<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>
1		12	7		9	13		2	19		0	25		0
2		15	8		4	14		5	20		0	26		0
3		17	9		10	15		1	21		0	27		0
4		32	10		9	16		0	22		0	28		0
5		45	11		18	17		0	23		0	29		0
6		34	12		3	18		0	24		0	30		2

ITEM 22

C = CATEGORY R = RESPONSE

<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>
1		9	7		7	13		3	19		1	25		0
2		8	8		5	14		2	20		2	26		0
3		69	9		14	15		1	21		0	27		0
4		2	10		1	16		1	22		0	28		0
5		7	11		1	17		1	23		0	29		0
6		1	12		0	18		1	24		0	30		2

ITEM 23

C = CATEGORY R = RESPONSE

<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>	<u>C</u>	<u>-</u>	<u>R</u>
1		65	7		1	13		1	19		4	25		4
2		77	8		6	14		3	20		8	26		1
3		26	9		5	15		19	21		6	27		1
4		52	10		5	16		3	22		7	28		1
5		14	11		14	17		1	23		1	29		0
6		36	12		58	18		31	24		24	30		10

CATEGORY FREQUENCY

ITEM 24

C = CATEGORY R = RESPONSE

<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>
1	36	7	20	13	30	19	17	25	2
2	31	8	65	14	12	20	7	26	2
3	50	9	14	15	40	21	0	27	5
4	19	10	35	16	4	22	0	28	5
5	60	11	5	17	3	23	0	29	0
6	42	12	6	18	33	24	10	30	8

ITEM 25

C = CATEGORY R = RESPONSE

<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>
1	90	7	6	13	13	19	0	25	0
2	51	8	17	14	32	20	0	26	0
3	11	9	9	15	41	21	0	27	0
4	4	10	7	16	19	22	0	28	0
5	2	11	24	17	2	23	0	29	0
6	18	12	17	18	0	24	0	30	8

ITEM 26

C = CATEGORY R = RESPONSE

<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>
1	57	7	16	13	24	19	16	25	0
2	61	8	37	14	4	20	6	26	0
3	47	9	29	15	5	21	0	27	0
4	13	10	32	16	18	22	0	28	0
5	21	11	2	17	4	23	0	29	0
6	40	12	49	18	28	24	0	30	5

ITEM 27

C = CATEGORY R = RESPONSE

<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>	<u>C</u>	<u>- R</u>
1	53	7	34	13	10	19	17	25	14
2	17	8	22	14	9	20	15	26	8
3	22	9	8	15	7	21	12	27	2
4	33	10	9	16	8	22	7	28	0
5	66	11	34	17	3	23	6	29	0
6	40	12	23	18	28	24	16	30	17

END NOTES

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