

THE LAST WACS: A CASE STUDY OF WOMEN IN LEADERSHIP FOCUSING  
ON WOMEN IN THE LAST DIRECT COMMISSIONING CLASS OF THE  
WOMEN'S ARMY CORPS

An abstract of a Dissertation by  
Mary Lou Nosco  
May 2009  
Drake University  
Advisor: Janice M. Walker

This study gave voice to an untold story, the story of how the glass ceiling affected a unique population – women Army officers. The women Army officers in this study joined the service during the post Vietnam era, just as women were being integrated into the Army as full and equal partners with their male counterparts. None of the women from the last direct commissioning class of the Women's Army Corps (WAC) attained the rank of general officer. Through case study and the women's own words, this study focused on whether the most successful of these women encountered a barrier or series of barriers that kept them from being promoted to general officer or if they chose to opt out.

The successful women Army officers in this study were confident, competent leaders; they had a highly developed personal code of conduct; they were pioneers and role models for the women Army officers who followed them; they sought stability; and they viewed their service as a vocation which continues today.

All five participants encountered a series of barriers on their leadership journey as women Army officers. Two of the women made conscious decisions to opt out in order to provide family stability. Additionally, the women benefited from their experience of being women Army officers educationally, financially, and by gaining skills and knowledge which helped them in their post-retirement careers. Their roles as pioneers and tokens added layers of complexity to their leadership journey.

Their service, however, came at a personal cost. And while they did not have equal opportunity, the Army afforded them increased opportunity and equal pay.

## Acknowledgment

The actual writing of my dissertation was a solitary activity; I was alone with the literature, my research, and my computer. But I was supported in getting to the dissertation and throughout the process. I want to take the opportunity to thank the individuals who played a key role in my doctoral journey.

First, I want to thank my husband, Gene, who encouraged me to put feet to my dream of getting a doctorate. He helped me to see that the dream was achievable. Without his support and belief, this would still be a nice dream of something I would like to do someday.

I need to thank my children. I spent the first part of their lives as an Army officer and the last ten years as a student. For as long as they can remember, mom was taking classes. I would especially like to acknowledge my daughter, Corie "Renee" who read and edited every word of the dissertation.

My parents have always believed in me and thought I could accomplish anything I set my mind to. They encouraged me to go to college and are a little amazed at the many years I have happily spent taking classes.

I want to thank the doctoral committee at Drake University, who encouraged us to choose a topic we were passionate about. I especially want to thank Dr. Janice Walker, who offered to be my chair and walk this journey with me as a guide, editor, and mentor. She was generous and gracious with the time she gave to me and I looked forward to our meetings to see what she thought of my work. I told her that at times I felt too close to it. I was down in the trenches shoveling and digging. She was able to stand above it all and shout down to me, "We have a pattern developing here. Dig just a little deeper and to your right and we'll have it nailed." The biggest tribute she could give to me and my work came after Ann Dunwoody received her fourth star. She told me that before my dissertation, she would have thought it a nice news story. Now she understood what a milestone it was for all the women Army officers who had come before her and would come afterword. She understood the level of dedication and sacrifice necessary for General Dunwoody to become the first woman to wear four stars. She gets it.

And finally, I need to acknowledge the five wonderful women who were my participants in this study. They gave freely of their time and their honesty gives this work its heart. These stories are theirs. I feel truly blessed to have been able to put this together and to preserve a part of the history of women Army officers.

THE LAST WACS: A CASE STUDY OF WOMEN IN LEADERSHIP FOCUSING  
ON WOMEN IN THE LAST DIRECT COMMISSIONING CLASS OF THE  
WOMEN'S ARMY CORPS

A Dissertation  
Presented to  
The School of Education  
Drake University

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

By Mary Lou Nosco  
May 2009

THE LAST WACS: A CASE STUDY OF WOMEN IN LEADERSHIP FOCUSING  
ON WOMEN IN THE LAST DIRECT COMMISSIONING CLASS OF THE  
WOMEN'S ARMY CORPS

by Mary Lou Nosco

May 2009

Approved by Committee:

---

Janice M. Walker, Chair

---

Elaine R. Smith-Bright

---

James L. Romig

---

Janet M. McMahonill  
Dean of the School of Education

## Table of Contents

		Page
	List of Tables .....	iv
	Chapter	
1.	Introduction.....	1
	Purpose of the Study .....	8
	Rationale and Significance of the Study.....	10
	Definition of Terms.....	11
	Research Questions.....	19
	Assumptions, Limitations, and Delimitations.....	20
2.	Review of Literature.....	22
	History of Women in the Army.....	22
	Impact of Army Service on Women.....	41
	Early Attitudes about Women Leaders in the Army.....	45
	Army Leadership.....	46
	Officer Career Progression.....	54
	Women as Leaders.....	56
	The Glass Ceiling.....	60
	Life-Balance and Opting Out.....	72
	Summary.....	76

3.	Methodology.....	77
	Participants.....	79
	Research Questions.....	80
	Research Design.....	80
	Procedures.....	83
	Data Analysis.....	86
	Validity.....	96
	Reliability.....	98
4.	Analysis of Data.....	99
	Procedures.....	100
	Description of Sample.....	103
	Data Analysis.....	104
	Research Questions.....	104
	Predetermined Pattern Matching.....	109
	Emerging Patterns.....	117
	Summary.....	124
5.	Summary, Discussions, Conclusions, and Recommendations....	125
	Overview of the Study.....	125
	Study Methodology.....	125
	Discussion.....	126
	Barriers.....	126
	Opting Out.....	129
	Themes and Characteristics.....	130

Issues.....	144
Conclusions.....	153
Recommendations.....	156
References.....	159
Appendixes	
A. Case Study A – Lieutenant Colonel Mary Alice Anderson.....	170
B. Case Study B – Colonel Catherine Brown.....	198
C. Case Study C – Lieutenant Colonel Gail K. Cain.....	213
D. Case Study D – Colonel Linda M. Danner.....	230
E. Case Study E – Colonel Claudia Engel.....	260
F. Coding.....	275
G. Pattern Matching.....	287
H. Themes.....	291
I. Biographical Survey.....	293
J. Interview Questions.....	303
K. Copy of IRB Paperwork.....	306

## Tables

Table		Page
1.	Attributes of An Army Leader.....	48
2.	Core Leader Competencies.....	49
3.	DOPMA Model of Officer Careers.....	55

## Chapter 1

### INTRODUCTION

Much has been written about women and leadership. Since the impact of the women's movement in the 1970s and 1980s, women have been moving beyond the traditional administrative support roles and climbing up the corporate ladder into the boardrooms of America. Progress was slow and was not always easy, nor did it come without a cost to the women, both personally and professionally. Women postponed significant relationships and the raising of children (Galinsky, Salmond, Bond, Kropf, Moore, & Harrington, 2003). While in the work world, they adjusted their leadership styles to one their male supervisors were comfortable with in order to ensure promotion (Catalyst, 1996). They continually exceeded performance standards (Catalyst, 1996) and had to prove themselves and their capabilities over and over (Yeager, 2007). Regardless of their true ability, when women worked in occupations stereotypically considered masculine, they were judged more harshly (Catalyst, 2005). If a woman acted in the same professional manner as a man, exhibiting the same masculine leadership traits that were seen as positive for a man, the woman's behavior was viewed as deviant (Ellefson, 1998). Any recognition they received as leaders was diminished by expectations they were less capable (Yeager}.

Since the term "glass ceiling" was first coined in a *Wall Street Journal* article in 1986 by Hymowitz and Schellhardt, women have been trying to overcome the invisible barriers that kept them from attaining the top jobs. Glass

ceiling is a commonly used term to describe the “artificial barriers that block women and minorities from advancing to the top – in business, labor, government and other institutions throughout the American workplace” (Adams, 1993, p. 937). For some women the cost of moving up the corporate ladder was so steep, they opted out in order to achieve a better life balance. Catalyst (2003) found that 45 percent of women in mid-level management positions did not aspire to upper level management. These findings were echoed by Koneck (2006). Further, when asked why they did not aspire to upper level management positions, 42 percent responded that an upper level management position would adversely affect their work and life balance.

Although studies detailed women’s struggles and progress as they climbed the corporate ladder, little was written about women leaders in the military and their struggles to move up the ranks to general officer and into positions of strategic leadership where they would have a significant impact on the culture and policies of the overall organization.

### *Women in the Army*

Although women have unofficially been a part of the American military since the Revolutionary War, it was not until 1942 and the advent of the Women’s Auxiliary Army Corps (WAAC) and its subsequent reorganization as the Women’s Army Corps (WAC) in 1943, that American women had a legitimate and recognized role in the United States Army. That role became even more important with the introduction of the All Volunteer Army following the Vietnam War, as the number of Army women increased from 12,000 in 1968 to 23,000 in

1978. With the disestablishment of the WAC in 1978, women of all ranks became full members of the United States Army.

From 1942 through the mid 1970s, the traditional routes to become a commissioned officer in the Army were closed to women. Women were not brought into West Point until 1976 with the first women commissioned in 1980. They were not allowed to attend Officer Candidate School (OCS) until 1976. Reserve Officer Training Corps (ROTC) opened to women in 1972 with the first women graduating 1976. In the summer of 1977, as all traditional routes to commissions were at last opened to women, a final group of women were given direct commissions in the WAC and attended the last Women Officer Orientation Course at Fort McClellan, Alabama.

#### *Last WACs*

One hundred and twenty-nine women were brought into the WAC as Second Lieutenants as part of the last class. These women had college educations, and were recruited from colleges, the workplace, and the enlisted ranks of the WAC. Aside from the Director WAC, these women were the last to wear the WAC brass insignia; they were the last WACs. The researcher was one of these women.

During three months of training, they underwent two separate transformations. First, they were transformed from civilians and enlisted women to WAC officers. Their second transformation was completed when they took off their WAC brass insignia for the last time and replaced it with Adjutant General Corps, Chemical Corps, Corps of Engineer, Finance, Medical Service Corps,

Military Intelligence Corps, Military Police, Ordinance, Signal Corps, or Transportation brass. They had gone from being WAC officers to being Army officers.

They were sent into the Army to operate as equals with male Army officers. They competed with men for promotions, but the playing field was never level. Barriers existed that kept women from full equality and partnership in the Army. The Combat Exclusion Policy continued to keep women from filling certain positions. Although women now serve in 92.3 percent of Army occupations, they are not allowed to fill 30 percent of the positions within the Army (Harrell et al., 2007). The positions they are prohibited from filling are important steps to promotion to general officer ranks.

The makeup of the organization itself was fundamental to the unequal playing field on which the women in this study found themselves. Women accounted for less than 15 percent of both the total Army and the total officer corps strength (Yeager, 2007). Organizations are considered “skewed” when the ratio of men to women is 85 to 15 or less (Kanter, 1977). In skewed groups the predominant members are called “dominant” and control the group and its culture. The minority members are called “tokens” and are treated as if they were stereotypically representative of their minority group. As a result of the Army being skewed toward men, masculine behaviors and values were considered the norm and feminine ones the deviant. The warrior culture of the Army glorified the masculine and tried to separate itself from the feminine. According to Franke

(1997), the masculine nature of the military demanded the marginalization of women.

Many of the members of the last direct commissioning class in the WAC were pioneers. They were the first women to be assigned to all male companies, and the first women to command certain units. They broke barriers. They made it possible for women to follow in their footsteps. Some were very successful, but many paid the price with lower performance ratings. Promotion rates in the Army between 1980 and 1993 were generally lower for women than for men (Baldwin, 1996). Their high visibility in a male environment produced increased performance pressure since they were always being evaluated (Catalyst, 1996). Overall, they were seen as less capable than men (Yeager, 2007) and when they acted in the same professional manner as male officers, they were seen as abnormal (Ellefson, 1998).

These women served during a time of dramatic change within the military. They went from an initial training environment where good military appearance and bearing for women meant insuring their uniforms were wrinkle free, to being women officers able to operate in a combat environment. During the time these women served, the role of women within the military was constantly expanding. Women went from being able to serve only in support units, to combat support, and were eventually allowed into non-direct combat roles. Army women have been decorated for valor in combat, injured, killed, and taken prisoner.

These women served through these changes. They led both men and women during these turbulent times. They were personally affected by the

changing role of women in the Army for which their careers benefited or were hurt. The “up-or-out” system of the Army ensured they adapted, left at a time of their own choosing, or were forced out when they failed to be selected for their next promotion.

### *Retirement and the Costs*

Over thirty years have passed and the final members of the last Women Officer Orientation Course have retired from the service. Although none of these women were able to attain the rank of general officer, they were Colonels and Lieutenant Colonels. As senior ranking field grade officers, they had influenced soldiers, individually through direct leadership and influenced organizations of several hundred to several thousand members through organizational level leadership. But they were never able to move into strategic leadership where they could have influenced the Army-wide culture.

These young college-educated women came into the WAC and graduated into the Army with the promise of equality with male Army officers. In 1977, Equal Rights for women had been talked about on their college campuses and in the news throughout the 1970s. Yet, none of the 129 women who graduated from the Women Officer Orientation Course in 1977 broke through the barriers and was promoted to general officer. This was not a pipeline issue. There were 129 of these women and they had been hand-selected to receive a commission. There had been every expectation they would have successful careers with the possibility of one day making general officer.

The cost of Army service to these women was high, much higher in fact than for their civilian sisters or their male officer counterparts. While 35 percent of business women executives reported postponing children and significant relationships, many women Army officers not only postponed children, but decided not to have them in order to be promoted (Catalyst, 1996). About 90 percent of male officers of all ranks had children. While 85 percent of women in the overall population had children and 65 percent of women executives had children (Catalyst, 1996) only 52 percent of all women in the Army had children (Fuller, Fowler, & Ranville, 2006). Of the women officers who reached the rank of Colonel only 10.5 percent had children and none of the 21 women who served as general officers prior to 1998 had children (Volrath, 1997).

They invested 24 years or more in the Army and still were not able to be promoted to general officer and become a strategic leader in the Army. They came into the Army as young women and left the Army in their late 40s to mid 50s. Not only did they postpone significant relationships and in many cases forgo having children and families, but the up-or-out system made it impossible to remain in the organization for which they had sacrificed so much. Leaving the Army after spending most of their careers in the organization was a difficult adjustment. There are three immediate losses experienced by officers leaving the service: loss of community, identity, and prestige. First, there is the loss of ties to the Army. When they are out, they are truly out. It is not something they can ever do part-time or go back to (except in the case of extreme national

emergency). They were cut off from the community and in some cases completely unfamiliar with the navigational rules of the civilian world.

There is the loss of identity. They no longer have the daily ritual of putting on a uniform that immediately identified them as a member of the organization. Their name had been changed overnight from Colonel or ma'am to Ms. There is a sense of disequilibrium to the newly married or divorcee with name change; there was that same sense of loss of identity for the newly retired women Army officers.

The most difficult adjustment for many is the immediate loss of prestige. As Army officers they wore their resume on their uniform. Their rank, the unit they were assigned to, their awards and decorations, as well as combat experience were visible and immediately recognizable to other members of their community. They were accorded immediate respect and deference. People recognized them, opened doors for them, saluted them, and stood when they entered a room. As a civilian, they became just another person in a suit.

More powerful than the three immediate losses was the loss of the dream, the unrealized goal of that final promotion, and the constant self-questioning. The most painful of all was the realization that in the up-or-out system of Army promotions, they had outlived their usefulness to the very organization to which they had dedicated their lives and for which they had sacrificed so much.

#### The Purpose of the Study

The purpose of this study was to give voice to an untold story – the story of how the glass ceiling affected a unique population, women Army officers. Very

little had been written about the population and their voice, their stories had not been told. This study told the story of the barriers women encounter and their impact on women in leadership by focusing on one group of women leaders, women Army officers. Through the lens of qualitative case study, the researcher examined the lived experiences of five women Army officers who began service during the post Vietnam era, as women were just being integrated into the Army as full and equal partners with their male counterparts and completed a full career of 24 years or more before retiring. It told about the barriers they faced, the obstacles they overcame, and decisions they made which impacted the outcome of their careers.

Although some research had been done on all women in the Army and on women officers of other services, no one had given women Army officers a voice to tell their story. There was very little information available on women who served in the Army between the ending of the WAC in 1978 and the Panama Invasion in 1989. This case study profiled five women Army officers who served during the tremendous changes that took place as women were integrated into the Army, set many firsts, proved themselves capable and qualified, and developed into credible senior officers poised for promotion.

None of the members of the last class of the Women's Officer Orientation Course were promoted to general officer. What happened to the five best? Were there barriers that kept them from making it to the top or did they opt out?

## Rationale and Significance of the Study

Limited research had been done on women in the Army with even less in regard to women Army officers. Some studies had examined the attitudes of males in the Army toward women in leadership positions (Foley, 1981), investigated leadership styles used by male and female Army officers (Valentine, 1993), or surveyed the benefits of Army service for women who had been on active duty (Fuller et al., 2006). Separate RAND surveys had researched the differences in officer career progression for women and minorities (Hosek, Tiemeyer, Kilburn, Strong, Ducksworth, & Ray, 2001) and assessed the assignment policy for Army women (Harrell et al., 2007). Papers had also been presented on women in combat, leadership development of senior women in the Army, and preparing women for strategic leadership roles in the Army. Little research had been done on the many barriers including the glass ceiling within the Army which kept women from the top levels of Army leadership. Why wasn't at least one of these women able to make the grade? Why did they all choose to leave or top out just short of being promoted to general officer? No one had studied the lives of women Army officers and their struggles and successes. Their voices had not been heard and their stories remained untold.

Additionally, this study examined the lived Army experience of five women officers and compared their experiences to current literature on women in leadership in an attempt to find patterns. In telling their stories, the researcher told the story of women involved in leadership both in and outside of the Army. The most significant contribution of this study was that these women's stories

were told and not lost. Their struggles and successes were recorded and their voices were finally heard.

### Definition of Terms

**Air Squadron:** A tactical Air Force unit consisting of two or more flights.

**All Volunteer Army:** In 1973 the draft was ended and all soldiers entering the Army were volunteers (Morden, 1990).

**Allowances:** Non taxed portion of pay designed to meet basic needs.

**Branch/es** (also referred to as specialty branches): “A grouping of officers that comprises an arm or service of the Army in which an officer is commissioned or transferred, trained, developed and promoted. All officers hold a single branch designation and may serve repetitive and progressive assignments associated with the branch (Headquarters, Department of the Army [HQDA], 1983, p. 33).”

Branches of the Army are: Adjutant General, Air Defense Artillery, Armor, Aviation, Civil Affairs (RC only), Chemical, Engineer, Finance, Field Artillery, Infantry, Military Intelligence, Military Police, Ordnance, Quartermaster, Signal, and Transportation.

**Combat Action Badge:** “The Combat Action Badge (CAB) established June 5, 2005 is awarded to soldiers who are “actively engaging or being engaged by the enemy and perform satisfactorily within the prescribed rules of engagement” (U.S. Army, n.d.).

**Combat Exclusion Policy:** Army policy that excludes women from jobs that are assigned a routine mission to engage in direct combat or which co-locate routinely with units assigned a direct combat mission.

**Combat Support:** “Branch of the Army whose officers provide operational assistance to the combat arms. They are Corps of Engineers, Signal Corps, Chemical Corps, Military Police Corps and Military Intelligence” (HQDA, 1983, p. 49).

**Command:** The authority commanders in the armed forces lawfully exercise over subordinates by virtue of rank or assignment. Command includes the authority and responsibility for effectively using available resources and for planning the employment of, organizing, directing, coordinating, and controlling military forces for the accomplishment of assigned missions. It also includes responsibility for health, welfare, morale, and discipline of assigned personnel.

**Direct Commission:** An immediate commission as an officer, without having to go through a candidacy program. Individuals given direct commissions usually enter at the rank of Lieutenant or Captain (for medical officers).

**Direct Combat Probability Coding:** In 1983, the Army began using a Direct Combat Probability Code (DCPC) system to determine which positions a woman could fill based on how likely they were going to be engaged in direct combat (WIMSAF, n.d., 1980s)

**Direct leadership:** Direct leadership is face-to-face leadership; it occurs in organizations where the subordinates are used to seeing their leader all of the time. Most company grade officers (Second Lieutenants, First Lieutenants, and Captains), and field grade officers (Majors, Lieutenant Colonels, and Colonels) work at the direct level (HQDA, 2006).

**Director, WAC:** The highest ranking woman in the Women's Army Corps who was in charge of the Corps (Morden, 1990).

**Enlisted personnel:** "Term used to include both male and female members of the Army below the grade of an officer or warrant officer; enlisted personnel" (HQDA, 1983, p. 74).

**Insignia:** "Distinctive devices worn on the uniform to show rank, organization, rating, and service" (HQDA, 1983, p. 98).

**Nation building (now known as peacemaking):** "Stability actions, predominately diplomatic and economic, that strengthen and rebuild governmental infrastructure and institutions in order to avoid a relapse into conflict" (Department of Defense [DoD], 2008, p. 423).

**Non-Commissioned Officer (NCO):** "An enlisted man appointed in pay grade E-4 or higher, excluding specialist, normally to fill positions wherein the qualities of leadership are required" (HQDA, 1983, p. 126).

**Officer:** Person holding a commission or warrant in one of the armed forces. A commissioned officer holds grade and office under a commission issued by the President. "In the Army, a person who has been appointed to the grade of second lieutenant or higher is a commissioned officer" (HQDA, 1983, p. 47).

**Officer Candidate School (OCS):** "Precommissioning program designed to commission soldiers and non-commissioned officers already in the Army. OCS educates and trains officer candidates, and assesses their readiness and potential for commissioning as second lieutenants" (Headquarters, Department of the Army [HQDA], 2007).

## Officer Rank

- **Second Lieutenant:** “Typically the entry-level rank for most Commissioned Officers. Leads platoon-size elements consisting of the platoon SGT and two or more squads or about 16 to 44 soldiers” (Headquarters, Department of the Army [HQDA]. n.d.).
- **First Lieutenant:** “Seasoned lieutenant with 18 to 24 months service. Leads more specialized weapons platoons and indirect fire computation centers. Senior Lieutenants are often selected to be the Executive Officers of a company-sized unit consisting of 110 to 140 personnel” (HQDA, n.d.).
- **Captain:** “Commands and controls company-sized units of 62 to 190 soldiers, together with a principal NCO assistant. Instructs skills at service schools and combat training centers and is often a Staff Officer at the battalion level” (HQDA, n.d.).
- **Major:** “Serves as primary Staff Officer for brigade and task force command regarding personnel, logistical and operational missions” (HQDA, n.d.).
- **Lieutenant Colonel:** “Typically commands battalion-sized units (300 to 1,000 Soldiers), with a CSM as principal NCO assistant. May also be selected for brigade and task force Executive Officer” (HQDA, n.d.).
- **Colonel:** “Typically commands brigade-sized units of 3,000 to 5,000 soldiers, with a CSM as principal NCO assistant. Also found as the chief of divisional-level staff agencies” (HQDA, n.d.).

- **Brigadier General:** “Serves as Deputy Commander to the commanding general for Army divisions. Assists in overseeing the staff’s planning and coordination of a mission” (HQDA, n.d.).
- **Major General:** “Typically commands division-sized units of 10,000 to 15,000 soldiers” (HQDA, n.d.).
- **Lieutenant General:** “Typically commands corps-sized units of 20,000 to 45,000 soldiers” (HQDA, n.d.).
- **General:** “The senior level of Commissioned Officer typically has over 30 years of experience and service. Commands all operations that fall within their geographical area. The Chief of Staff of the Army is a four-star General” (HQDA, n.d.).

### **Officer Professional Development Schools**

- **Officer Basic Course:** This is a branch-specific qualification courses that provide newly commissioned lieutenants an opportunity to learn the leadership, tactical, and technical tasks and supporting skills and knowledge required to lead platoon-sized units (HQDA, 2007).
- **Officer Advance Course:** This is a branch specific course that provides technical training (specialized skills, doctrine, tactics, and techniques) associated with their specific branch specialties as well as the leadership and tactical knowledge required to lead company-sized units (HQDA, 2007).
- **Command and General Staff College:** A one year school for senior Captains and junior Majors. The school trains officers in the values and

attitudes of the profession of arms and in the conduct of military operations in peace and war. It prepares officers for duty as field grade commanders and staff officers, primarily at brigade, division, and corps echelons (HQDA, 2007).

- **Army War College:** The Army's Senior Service College, this course is the capstone course in officer professional development. A twelve month course, the USAWC is located in Carlisle Barracks, Pennsylvania. It prepares selected military, civilian, and international leaders to assume strategic leadership responsibilities in military or national security organizations; educates students on employment of the U.S. Army as part of a unified, joint, or multinational force in support of the national military strategy; researches operational and strategic issues; and conducts outreach programs that benefit the nation (HQDA, 2007).
- **Senior Service College:** A designation given to officer professional development capstone courses. These include the USAWC, National War College, Industrial College of the Armed Forces, Air War College, Naval War College, Marine Corps War College, SSC Fellowships, NATO War College and foreign equivalent schools (HQDA, 2007).

**Operations tempo:** The pace of operations within the Army or unit.

**Organizational leadership:** Indirect leadership that occurs in large organizations where the leader influences several hundred to several thousand people. Officers serving as organizational leaders are generally Colonels and general officers (HQDA, 2006).

**Peacekeeping:** “Military operations undertaken with the consent of all major parties to a dispute, designed to monitor and facilitate implementation of an agreement (cease fire, truce, or other such agreement) and support diplomatic efforts to reach a long-term political settlement” (DoD, 2008, p. 414).

**Rations:** Food and water

**Reserve Officer Training Corps (ROTC):** ROTC is the program for training students in American universities, colleges, high schools, and academies to serve as officers in the U.S. Armed Forces.

**Service support:** Consists of personnel and logistical services of the military.

**Specialties:** A tool of personnel management designed to develop and utilize officers who are particularly well-qualified in certain functional areas that do not fall within the developmental patterns of any single career branch (HQDA, 1983).

**Strategic leadership:** Leadership that takes place at the highest levels of the Army organization. Leaders at this level are general officers and highly placed Senior Executives who sustain and transform Army culture (HQDA, 2006).

**Units by size:**

- **Squad:** Smallest combat element. Consists of 4 to 22 soldiers.
- **Platoon:** Made up of two or more squads. Consists of 16 to 44 soldiers
- **Company:** “Basic administrative and tactical unit the Army. Consists of 62 to 190 soldiers. A company is on a command level below a battalion and above a platoon and is equivalent to a battery of artillery” (HQDA, 1983, p. 52).

- **Battalion:** “Unit composed of a headquarters and two or more companies or batteries. Consists of 300 to 1,000 soldiers” (HQDA, 1983, p. 33).
- **Brigade:** Unit composed of a headquarters and two or more battalions. Consists of 3,000 to 5,000 soldiers (DoD, 2008).
- **Division:** A major administrative and tactical unit/formation which combines in itself the necessary arms and services required for sustained combat. Consists of 10,000 to 15,000 soldiers (DoD, 2008).
- **Corps:** Made up of two or more Divisions. Consists of 20,000 to 45,000 soldiers (DoD, 2008).
- **Army:** Administrative and tactical organization composed of a headquarters, certain organic Army troops, service support troops, a variable number of corps, and a variable number of divisions (DoD, 2008).

**Women Officer Orientation Course:** The direct commissioning and officer candidacy course of the WAC (Morden, 1990).

**Women’s Army Corps:** The Women’s Army Corps also known as the WAC was founded in 1943 after problems developed with women in the Women’s Army Auxilliary Corps being assigned overseas. Was disestablished in 1978 (Morden, 1990).

**Women’s Auxiliary Army Corps:** Established in 1942 as a means of supplying women to the Army in support roles during World War II. The WAAC was replaced by the Women’s Army Corps in 1943 (Morden, 1990).

## Research Questions

There were two main research questions this study answered and three subsequent issues (Creswell, 2007) this study pursued.

- Did the five participants in this study, who were members of the last Women Officer Orientation Course, encounter a barrier or series of barriers that kept them from being promoted to general officer?
- Did the five participants in this study, who were members of the last Women Officer Orientation Course, choose to opt out, through a conscious decision or action on their part?

In the process of looking at the lives of these women in relation to barriers and glass ceiling literature, this study gave voice to their overall stories. Through their own words, this case study explored three subsequent issues (Creswell, 2007).

- How were their lives affected by their experiences of being women Army officers during a period of tremendous change?
- How were their lives and careers impacted by their status as pioneers?
- How were their lives and careers impacted by their roles as tokens in a “skewed” organization in which women make up less than 15 percent of the population?

The researcher used the women’s official biographies, a biographic questionnaire, and interviews conducted using specifically developed questions to gain information on childhood indicators of leadership, leadership experiences prior to joining the Army, leadership experience within the Army, obstacles

encountered within the Army, pioneering experiences, mentoring, perceived sacrifices for successful careers including but not limited to the postponement of important relationships and children, glass ceiling perceptions, and any conscious decisions made to purposefully opt out of requirements for successful career progression.

### Assumptions, Limitations, and Delimitations

#### *Assumptions*

Assumptions are those things assumed to be true but are not verified at the beginning of the study. The researcher has made the following assumptions.

- The participants in the study were representative of all women officers who served during this period of time.
- The participants in this study, members of the last Women Officer Orientation Course who had been located, were representative of all members of the last Woman Officer Orientation Course.
- The women whose careers spanned the longest period of time were more representative of women whose careers were successful.

#### *Limitations*

Limitations are anything beyond the control of the researcher that may affect the internal validity of the study.

- As this study was retrospective in nature, the participants may have viewed their Army career through rose-colored glasses and described their career as something more or less than the reality.

- The primary researcher was also the interviewer for this study. The researcher did not want to lead the participants or corrupt the findings of the study.

### *Delimitations*

Delimitations are factors within the researcher's control that may affect the external validity of the study.

- This study used a population selected from the women of the last class of the Women Officer Orientation Course which may not have been a valid or representative sample of women Army officers.
- The case study methodology was retrospective in nature as opposed to longitudinal with a one time data collection strategy.

Based on the delimitations, the case study data should not be generalized beyond the population.

## Chapter 2

### REVIEW OF LITERATURE

The review of literature includes a history of women in the Army, impact of Army service on women, leadership, women as leaders, glass ceiling, and life balancing - opting out.

#### History of Women in the Army

##### *Early Unofficial Involvement of Women in the Army*

###### *The Revolutionary War.*

The United States Army was founded on June 14, 1775, “when the Continental Congress authorized enlistment of riflemen to serve the United Colonies for one year” (Wright, 1983, pp. 23-24). From the very beginning, “women served with the armed forces as contract and volunteer nurses, cooks and laundresses, and even in disguise as soldiers” (Women in Military Service for America Memorial Foundation [WMSAMF], Resources, ¶ 1).”

During the Revolutionary War, women on both sides accounted for between 5 to 10 percent of the total camp population (Diamant, 1998). Continental Army documents that account for the women, children and their rations show the overall ratio of women to soldiers was 1 to 26 or about 4 percent (Rees, 1996). This number was significantly lower than the ratio for the camp followers of both the British and the Germans Armies.

The women, who washed, cooked, and carried water, traveled on foot with the baggage trains. They received rations but no pay (Rees, 1996). A close examination of names indicated that most of the women who made up the ranks

of camp followers were wives of the soldiers. These women who chose to follow their husbands, receiving only rations, may have been unable to provide for themselves once their men had gone to war.

The official accounting in Army documents indicated to some extent that women were considered to be an integral part of the Army. During the eight years of the Revolutionary War, the women provided a semblance of home. The importance of that was noted by George Washington when he wrote, "I was obliged to give Provisions to the extra Women in these Regiments, or loose by Desertion, perhaps to the enemy, some of the oldest and best Soldiers in the Service" (Rees, 1996, p. 29).

Women also performed acts of bravery during the Revolution. During the "hottest part" of the Battle of Brandywine, "the women of the 6<sup>th</sup> Pennsylvania Regiment took the empty canteens of their husbands and friends and returned with them filled with water although frequently cautioned as to the danger of coming into the line of fire" (Rees, 1996, p. 2).

The most famous water carrier of the Revolutionary War, Molly Pitcher, was a legend made up of collective memory, according to DePauw (1981). As the story of the female water carrier was told, because there were so many women involved in carrying water, people added their own memories of water carriers to it and the story grew into a legend. Women carried water to the gun crews to cool the cannons and keep them from exploding. If a member of a gun crew was killed or wounded, it would have been very easy for a water carrier to take his place (Klaver, 1994). DePauw asserts these women were "women of the

Army” and subjected to army rules and discipline (1981, p. 213), while McKinney (1982) believes the women were simply camp followers. McKinney’s finding is supported with Rees’ (1996) detailed listing of units and their ratio of camp followers. Artillery units, which required water carriers, continually had a ratio of one woman receiving rations for every 11 men. This is a much higher ratio than the 1 to 26 average for the Continental Army as a whole.

While Molly Pitcher was a legend, Deborah Sampson, who enlisted in the Army disguising herself as a young man called Robert Shirliffe, was well documented. In an 1792 petition to the Massachusetts’s legislature requesting back pay she never received while in service in the Continental Army, Sampson wrote:

by the name of Robert Shirliffe did on May 20, 1782 inlist as a Soldier in the Continental Service... She was constant & faithful in doing Duty with other Solders and was engag’d with the Enemy at Tarry Town New York & was wounded there by the Enemy & continued in Service until discharg’d, by General Knox at West Point, October 25, 1783. (Young, 2004, pp. 4-5)

Paul Revere, her neighbor, endorsed her request. The Massachusetts Assembly passed a resolution and granted her 34 pounds with interest from the date of her discharge as PVT Robert Shirliffe from the Continental Army. John Hancock, president of the Assembly, approved the resolution granting her the back pay (Young, 2004). Other women also disguised themselves as men and enlisted. While their motivation for enlisting remains conjecture, it is assumed that they either believed in the cause, enlisted for adventure, enlisted as a means

to earn a living, or were following a loved one into the service. Most were discovered within weeks of enlisting and several were actually tried and imprisoned for their impersonation (Young, 2004).

### *The Civil War*

During the Civil War, women continued to accompany the Army as cooks, laundresses, and contracted nurses to staff government and regimental hospitals. They disguised themselves as men and fought on the battlefield. Women also acted as spies for both sides. The well documented roles of three women, Dorthea Dix, Dr. Mary Edwards, and Cathay Williams, help to demonstrate the various roles women played during the Civil War

In 1861, the War Department appointed Dorthea Dix as Superintendent of Nurses in 1861. Dix set firm criteria for the contract nurses. They were to have two letters of reference. They were to be married or widowed, over 30 years of age, matronly in appearance wearing only black or brown garments, sober, self-sacrificing, and able to pay their own way. Five hundred women who served under Dix received \$.40 a day plus a ration. Additionally, over 2,700 others, including Clara Barton, provided care to both Union and Confederate soldiers on a volunteer basis (WMSAMF, n.d., FAQ).

Dr. Mary Edwards Walker served as a contract doctor with the 52<sup>nd</sup> Ohio Volunteers. She was captured by the confederacy on April 10, 1864, and held prisoner of war in Castle Thunder Military Prison in Richmond, VA, which was notorious for poor conditions. She was released through a prisoner exchange in August of that year. After the war, President Andrew Johnson granted Dr. Walker

the Medal of Honor for her “untiring efforts” on behalf of the government, her “devotion and patriotic zeal to sick and wounded soldiers both in the field and in hospitals to the detriment of her own health,” as well as the hardships she endured as a prisoner of war (WMSAMF, n.d., History/walker ¶ 5). Dr. Walker is the only woman to have received the Medal of Honor

In 1917, two years prior to her death, criterion for the Medal of Honor was revamped and Dr. Walker’s name was removed as a recipient of the award. It was restored posthumously, in 1977 by the Army Board of Corrections, stating that Dr. Walker’s acts of “distinguished gallantry, self sacrifice, patriotism, dedication and unflinching loyalty to her country despite the apparent discrimination because of her sex,” made the award of the Medal of Honor to Walker “appropriate” (WMSAMF, n.d., History/walker, ¶ 6).

Cathay Williams, a black woman born into slavery, served as a cook with the Union Army during the Civil War. Following the war, she disguised herself and enlisted as a Buffalo Soldier using the name William Cathay. She served as a private with the 38<sup>th</sup> Infantry Division. William Cathay was discharged from the Army for medical reasons. It was not until 1891, when she applied for an invalid’s pension, that it became known that an African-American woman had served in the regular Army. Her pension was denied (Davis, 2002).

### *The Spanish American War and the Army Nurse Corps*

During the 1898 Spanish American War, over 1500 Army contract nurses served in Army and Navy general hospitals, aboard the hospital ship *Relief*, in stateside camps, and locations such as the Philippines, Puerto Rico, and Hawaii.

The distinguished contributions of these women and their Civil War predecessors justified and demonstrated the need for a permanent female nurse corps. The Army Nurse Corps became a permanent part of the Army Medical Department in 1901. Although not granted full status, this marked the first time that women could legally become a part of the Army as opposed to just contracted by the Army (WMSAMF, n.d., Education/timeline, ¶ 5).

Women served in the Army Nurse Corps without Army rank, officer status, equal pay, or benefits such as retirement and veteran's rights. After the First World War its members were given relative rank and some retirement benefits, although pay and allowances still were not those of the men. Full military rank was not to be granted to nurses until 1944, a year after the Women's Army Auxiliary Corps (WAAC) had been legally admitted to full Army status and rank as the Women's Army Corps (WAC) (Treadwell, 1953, p. 6).

### *World War I*

By World War I, the military began conducting physicals as part of the enlistment process and the ability of women to disguise themselves as men and enlist had ended. During the war, American women served in volunteer organizations and as civil service employees overseas. Although many Army branches requested the authority to enlist women to serve in administrative capacities, these requests were turned down by the War Department. The Navy and Marine Corps enlisted nearly 13,000 women and gave them the same status

as men. They were the first women in the United States to be admitted to full military rank and status (Treadwell, 1953).

### *The Women's Army Auxiliary Corps and the Woman's Army Corps*

#### *The Women's Army Auxiliary Corps*

Since women had already been admitted to the Navy and Marine Corps and there was a need for women to serve in administrative capacities in the Army, on May 28, 1941, Congresswoman Edith Nourse Rogers from Massachusetts introduced in the House of Representatives "A Bill to establish a Women's Army Auxiliary Corps for Service with the Army of the United States." Because of controversy surrounding the bill and other more pressing legislative matters, Congress did not act on the bill. She introduced another bill early in 1942, which when passed, was signed the next day by President Roosevelt, becoming Public Law 554, An Act to Establish a Women's Army Auxiliary Corps (WAAC) for Service with the Army of the United States (Treadwell, 1953).

In October of 1941, General Marshall, Chief of Staff of the War Department asked Mrs. Oliveta Culp Hobby to begin planning for the WAAC. Prior to the legislation being passed, a site at Fort Des Moines was found for training, regulations were written, and uniform issues began to be addressed. On May 15, 1942, one day after the legislation was passed creating the WAAC, Oliveta Culp Hobby became its first Director.

#### *Birth of the Women's Army Corps*

The WAAC might have gone on indefinitely if not for the lack of legal protections for the members of the WAAC when they were stationed overseas.

The women serving in the WAAC were not part of the Army but were only attached to the Army. This caused problems when the first contingent of WAACs to serve overseas arrived in North Africa in December 1942. Because they were not military, the women had no medical services if they became ill or wounded and no Geneva Convention protection if captured. In January 1943, a bill was introduced to place the women completely under Army jurisdiction; six months of debate and compromises followed. In July 1943, the bill was signed into law. Public Law 78-110 established the Women's Army Corps (WAC) as an integral part of the Army of the United States. All current members of the WAAC were offered a choice of joining the Army as a member of the WAC or returning to civilian life. Twenty-five percent decided to leave the service at the time of conversion (Bellafaire, 1993). Many of the women who left, did so, because either service in the military was different than they had anticipated or for family reasons.

WACs served in all theaters throughout the war; many in daunting conditions. At the end of World War II, over 150,000 women had served in the Army as part of either the WAAC or the WAC. In 1946 the Army asked Congress to establish the WAC as a permanent corps within the Army. Two years later, in 1948, Congress passed a bill making the WAC a permanent corps within the Regular Army (Bellafaire, 1993).

### *WAC Strength*

The numbers of women from the first days of the WAAC through the end of the war increased rapidly. Within six months after the WAAC was authorized,

there were 12,746 women on active duty. In 1943, as the WAAC transitioned into the WAC, the number of women had increased to 60,243 and a year later there to 77,152. In 1945 there were 95,957 women on active duty in the WAC. In 1946 with the end of the war and drawdown, a reduction in the number of active duty personnel, the number of women on active duty was reduced to 17,896. By 1947 that number had been reduced to 8,134. Approximately 10 percent of the women on active duty at any given time were officers (Morden, 1990).

From the end of World War II the number of women in the WAC remained below 10,000 except for an increase to around 12,000 during the two years of the Korean War, 1951 and 1952 (Morden, 1990). The number of women in the Army did not begin to see an increase until the advent of the Vietnam era. Female officers comprised a little less than ten percent of those figures.

#### *WAC Commissioning Sources*

When the WAAC was established it was thought that after training an initial group of officers at Fort Des Moines, future officers would come from within the corps through an Officer Candidate School (OCS). Enlisted members are allowed to apply to go to OCS. After successful completion of OCS, they would then be given commissions. After the end of World War II, OCS was only producing about half the number of women officers required for the WAC, so in 1949 a direct commissioning program was started. With a direct commission, civilian college graduates could enter the WAC as Second Lieutenants. The new officers were then sent to an orientation course where they learned the essential skills to function as an officer in the WAC. In 1954, the WAC OCS and direct

commission orientation course were combined (Morden, 1990). This combined class called The Woman Officer Orientation Course (WOOC) continued through 1977 and the disestablishment of the WAC.

Prior to allowing women into Reserve Officer Training Course (ROTC), Officer Candidacy Course (OCS) and the United States Military Academy (USMA) at West Point, the only path for a woman to become an officer was to attend the Woman's Officer Orientation Course. As part of the process of integrating women into the regular Army in the 1970s, women were admitted to ROTC and the first 150 women were commissioned by the 1975/76 school year (Princeton Review, 2008). Women also began to attend the previously all male OCS in December 1976, with the first women officers graduating in the spring of 1977. In 1976 women were first admitted to West Point, with the first women officers graduating in May 1980.

#### *Limitations on WAC Promotions and Professional Development*

Women served in very traditional skill areas such as administration and supply. They were housed in separate companies and their chain of command were all members of the WAC. WAC officers did not have the same opportunities for promotions as male Army officers. Male Army officers could expect at the end of their 30 year careers, to retire as lieutenant colonels, colonels, or even as general officers. After that same 30 years of service, women officers could only expect to attain the rank of major or lieutenant colonel (Morden, 1990).

The highest rank a woman officer could hope to permanently achieve was lieutenant colonel. Only the Director, WAC was promoted to colonel and once her

term was completed she reverted to lieutenant colonel. The first woman, in addition to the Director, WAC, to be promoted to colonel was Mary Juanita Roberts, executive secretary to President Lyndon Johnson. Roberts was promoted by executive order to the rank of colonel in 1965. It took an additional two years and an act of congress, H.R. 5894, to end the restrictions on women's promotions and retirements. In 1970, on the eve of the all-volunteer Army, Colonel Elizabeth Hoysington, became the first WAC to be promoted to brigadier general. This was just three short years after the restrictions on women's promotions to colonel were lifted (Morden, 1990).

Male officers were afforded considerably more professional development opportunities than their WAC counterparts. The professional development track for men entering the officer ranks included attendance at an officer basic course, officer advance course, Command and General Staff College (CGSC), and a senior service college. Professional development schools for women officers were limited. The women had only one school, the Women's Officer Orientation Course which combined officer basic with WAC officer candidate school and direct commissioning class. The WAC advanced course was not implemented until 1954. A few women had been able to attend other branch advanced courses, but for most WAC officers, the only professional development school afforded them was completed when they were commissioned (Morden, 1990).

Graduation from CGSC guaranteed promotion to lieutenant colonel. However, attendance at an advanced course was a requirement for selection for CGSC. Because the Women's Army Corps had no advanced school until 1954,

few women prior to that time had opportunity to attend an advanced school and become eligible for attendance at CGSC and guaranteed promotion to lieutenant colonel. In 1951, only 29 of the 1200 (2.4%) WAC officers currently serving had attended the shortened CGSC. Beginning in 1955, four slots were allocated for WACs to attend the thirteen week Associate CGSC. No woman attended the regular 43 week CGSC until 1968, when the associate course was discontinued (Morden, 1990).

In 1955, Lieutenant Colonel Hortense Boutell was the first WAC selected to attend the Industrial College of the Armed Forces, a senior service college. No other WAC officer would attend a senior service college until 1968 (Morden, 1990).

#### *All-Volunteer Army Increases Opportunities for Women*

Since women first entered the Army, mandates had been in place to define the roles of WAC officers. "WAC officers could not be promoted above lieutenant colonel, could not command men, and could not be assigned combat duties" (Morden, 1990, p. 128). Beginning in 1967, women other than the Director WAC could be promoted to colonel. In December 1972 the Secretary of the Army lifted the ban on women commanding men, opening many commands to WAC officers that had previously been closed. The prohibition on women in combat still exists today.

With the Equal Rights Movement and expansion of the number of women in the Army due to anticipated male shortfalls in the all-volunteer Army, came increased opportunities for the WAC. In 1955 women were placed in 128 of 385

(33%) of the current military specialties or career tracks. In 1972, that number was increased to 437 of 485 (90%) military specialties. The specialties included the traditional ones in administration, medical care, and communications, but women now had opportunities in nontraditional jobs as well-ammunition specialist, chaplain's assistant, decontamination specialist, dog trainer, plumber, quarryman, seaman, and others. Later in that same year, law enforcement specialties, flight training, and airborne training were also opened to women. Women were now excluded only from specialties that "involved combat, hazardous duty or strenuous physical activity" (Morden, 1990, p. 265).

In December 1977, with the issuance of the Combat Exclusion Policy by Secretary of the Army Alexander, an additional 14 specialties were opened to women. For the first time, women officers could be detailed to the Field Artillery and Air Defense Artillery branches of the Army (Morden, 1990) The Combat Exclusion Policy stated that:

Women are authorized to serve in any officer or enlisted specialty except those listed below, at any organizational level, and in any unit of the Army, except in Infantry, Armor, Cannon Field Artillery, Combat Engineer, and Low Altitude Air Defense Artillery units of battalion/ squadron or smaller size (Morden, 1990, p. 384).

### *Disestablishment of the WAC*

In 1970, President Nixon announced plans to eliminate the draft. This was accomplished in 1973 as the military moved to the all-volunteer force. Integral to the success of the all-volunteer Army was increasing the number of women on

active duty. At the same time, in March 1973, the Secretary of the Army directed legislation be drafted to eliminate the WAC and ordered the staff to begin long range planning to integrate women into the Army (Morden, 1990).

From March 1973 until the WAC was disestablished in 1978, careful plans were made to “self-destruct” (Holm, 1982, p. 285). In 1975 BG Mary E. Clark became the last Director, WAC. During her tenure, she kept the members of the corps and former directors advised of Army intentions and progress of plans (Morden, 1990).

Separate WAC training and command elements had vanished so gradually from most Army posts that their absence was slightly noted. If these events, including the loss of the Office of the Director, WAC, had occurred within one year, they might have aroused an outcry by WAC members, but the lapsed time diffused the impact (Morden, 1990, p. 395).

It was not surprising that the WAC was disestablished without protest. The number of women in the Army had increased from 12,000 in 1968 to 53,000 in 1978. Many of the younger women saw the ending of the WAC as an increase in opportunity for women in the military and the end of the discriminatory policies within the Army. “Predictably, the older WACs held a more sentimental view. They wanted to retain their Corps, their insignia, their director, and their historical image as WACs. To them, the ceremony signaled the end of an era, their era” (Morden, 1990, p. 393).

In March of 1978, the Secretary of the Defense forwarded to congress the recommendation that the WAC be disestablished. Brigadier General Mary E.

Clark, the last Director WAC, was reassigned as Army post commander of Fort McClellan. In November 1978, Clark became the first woman promoted to Major General (Morden, 1990). The WAC was officially disestablished on October 20, 1978, with the passage of the Public Law 95-584 (Fuller et al., 2006).

### *The Role of Women in the Army*

Since the disestablishment of the WAC, the role of women in the Army continues to be defined by the role women will play in combat. Nothing provides a surer test of the policy and women's roles within the military as combat itself. U.S. combat engagements in Grenada, Panama, and the Persian Gulf War, as well as our current involvement in Afghanistan and Iraq have continued to define and refine the role of today's Army woman.

#### *The 1980s: Grenada and Panama*

In 1983, the Army began using a Direct Combat Probability Code (DCPC) system to determine which positions a woman could fill. Using the DCPC, it was determined that women needed to be removed from some positions they were already filling. This actually "forced women out of jobs and positions where their capability had already been proven" (WMSAMF, n.d., 1980s, ¶ 2).

In October 1983 when US Forces invaded Grenada, over 100 Army women participated as helicopter pilots, air crew members, military police, intelligence officers, mechanics, and logistical specialists. Four female military police officers were in Grenada just after the invasion, but were sent back to the U.S. when the Division Commander became aware of their presence. They returned 36 hours later by order of the Corps Commander (Center for Military

History [CMH], 2008). Following the performance of women in Grenada, the Army “fine-tuned the DCPC, opening 12,000 more positions to women by 1987” (WMSAMF, n.d., 1980s, ¶ 5).

When the U.S. invaded Panama in “Operation Just Cause” in December 1989, 600 Army women participated (CMH, 2008). These women were serving in “combat support and service support roles.” For the first time, women helicopter pilots and military police officers “commanded assault teams and served under heavy enemy fire in the air and on the ground” (WMSAMF, n.d., 1980s ¶ 5).

#### *The 1990s and the Gulf War*

In the early 1990s, 24,000 Army women participated alongside their male counterparts as part of the Persian Gulf War. Women served in forward areas as “helicopter pilots, air defense artillery; military police; intelligence; transportation; ordnance; chemical and biological warfare; special operations; communications; medical search and rescue; and with medical facilities” (CMH, 2008, p. 5). Two women commanded battalions and other women were in command of companies, air squadrons, platoons, and squads during the hostilities. Fourteen U.S. Army women lost their lives during the Persian Gulf War, six of them killed in action. Two women, a truck driver and a flight surgeon were held prisoner of war by Iraq (WMSAMF, n.d.).

As a result of the progress of the 1990s, women are now excluded from only 9 percent of Army roles, although that figure represents nearly 30 percent of active-duty positions. Army women cannot serve in infantry, armor, Special Forces, cannon field artillery and multiple launch rocket artillery. They are

excluded from service with Ranger units at the regiment level or below, ground surveillance radar platoons, combat engineer line companies, and short range defense artillery units (WMSAMF, n.d.).

#### *Current Policy on Women in Combat*

Nothing provided a more accurate picture of the limitations on the role of women in the Army as the Combat Exclusion Policy. In 1994 following the Invasion of Panama (1989) and the Persian Gulf War (1990-91), the Defense Secretary signed a memorandum establishing the current Department of Defense assignment policy for women. It eliminated the combat probability language of previous policies. It stated that personnel could:

be assigned to all positions for which they are qualified, except that women shall be excluded from assignment to units below the brigade level whose primary mission is to engage in direct combat on the ground (Aspin, 1994, p. 1).

It further defined direct combat as:

engaging the enemy on the ground with individual or crew served weapons, while being exposed to hostile fire and to a high probability of direct physical contact with the hostile force's personnel. Direct ground combat takes place well forward on the battlefield while locating and closing with the enemy to defeat them by fire, maneuver, or shock effect (Aspin, 1994, p. 1).

The Army regulation, which outlined the policy of assigning women, predated the Secretary of Defense memorandum which was never rewritten and

contained more restrictive language. However, immediately after the DOD policy was published, the Army opened additional specialties and positions for women within the headquarters of maneuver and support brigades as well as within the Special Forces group headquarters. In 2006, the active component Army included more than 48,000 women who served in 92.3 percent of Army occupations and who may be assigned to 70.6 percent of the positions within the Army (Harrell et al., 2007).

The Department of Defense and Army policies on the assignment of women were written at a time when the battlefield was considered to be symmetrical or linear. Today, and in the future, there are no front lines. The battlefield is no longer linear, it is asymmetrical. Insurgents target unarmored convoys or civilian locations over Abrams tanks or Bradley fighting vehicles. The result is that direct combat can happen anywhere in the theater of operations (Harrell et al., 2007). The reality of the asymmetrical battlefield is forcing leadership to reexamine policies concerning women in combat based on the realities of today's battlefield.

#### *Afghanistan and Iraq*

In 2001, after terrorists' attack on the World Trade Center, United States along with NATO forces invaded Afghanistan. In 2003, the U.S. and other nations invaded Iraq, defeating the Saddam Hussein dictatorship. Since then, U.S. troops have been involved in peacekeeping and nation building activities that more resemble ongoing war as they contend with various militant Iraqi factions. There

are no clear front lines in Afghanistan and Iraq. "Combat can happen at any time and [U.S. military] women are frequently caught up in it" (Brookes, 2005).

According to the Defense Manpower Data Center, women have made up about 10 percent of the Army personnel in Iraq at any given time from 2003 through 2006. This means that in 2003, there were 21,000 Army women in Iraq, and in 2004-2006 there were 15,000 Army women in Iraq (Harrell et al., 2007).

The Combat Action Badge (CAB) established June 5, 2005 is awarded to soldiers who are "actively engaging or being engaged by the enemy and perform satisfactorily within the prescribed rules of engagement" (U.S. Army, n.d.). The awards can date back only through the Afghanistan invasion. As of August 2006, 1,521 CABs had been awarded to enlisted women, 25 to women warrant officers, and 242 to women officers (Harrell et al., 2007). Although not totally accurate, as individuals must apply for the badge if it was earned between September 18, 2003 and its inception on June 5, 2005 (U.S. Army), the number of badges awarded, do give us insight into the number of women caught up in combat engagements. As of February 22, 2008 Army women casualties in Iraq totaled 77, with 56 deaths attributed to hostile actions (White, Kutler, & Piotr, 2008).

In November, 2008 Ann Dunwoody became the first woman "four star" general. General Dunwoody entered the Army in 1975, through the Women's Officer Orientation Course, at Fort McClellan, Alabama. Dunwoody, who was hailed as "one of the foremost logisticians of her generation," was the first woman commander of Army Materiel Command ("Dunwoody," 2009, p. 6). Chief of Staff of the Army, George Casey, said, "The Army Ann Dunwoody entered was an

institution just figuring out how to deal with the full potential of the all-volunteer Army, and not yet ready to leverage the strengths of each individual soldier in its ranks” (“Dunwoody,” p. 6). Dunwoody emphasized, “the bench is filled with talented soldiers, sailors, airmen, and marines, and while I may be the first woman to receive this honor, I know with certainty, I won’t be the last” (“Dunwoody,” p. 6).

### Impact of Army Service on Women

A 2006 survey of Army women who joined in 1942 through 2002 (Fuller et al., 2006) gave us insight into the benefits to women of service in the Army. The study was funded by the Army Women’s Museum Foundation and was conducted through a survey of its membership. The study provided the only demographic data available on women in the Army who served in the WAAC, the WAC, and in the Army through 2002.

### *Reasons for Joining Army*

Women joining the military in the post-Vietnam era after 1975 reported several reasons for joining the Army including the opportunity to travel or to leave home (26.3%), “serving their country” (23.7%), and “obtaining an education” (16.5%) (Fuller et al., 2006, p.73). Two-thirds of the post-Vietnam era women surveyed stated they had an immediate relative who was serving or had served at the time of their enlistment. Of those, 91.2 percent reported that the family member was a brother or a father (Fuller et al., p. 14).

### *Length of Service and Reason for Leaving Army*

The women joining the Army from 1975-2002 had an average length of service of over ten years with 22 percent who remained less than five years, 22.1 percent who remained five to ten years, 18.2 percent who remained 11 to 19 years, 27.3 percent who remained for 20 to 25 years and 1.4 percent who remained in the service for more than 25 years (Fuller et al., 2006).

Retirement was listed as the number one reason (23.38%) for leaving the service. Nearly 70 percent of the women who served 20 years or more gave retirement as their reason for leaving (Fuller et al., 2006). Illness or disability, and marriage or family, were each listed by 16.88 percent of the respondents. Discrimination or dissatisfaction was reported by 15.58 percent (Fuller et al., 2006).

Illness and disability was listed more frequently for post-Vietnam era women as a reason for leaving the service than in any previous era. Respondents entering the military prior to 1975 reported just under four percent had left the service due to illness or disability (Fuller et al., 2006). The increase in illness and disability may be attributable to the current operations tempo and the expanding role that women play in today's Army bringing an increased exposure to injury and death.

### *Marriage and Family*

Twenty-nine percent of the Army women who joined in the post-Vietnam era asserted they have never been married. This number was only slightly higher than the 25.5 percent of the women over the age of 15 who reported never

having been married as part of the 2005 American Community Survey of the U.S. Census (Fuller et al., 2006).

Nearly 48 percent of Army women who joined during the post-Vietnam era reported that they did not have “children of their own or children they had raised or were currently raising as their own” (Fuller et al., 2006, p. 8). The National Marriage Project affirmed that in 1976, only 10 percent of women in their early forties reported being childless compared with 20 percent in 2004 (Whitehead & Popenoe, 2006). Fifteen percent of women in American society were childless during the period of 1976 to 2004 compared to over 48 percent of the women in the Army. There were three times as many Army women who were childless as other women. This statistic suggests a difficulty of combining Army life and family life.

#### *Benefits of Service: Education and Post- Service Employment*

Education has long been touted as a benefit of military service. Of women who entered the Army (all eras) with a BA or BS degree, 66.4 percent of them eventually went on to earn either a graduate or professional degree (Fuller et al., 2006). This was not surprising since a graduate degree was a discriminator for promotions of Army officers to the rank of major and above. Promotion to major came at approximately the 12 – 14 year mark. Fuller et al. reported 55.9 percent of the women from the post-Vietnam era remained on active duty beyond the ten year mark. It can be assumed if they remained beyond the ten year mark that many of them earned their graduate degree for promotion purposes while still on active duty.

### *Post-Service Employment and Income*

Fuller et al. (2006) also gave insight into how these women fared after leaving the Army. Approximately 45 percent of the women who joined the Army during the post-Vietnam era reported they were employed by the private sector after leaving the military. The women also found employment with state and local governments (20.8%), with the federal government as civilian employees (25.5%), and with military as civilian employees (4.2%). Approximately 5.6 percent were self-employed (Fuller et al., 2006). Over 70 percent of the respondents performed volunteer or charitable work in their community (Fuller et al.).

Women who were in the U.S. Army during all eras had relatively high personal incomes when compared to the national average. Fuller et al. (2006) found that 35.5 percent of all respondents claimed their personal monthly income was equal to or exceeded \$5,000 per month. This was compared to 10.7 percent of women nationally who reported personal earnings of \$55,000 per year in the 2005 American Community Survey of the U.S. Census (Fuller et al., 2006). Officers had higher education levels and more management experience than the average overall respondents. Based on this, it may be assumed their average income levels were even higher.

### *Attitudes About the Benefit of Service*

Women who were no longer in the Army felt that “their service in the Army was an important contributor to their success in their post-Army careers” (Fuller et al., 2006, p.30). Nearly two-thirds (63.8%) of the respondents agreed with the

statement that “service in the Army was very important to my civilian career.” Over half (57%) agreed with the statement that “military service helped me get my civilian job.” Even more (58%) agreed that “the skills I learned in the Army were critical to my career advancement.” The respondents (59%) felt that “the Army made them more economically successful today than if they had not served” (Fuller et al., pp. 30-32).

When asked what the most important thing they had gained from their service, the most common response was self-confidence, followed by discipline and responsibility.

#### Early Attitudes about Women Leaders in the Army

In the late 70s, the number of women in the military was increasing and women were being placed in charge of men who had never worked with or for a woman in uniform. The Army had just completed two studies designed to examine the capabilities of women soldiers, their integration into units, and their impact on unit efficacy in the field. A 1981 study by Foley showed that most Army males were not favorable about women as leaders. While most would not reject the women as leaders in peacetime, they would not accept them in combat (Foley).

Foley (1981) determined there was a correlation between higher education levels and higher levels of acceptance of women in leadership positions. There was also a marked increase in the likelihood of accepting females in leadership positions if soldiers had previously worked for a woman. Although the study did not find the climate receptive to females in leadership

positions in the 1981 Army, there was reason to hope for a climate change. The more educated the Army population, the more likely they would accept women in leadership positions. Also, if they had previous experience with women leaders, they were more likely to accept women in leadership positions. Based on these findings, it made sense that as the number of female leaders in the Army increased, so would their level of acceptance. The Army in 1981 was the least educated it had been in many years before or since. As soldiers gained education or came in with higher levels of education, they were more likely to accept women as leaders. Given time, the increasing number of female leaders in the Army, and the increased quality of troops entering the military, it was more likely women would be accepted. In short, women Army officers who served during the late 70s likely had to earn the respect of both their subordinates and their supervisors. This study was not repeated and there is no data available about current attitudes toward women leaders in the Army.

### Army Leadership

#### *Army Leadership Theory*

Prior to examining women in leadership within the Army, it is important to examine the Army leadership theory. The Army defines leadership as “the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization” (Headquarters Department of the Army [HQDA], 2006, p. 1-1). All officers, non-commissioned officers, and enlisted personnel in the Army are taught to be leaders and are expected to exercise leadership ability. The Army model for

leadership is value based, requiring leaders to display impeccable character and professional competence. Leadership is encompassed in the Army philosophy of “Be, Know, Do,” what a leader is, what a leader knows, and what a leader does. It is probably best explained by the Leadership Requirements Model (HQDA, FM 6-22, 2-4). See Tables 1 and 2. Each of these tables describes one portion of “Be, Know, Do.” The “Be” of what an Army leader is and how you can recognize the quality of their leadership is described in Table 1. The “Do” of what an Army leader does and how you can recognize the quality of their leadership is described in Table 2.

Serving as a commissioned officer differs from other Army leadership by the:

quality and breadth of expert knowledge required, the measure of responsibility attached, and the magnitude of the consequences of inaction or ineffectiveness.... Officers should be driven to maintain the momentum of operations, possess courage to deviate from standing orders...when required, and be willing to accept the responsibility and accountability for doing so.... The ultimate responsibility for mission success or failure resides with the commissioned officer in charge (HQDA, 2006, ¶ 3-2).

Table 1

---

 Attributes of An Army Leader
 

---

What an Army leader is	Practices that demonstrate
A leader of character	Army values Empathy Warrior ethos
A leader of presence	Military bearing Physically fit Composed, confident Resilient
A leader with intellectual capacity	Mental agility Sound judgment Innovation Interpersonal tact
	<hr/> Domain knowledge <hr/>

*Note:* This information is part of the Army Leadership Requirements Model as outlined in Field Manual 6-22: Army Leadership – Confident, competent and agile (Headquarters, Department of the Army, 2006, pp. 2-4). Attributes describe the “Be” in “Be, Know, Do” of Army leadership.

---

Table 2

### Core Leader Competencies

<u>What an Army leader does</u>	<u>Practices that demonstrate</u>
Leads	Leads others Extends influence beyond the chain of command Leads by example Communicates
Develops	Creates positive environment Prepares self Develops others
<u>Achieves</u>	<u>Gets results</u>

*Note:* This information is part of the Army Leadership Requirements Model as outlined in Field Manual 6-22: Army Leadership – Confident, competent and agile (Headquarters, Department of the Army, 2006, pp. 2-4). Competencies describe the “Do” in “Be, Know, Do” of Army leadership.

A study by Valentine (1993) examined Army officer’s leadership styles. The researcher hypothesized newly commissioned Army women would use a more feminine style of leadership while more seasoned Army women officers and all male Army officers would use a more autocratic or male form of leadership. Valentine found the Army officer corps, including the newly commissioned female Army officers, extremely homogenous in leadership style, gender role style, and attitudes and perceptions concerning the Army leadership environment. Valentine suggested this may be attributable to a deeply profound shared

professional identity within the Army officer corps. Officers are warriors and leaders of warriors. They are servants to the nation, the Army, their unit, and their soldiers. As members of a profession, they must be competent and keep abreast of constantly changing requirements. As leaders of character, they are expected to live up to Army and national ethical values (HQDA, 2006).

Army leadership encompasses aspects of many leadership theories. The mental agility, ability to innovate, and the courage to deviate are descriptors indicative of situational leadership (Gates, Blanchard, & Hersey, 1976; Hersey & Blanchard, 1977). The idea of service not only to the larger ideal (nation) and organization (the Army, unit) but also to your subordinates (soldiers) reflects the ideals of servant leadership (Autry, 2001; Greenleaf, 2002). The character, value, and warrior ethos of an Army leader lends itself to leadership trait theorists (Boyatzis, 1982; Kouzes & Posner, 1987; Myers, 1962). The ability to extend influence beyond the chain of command and to create a positive environment reflects an aptitude to use emotional intelligence in leadership (Goleman, Boyatzis, & McKee, 2002). Although embracing many theories, leadership in the Army is rich with its own tradition and history. The field manual for Army leadership uses many historical accounts as illustrations of the doctrine.

#### *Levels of Army Leadership*

Army leadership is exercised at three different levels; direct, organizational, and strategic. Direct leadership is face-to-face leadership; it occurs in organizations where the subordinates are used to seeing their leader all of the time. "The direct leader's span of control can range from a handful of

individuals to several hundred people” (HQDA, 2006, ¶ 3-35). They “deal with more certainty and less complexity” in the issues they face (HQDA, ¶ 3-37). Most company grade officers (second lieutenants, first lieutenants, and captains), and field grade officers (majors, lieutenant colonels, and colonels) work at the direct level.

Organizational leadership is indirect leadership that occurs in large organizations where the leader influences “several hundred to several thousand people” (HQDA, 2006, ¶ 3-38). The leader has a staff and several layers of subordinate leaders. Although they leave their office to visit their organization to insure the reports they are receiving are accurate, their main influence is not face-to-face but through the use of “policymaking and systems integration” (HQDA, ¶ 3-40). Officers serving as organizational leaders are generally colonels and general officers.

Strategic leadership takes place at major commands through Department of Army and Department of Defense level. The Army has only 600 military and civilians in strategic leadership positions. Strategic leaders are important “catalysts of organizational change and transformation” who work on policies and plans that generally will not be completed during their tenure in office (HQDA, 2006, ¶ 3-46). As combatant commanders, their decisions “affect more people, commit more resources, and have wider-ranging consequences in space, time, and political impact, than do decisions of organizational and direct leaders” (HQDA, ¶ 3-45). Because these leaders are completely separated from the lowest levels of their organizations by multiple layers of leadership it is incumbent

upon them to “select and develop talented and capable leaders for critical positions” within their organization (HQDA, ¶ 3-47).

Strategic Army leaders sustain the Army’s culture, envision the future, convey the mission to a wide audience, lead change and deal with volatile, uncertain, complex and ambiguous environments. Strategic leaders must adapt their interpersonal, conceptual and technical skills to rapidly changing conditions. Conceptual skills include the ability to reason well, envision, develop frames of reference; and deal with uncertainty and ambiguity. Technical skills formulate and coordinate concepts despite change, apply strategic art and leverage technology to forecast future requirements (Myers, 2003, p. 3).

Most leaders within the Army are also subordinates within the larger organization. An important aspect of being a good leader is to also be a responsible subordinate. Being a good leader and a good subordinate at the same time reflects on the character, presence, and intellect of the individual leader (HQDA, 2006).

### *Leadership Style*

One resource on leadership style is the Hersey Blanchard Leadership Effectiveness and Adaptability Descriptions. Using the two axes of relationship and task, leadership styles are divided into four quadrants: participating, selling, delegating, and telling. In a study of Army leadership, using the Hersey Blanchard Leadership Effectiveness and Adaptability Descriptions, Valentine (1993) found that the predominant leadership styles of the majority of Army

officer respondents was selling and participating (Hersey & Blanchard, 1977). Both of these leadership styles ranked very high on the relationship scale making it a very relationship supportive leadership style and had been labeled “feminine” since women historically put more importance on the relationship between the leader and the subordinate than on task accomplishment. It was posited that junior women Army officers would use these types of leadership styles and that most male officers and senior female officers would use delegating and telling. However, both male and female officers predominantly used the selling and participating forms of leadership regardless of sex or time in service. Based on Valentine’s study, both women and men Army officers used a leadership style that could be considered more compatible with women officers. The concept of taking care of soldiers may be one in which women may more easily identify.

#### *Command: A Unique Aspect of Military Leadership*

While all Army personnel are expected to be leaders throughout their military careers, officers may be given the opportunity to command military units and organizations. Command is the authority to “commit subordinates lives or put them in harms way” (Myers, 2003, p. 3). It is delegated from the President to Commanders. It is a legal leadership responsibility unique to the military and is considered a sacred trust. “Nowhere else do leaders have to answer for how their subordinates live and act beyond duty hours” (HQDA, 2006, pp. 2-3). The Army looks to commanders to ensure that soldiers receive the proper training and care, uphold expected values, and accomplish assigned missions.

Commanders reward superior performance, punish misconduct, and have the legal authority to enforce their orders by force of criminal law.

Command is a coveted position. Individual officer's careers are made or broken depending on what units they command and how well they performed as commander. During a 30 year career, an officer could optimally command at three different levels. A captain with 4 to 10 years of service could command a company of approximately 200 people. A lieutenant colonel with 16-20 years of service could command a battalion, made up of three to six companies. A colonel with 18 to 30 years of service could command a brigade made up of two to six battalions. If promoted to general officer an individual officer could command Division and Army sized organizations.

None of the women who were part of the last direct commission class of the Women's Army Corps became general officers. But the women chosen for this study did become lieutenant colonels and colonels and had the opportunity to command at several levels during their careers.

#### Officer Career Progression

Officers advance through the ranks by a competitive promotion process. This is part of an up-or-out system requiring officers to separate from active duty if they fail to make promotion to the next rank within a specified period. The Defense Officer Management Act of 1980 (DOPMA) set common targets for promotions for all services. The DOPMA model of officer careers, shown in table 3, shows the targets as set in 1980 (Hosek et al., 2001, p. 20).

Table 3

## DOPMA Model of Officer Careers

Grade	Rank	Promotion Opportunity (% promoted)	Promotion Timing (YOS)*	Cumulative Probability to Grade from Original Cohort (includes expected attrition)
First				
0-2	Lieutenant	100%	2.0	96%
0-3	Captain	95%	3.5-4.0	82%
0-4	Major	80%	10+/-1	66%
Lieutenant				
0-5	Colonel	70%	16+/-1	41%
0-6	Colonel	50%	22+/-1	18%

Note: YOS = Years of Service.

The first promotion from second lieutenant to first lieutenant comes at the two year mark and is automatic if the officer has completed the required schooling. The promotion to captain, with a 95 percent benchmark, is also fairly automatic. The first really competitive promotion an officer faces is to major and further advancement becomes increasingly competitive.

Year group 1977, of which the last WACs were members, faced a slowdown in promotions to the rank of major as the Army began to right-size their officer corps. Instead of occurring at the 9<sup>th</sup> through 11<sup>th</sup> year of service, promotions were delayed by about two years. At the same time, the Army went

through a drawdown, during which military personnel were offered monetary incentives to voluntarily leave the service. A Rand study (Hosek et al., 2001) in which the research was conducted from 1994-1995 during the drawdown period, showed that only 30 percent of white women and 31 percent of black women remained on active duty to their major promotion compared to 37 percent white men and 36 percent black men. These figures were at least 30 percent below the DOPMA model rates.

### Women as Leaders

Women think differently than men.

Men focus their attention on one thing at a time.... They analyze information in a linear, causal pathway. Women integrate details faster and arrange...data into more complex patterns. As they make decisions they tend to weigh more variables, consider more options and see a wider array of possible solutions (Fisher, 2005, p. 134).

As women synthesize, they take a more contextual perspective. Because they think differently than men, their leadership is also different (Fisher, 2005).

Much has been written about women and leadership with the advent of the women's movement of the 1970s and 1980s, and women moving into increasingly higher levels of leadership both in the military and civilian world of work. Wilson (2004) contended that women must begin to play a larger role in world leadership.

Men and women must be in power to moderate the influence of masculinity in all of us. It is power sharing that will provide a different voice

at the table, giving women the opportunity to shape policy in line with our values and giving men any permission they need to bring all of themselves to leadership including their softer side (Wilson, 2004, pp. xi-xii).

Hunt and Posa (2001) describe women as peacemakers. "Women are more collaborative than men and thus more inclined toward consensus and compromise" (p. 41). In a study of men and women in simulated negotiation sessions Greenhalgh (1987) found that most men visualize a negotiation as a win-lose situation, while women viewed it as part of a long-term relationship. It was this very method of building bridges through consensus and compromise that Wilson (2004) felt was essential to leadership at the world or strategic level.

"A woman's style of leading has [been] hailed quietly for years" (Wilson, 2004, p. 108). Many current leadership theorists espoused leadership traits and characteristics that were inclusive, relationship oriented, and caring; traits that had previously been defined as feminine. Peter Senge stressed the importance of "learning organizations." Jim Collins explained that organizations go from "good to great" through unassuming leaders with ambition for their institutions. Robert Greenleaf discussed how the leader must be a servant to society, the organization and the people that work within the organization. Even the words we use to describe leadership have changed from "aggressive, assertive, autocratic, muscular, closed" to terms like consensual, relational, web-based, caring, inclusive, open and transparent" (Gergan, 2005, p. xxi).

The most effective leaders are ones who identify top-talent and nurture others to become leaders in their own right. Again, nurturing is often considered

feminine. It is no wonder the predominant leadership style of military officers, both male and female, who were responsible for the health and welfare of their soldiers and the leader development of their subordinates was one that was classified as being nurturing or feminine.

### *Early Leadership Roots for Women*

Several researchers found that women leaders often shared certain childhood experiences including being encouraged early on by parents. It is likely that women Army officers shared many of the common experiences with these other women leaders. The Rimm Report (Rimm, Rimm-Kauffman, & Rimm, 1999, chap. 1) surveyed 1,000 women who were considered successful. Successful women were ones who combined “interesting careers with happy personal lives” (Rimm et al., p. 8). She found there were certain shared commonalities: their parents set high expectations for them in educational attainment, most thrived under the pressure of parental expectations, they attended public schools, they read and spoke at an early age, and they excelled in English throughout their schooling. When asked to describe themselves, most frequently they used the terms “smart, hard workers and independent” (Rimm et al., p. 8). They enjoyed travel with their families and later independently. They enjoyed winning competitions. Their favorite activities were reading, music, and Girl Scouts. They tended to feel isolated from their peers in adolescence. For the most part, they were not rebellious as teenagers, but maintained a good relationship with their parents during adolescence. There was minimal use of tobacco, alcohol, and drugs. While growing up, their mothers (87%) were full time homemakers through

their preschool years. By the time they were in high school 66 percent of their mothers had careers outside of the home.

In a case study of three women strategic leaders, Stanley (2000) found similar findings. Parental relationships significantly affected their development as leaders and each woman had strong mentors or role models. They learned about personal sacrifice, hard work, and self-reliance early on, usually from early work experiences. Their education was often self-directed. Perhaps the most interesting finding was that the three women who led on the world's political stage did not have any male siblings. This ensured sufficient resources in the areas of "familial attention, mentoring, education leadership opportunities, freedom of expression, finances, employment" to optimize their opportunities (Stanley, p. 26). Stanley suggested had there been male siblings, many of the resources would have been diverted to the male children and the women would have had less opportunity to grow as strategic leaders.

Hartman (1999) found that the 13 women leaders she interviewed had supportive parents, especially fathers, who constantly encouraged them to achieve. "Family dinner tables...were sites where daughters were exposed daily to lively give-and-take with parents and siblings about issues in the news" (Hartman, p. 14). She also noted that over half of the women interviewed had attended all female schools. As adults they continued to receive support from their families, friends, and communities. They spoke about the "obstacles, challenges and compromises" they had encountered and made along the way (Hartman, p. 16).

It is likely that many women Army officers shared the common experiences of Rimm et al.'s (1999) successful women, Stanley's (2000) strategic leaders, and Hartman's (1999) powerful women.

### The Glass Ceiling

In a front page article in the *Wall Street Journal* in 1986, Hymowitz and Schellhardt (1986) coined the phrase "glass ceiling." Glass ceiling is now a commonly used term to describe the "artificial barriers that block women and minorities from advancing to the top – in business, labor, government and other institutions throughout the American workplace" (Adams, 1993, p. 937).

As Secretary of Labor, Elizabeth Dole actively publicized the phenomenon and began a study called the Glass Ceiling Initiative. The report, published in 1991 under Secretary of Labor Lynn Martin, looked at nine Fortune 500 companies and established that there was indeed "a point beyond which minorities and women have not advanced" with minorities having "plateaued at lower levels...than women" (U.S. Department of Labor [USDOL], 1991, p. 9). Muscarella (2004) stated that the glass ceiling which hampers the advancement of women, was a series of events in their careers rather than a fixed point beyond which advancing would be impossible. In 1991, Senator Bob Dole introduced the Glass Ceiling Act which became Title II of the Civil Rights Act of 1991. It established the Glass Ceiling Commission which subsequently produced the two part Glass Ceiling Reports in 1995 (U.S. Glass Ceiling Commission [USGCC], 1995). According to the Glass Ceiling Commission, barriers were anything that prevented women and minorities from being promoted to the top

jobs. The Commission looked at two types of barriers, societal and governmental.

### *Societal Barriers: Supply and Difference Barriers*

#### *Supply Barriers*

Societal barriers were broken down into supply barriers and difference barriers (USGCC, 1995). Supply barriers were those things which would keep a minority or woman from entering the managerial track or officer corps. Before a woman or minority member could advance to top level positions, they must first be able to enter the organizational door.

For many organizations, the military included, there is an educational threshold at the entrance. The military requires a four-year degree in order to be admitted to the managerial pipeline called the officer corps. There are exceptions made for individuals who enter the military as enlisted, but who gain entrance to the managerial pipeline through Officer Candidacy School. However, failure to have a four year degree will halt promotions after four years at the captain level. For some women and minorities, a four-year degree is out of reach. Some minorities are “disproportionally represented among the working poor ...in low-wage occupations, in part-time and seasonal jobs” (USDOL, 1991, p. 27), and suffer high unemployment rates. Where there is a lack of financial resources, educational attainment opportunities are further hindered.

There is also a pipeline issue. It takes about 20 – 25 years in an organization to reach the top levels of management (USDOL, 1991, p. 36). In the military it takes from 25 to 30 years to reach the strategic leadership level (Hosek

et al., 2001). In order to have sufficient numbers of women and minorities emerging into top level management or the strategic leadership, there must be sufficient numbers entering the pipeline. According to Hosek et al. (p. 3), there were “bound to be relatively few...female senior officers because...women accounted for no more than 2 percent of new officers in those years.” The Hosek et al. study is very relevant as it focused on year group 1977 across all branches of the military.

Until 1973, there were less than 1,000 women officers of all ranks in the Women’s Army Corps. In 1977, there were approximately 2,500 women officers on active duty. In 1984, seven years later that number had increased to 5,408 (Morden, 1990). Looking only at the pipeline issue, if it took 25 to 30 years to grow a strategic leader in the Army, there would be very few women from year group 1977 who broke through the glass ceiling and became strategic leaders in the Army.

Baldwin (1996) found that promotion rates for women in the Army between 1980 and 1993 were generally lower for women than for men. The difference in promotion rates of 4.2 percent or less was most likely affected by the “entrenched male traditions and the inclusive, narrowly interpreted combat exclusion policies that prevent access to common career paths to the highest rank” (p. 1193). The findings of this study were particularly relevant since year group 1977 was considered for promotion to major in 1986 and to lieutenant colonel in 1993.

### *Difference Barriers*

Difference barriers include cultural, gender, and color based. The culture of the military, especially the Army, is that of the male warrior. Entrance into the military, through a rigorous induction process and initial training, is still considered a male rite of passage. The assumptions of masculinity are so deeply imbedded in the organizational processes and structures as to be nearly invisible (Ellefson, 1998, p. 3).

The warrior culture puts its mission accomplishment above all else and is characterized by physically demanding and hazardous jobs; constant and strenuous training; frequent and lengthy absences from family, especially during combat and operational deployments (Westwood & Turner, 1996, p. v).

Warrior culture glorifies the masculine and tries to separate itself from the feminine. According to Franke (1997) the masculine nature of the military demanded the marginalization of women. "Accepting women as military peers is antithetical to the hypermasculine identity traditionally promoted by the institution and sought by many men" (p.157).

Not only did women have a difficult time with acceptance within the Army institution, but society had a difficult time with women in any profession where they were responsible for the application of lethal force. "The use of lethal force is so strongly associated with our ideas of masculinity that the ability to use it is one of the defining traits of manhood" (Howes & Stevenson, 1993, p. 209).

There were, however, several aspects of the feminine within the masculine culture of the military. The care and concern for the troops could be seen as nurturance, a feminine attribute. Disler (2005) suggested that military members also “nurtured” the organization and its traditions through their respect for hierarchy. Duerst-Lahti and Kelly (1995) hypothesized that a leader may not be able to show feminine characteristics until after they had proven their masculinity.

The most obvious of the barriers women face is that of gender. Women made up less than 15 percent of the U.S. Army and the officer’s corps (Yeager, 2007). Organizations were considered “skewed” when the ratio of men to women is 85 to 15 or less (Kanter, 1977). In skewed groups, the predominant members were called “dominant” and control the group and its culture. The minority members were called “tokens” and were treated as if they were stereotypically representative of their minority group. As a result of the Army being skewed toward the masculine, masculine behaviors and values were considered the norm and feminine ones the deviant. The extreme homophobic atmosphere within the military may be seen as a result of men needing to behave like men and men needing to have their women behave like women.

Kanter (1977) explained the visibility of the token was heightened when it was physically obvious and when they were new to the setting of the dominants. There were obvious physical differences with the dominants within the Army. Women officers were just being integrated into the regular Army when the last class of the Women’s Officer Course graduated, went for additional training, and

then to their first duty assignments. Women Army officers met both criteria, being physically different and new to the setting, making them highly visible. The high visibility of tokens produced performance pressure since the tokens were always being evaluated. Women, both inside and outside the military, reported that the best way to get to the top was to continually exceed performance expectations (Catalyst, 1996; Evertson & Nesbit, 2004).

The visibility of the tokens also led to polarization causing dominants to heighten their group boundaries, excluding tokens from key information networks within an organization and cutting them off from developing mentoring relationships. The few women who reached senior ranks in the military often experienced tokenism (Myers, 2003) and female officers reported that they had “difficulties forming peer and mentor relationships” (Yeager, 2007, p. 23). Tokens who were assimilated or adopted by the dominants often assumed the role of the pet or mascot, taken along to cheer the prowess of the dominants.

Research has shown that women who were successful in a previous male gender-typed position were perceived to have fewer stereotypical female attributes and more attributes associated with men and the male managerial style (Koneck, 2006). Catalyst (1996) found that 96 percent of women executives indicated developing a style their male managers were comfortable with was vital to their ability to be promoted. Using the Bem Sex Role Inventory which characterized an individual’s personality as masculine, feminine, androgynous, or undifferentiated based on stereotypes, Valentine (1993) found that majority of female Army officers (58.9%) scored masculine, 24.4 percent scored

androgynous, and less than ten percent of the women in the study scored as feminine. Valentine found a significant number of the women felt the style they used was their own natural style, not one that they felt they needed to use. This could either be indicative of certain women self-selecting to become women Army officers or of successful early induction into the masculine Army culture.

According to Bystydzienski (1993) women who appeared to be co-opted into a male dominated organization were often painfully aware of the contradictions involved. "They are frequently aware of the structural impediments to their full integration and yet the only way they can function is to ignore the knowledge. Women are thus simultaneously 'immersed and estranged' from their occupations" (p. 45).

Women in the military seem to adapt to the Army's masculine culture, but even that adaptation can backfire. Gender Role Congruity Theory proposed the perceived difference between the expected female gender role and leadership roles led to prejudice and women being viewed less favorably in leadership roles than men. If a woman acted in the same professional manner as a man, exhibited the same masculine leadership traits that were seen as positive for a man, stereotypically, the woman's behavior was viewed as deviant (Ellefson, 1998). This led to less positive attitudes about female leaders than male leaders and made it more difficult for women to move into senior leadership positions. The greater the extent of the incongruity, the more prejudice a woman was likely to suffer. The more congruent the roles, the less prejudice the woman suffered (Koneck, 2006). Based on this theory, women officers in support positions

(generally considered to be more traditional female positions) were more likely to have succeeded in the military.

A 1999 senior women's leadership conference found that although female Army officers were often excluded from male networks within the Army, they seldom availed themselves of involvement in women's issues or networks. The perception of "needing to be one of the boys" was so strong that they had avoided networking with other women either inside or outside of the military (Terry, 1996, p. 8). Exclusion from male networks could be translated into fewer opportunities for women officers to be mentored by senior male officers (Terry). Mentoring was listed as a duty for officers and a lack of mentoring for women officers was seen to be key to their not moving into strategic leadership positions within the Army. Although Catalyst (1996) found that women in senior leadership positions felt an obligation to mentor other women, with women making up less than 15 percent of the Army officer corps, it was often difficult to find the depth necessary in any given location for women to mentor other women.

Because of their few numbers, tokens were always placed in a position of representing their group, whether they chose to or not. They were never allowed to be just another member. They remained categorized as a hyphenated member (Kanter, 1977), in this case woman-officer or female-officer, never just Army officer.

While the Combat Exclusion Policy is a governmental barrier, the cultural norm of placing value on combat experience during promotional board

proceedings, may cause some women to leave the service prior to being denied promotion or selection for advanced schooling.

Catalyst (2005) found that regardless of their true ability when women worked in occupations stereotypically considered masculine, they were judged less effective than if they worked in occupations stereotypically suited to women. Women in the military, from non-commissioned officers to two and three star generals and admirals, “talk about having to prove themselves again and again” (Evertson & Nesbit, 2004, p. 85; Yeager, 2007, p. 19) and that the “recognition they received was diminished by expectations that they are less capable” (Yeager, p. 23).

It was thought the more exposure individuals had with women in managerial positions the less likely they would be influenced by stereotypes. However, Catalyst (2005) found men who had women supervisors had “a more stereotypic view of women than men who reported to men” (p. 23).

Being the first can also be a difference barrier. Myers (2003) asserted that women who were first women in the organization or were pioneers in their field were more likely scrutinized for mistakes and held to a higher performance standard. Many of the members of the last direct commissioning class in the Women’s Army Corps experienced being the first. They were the first women to be assigned to all male companies, the first women to command certain units. They broke barriers. They made it possible for women to follow in their footsteps. Some were very successful, but many paid the price with lower performance ratings.

Another area where women Army officers are gender disadvantaged is in the lack of having a wife when they are assigned to a battalion or brigade command. "Spouses of higher level commanders are essential to create a successful command climate for their husbands." The wives are "vital to their husband's career and are expected to play an important role in assisting the wives of junior officers and enlisted personnel assigned to their spouse's unit" (Westwood & Turner, 1996, p. 16). Female commanders do not have wives who can perform these functions that contribute to the success of the command. As one female officer stated, "I would love to have a wife. Female military officers take on both roles. It would take a rare man to do that" (Evertson & Nesbit, 2004, p. 95).

While societal barriers may have adversely impacted women in the military through assignment and evaluations, the system did have several balances. Promotion boards were instructed to consider all eligible officers without prejudice or partiality. The Army tracked the voting patterns of individual board members to ensure their voting shows no preferences for officers of particular occupations, race or gender. Additionally, clear goals were set for equal selection rates (Hosek et al., 2001). While fair board proceedings may have overcome any prejudice in assignments, it couldn't overcome poor ratings that may have stemmed from difference barriers. Fair board proceedings were also unable to compensate for the number of women in a year group who had already voluntarily left the service prior to promotions.

The Hosek et al. (2001) study found that “white female officers were promoted at almost the same rate as their white male peers, but were more likely to leave the service voluntarily between promotion periods” (p. 105). The reasons stated for leaving the service included lack of clear roles and career paths, the differential treatment they received, and the difficulty in combining career and family. Black female officers were the least likely to be promoted at all stages. They were also less likely than white females to leave voluntarily. They considered themselves to be doubly disadvantaged, by being both female and black (Hosek et al.).

### *Governmental Barriers*

The largest barrier to breaking through the glass ceiling for women in the military is the Combat Exclusion Policy. Under the Combat Exclusion Law women were not allowed to serve in units that have a high probability of direct enemy combat. According to Myers (2003) this closed combat leadership positions to women and “discriminates against women because personnel who serve in combat units such as the Infantry, Armor, and Artillery make up the largest part of the Army and are promoted at a much higher rate” (p. 1).

Baldwin (1996) posited the only way to eliminate the glass ceiling in the military was to “increase female combat roles or deemphasize combat arms experience as a criteria [*sic*] for leadership” (p. 1195). Women in the military may differ about what they felt their role should be, but they agreed it was time the role of women in the military was finally settled and accepted (Hosek et al., 2001). Combat exclusion policies were “institutional sexism that limit[ed] career

paths and female human capital” and may have contributed to early decisions to leave the military (p. 1195).

The effect of the Combat Exclusion Policy translated into women officers having fewer opportunities for professional schooling. One of the largest obstacles for promotion and quality assignments was the selection to attend the Command and General Staff College (CGSC). Although the opportunity to attend this school has increased in recent years, only the top 45 percent of year group 1977 was selected to attend. Having commanded a traditional combat arms company was seen as more prestigious than commanding a postal unit or a headquarters company filled with clerks. Selection to this school was the first major cut of the officer corps and provided graduates with increased senior and strategic leadership opportunities. According to Myer (2003) there was a large gap in the percentage of men and women selected.

Military women have reported receiving fewer career enhancing assignments (Yeager, 2007, p. 23). Women and minorities often had atypical assignments due to disproportionate assignments to positions where diversity was highly needed, such as ROTC training, and equal opportunity. Fitting in all the assignments and education necessary to make promotions was difficult (Hosek et al., 2001). Adding additional atypical assignments made it even more difficult and created an additional barrier to career advancement for women and minorities.

One of the largest governmental obstacles for women officers is the insufficient availability of child care since women officers are more likely than

male officers to rely on day care for their children. Army officers are expected to work long and atypical hours; it is not unusual to be at a physical training at 4:30 a.m. or at the rifle range by 6:30 a.m. With daycare facilities opening at 6:30 a.m., meeting these commitments could be impossible. Further, the atypical work schedule is at odds with the rules and regulations regarding daycare both in the military and in the civilian world. Laws and daycare agencies often limited the total time that a child could spend in day care and many daycare establishments imposed stiff fines for picking up children after the designated closing times (Hosek et al., 2001). Expanding day care hours and options was one of four key proposals by the RAND study to specifically address women's issues (Hosek et al.).

#### Life-Balance and Opting Out

One of the key reasons women left the Army between promotions was the difficulty of combining career and family. As the women officers progress on the career track "those who may be inclined toward a traditional family life opt out of the Army, recognizing that the professional demands of the career are not entirely compatible with...family life" (Westwood & Turner, 1996, p. 11). Army officers like other women in demanding careers are opting out (Hosek et al., 2001). Catalyst (2003) found that 45 percent of women in mid-level management positions did not aspire to upper level management. These findings were mirrored by Koneck (2006). Further, when Koneck asked why they did not aspire to upper level management positions 42 percent responded that an upper level management position would adversely affect their work-live balance.

Civilian women executives delayed marriages and delayed having children. Twice as many women executives (18%) than senior male executives (9%) have delayed marriage. Three quarters of the senior executive women surveyed reported having a spouse who works outside of the home. Only one quarter of the senior male executives reported having a spouse that worked outside of the home. Thirty-five percent of the senior executive women surveyed reported delaying having children while only 12 percent of the male executives reported delaying having children (Galinsky et al., 2003, pp. ii-iii).

Catalyst (1996) found that 90 percent of male executives and 65 percent of female executives had children. Nationally, 85 percent of all American women had children. The findings were similar for male Army officers. The Deputy Chief of Staff reported that 90 percent of Army male general officers had children (Volrath, 1997).

Woman Army officers were also delaying or in many cases forgoing marriage and children to a much greater degree than their female civilian counterparts. The difference was staggering when you considered that while 65 percent of civilian female executives had children, none of the 21 women who served as general officers prior to 1998 had children (Volrath, 1997).

While about 90 percent of male officers at the mid to upper levels of leadership within the Army were married with children, the number of women officers who were married and who had children became increasingly smaller at each level of essential schooling or assignment on the pathway to becoming a general officer in the Army. The first gate was attendance at the resident

Command and General Staff College where 93 percent of the men were married and 81 percent of the men had children compared to 66 percent of the women who were married and 40 percent of the women who had children. Among Battalion Commanders, 94 percent of the men were married and 98.5 percent of the men had children compared to 56 percent of the women who were married and just 20 percent who had children. At the Resident Senior Service College 97 percent of the men were married and 88 percent of them had children while only 49 percent of the women were married and only 18 percent of them had children. Among Brigade Commanders, 96 percent of the men were married and 98 percent of them had children compared to 26 percent of the women who were married and only 10.5 percent who had children. Among all active duty general officers 98 percent of the men were married and 82 percent had children compared to 40 percent of the women who were married and none who had children (Westwood & Turner, 1996, pp. iii-iv).

These data showed the more senior a woman officer was the more likely that she was to be single and the more likely that she was to be childless regardless of her marital status. For women officers, "career advancement in the Army often means that certain aspects of their personal lives, particularly in the area of marriage and family are sacrificed for the sake of a successful career" (Westwood & Turner, 1996, p. 10).

One of the largest reasons female officers left between promotions was time away from their families. This was listed as the most important reason by 43 percent of the women who left the Army but only by 27 percent of the men.

According to Yeager (2007) “one reason for the difference is that female officers are much more likely than their male peers to be married to another person in the military” (p. 23). A 1997 Army Research Institute study showed that 80 percent of male officers were married and only 7 percent of them were married to other service members. Female officers were married 58 percent of the time, with over half being married to other service members (Yeager). Dual-service marriages, where both the husband and wife were members of the Army seemed to pose a significant obstacle for female Army officers. In dual-service couples, the women were faced with the reality that they were expected to carry the major responsibilities for the household and raising the children. A 1995 Louis and Harold study indicated that 89 percent of employed women felt that they were responsible to take care of the people in their families (Westwood & Turner, 1996). Additionally, in a survey of dual-military service couples women officers reported that if a future assignment required a long separation from their spouse they were much more likely than their spouse to separate from the service (Hosek et al., 2001).

Despite glass ceilings, inequities in job opportunities, prejudice, sexual harassment, and barriers to promotion to the highest ranks, many women officers remained in the military. Many cited wanting serve their country and to explore interesting career paths. Vice Admiral Ann Rondeau, says despite the obstacles, the military offered “equal pay for equal work” (Yeager, 2007, p. 22).

## Summary

Women were an unofficial part of the Army since the nation's inception. With the advent of World War I and enlistment physicals the ability of women to disguise themselves as men and to soldier came to an end. In World War II, women were called on to perform clerical and logistical duties as part of the WAAC and later the WAC. Following the war until the 1970s the number of women in the military remained near 12,000 and the WAC controlled their own direct commissioning program for WAC officers.

At the end of the Vietnam War, the nation moved to an all volunteer Army and the number of women increased to 85,000 over a ten year period. The WAC was disestablished and women officers were moved into branches to compete with their male counterparts for jobs, promotions, and professional development opportunities.

Much is written about the WAC and about women's wartime involvement in Panama, the Persian Gulf War, and current involvement in Afghanistan and Iraq. However, very little information is available about women who served between 1979 when the WAC was disestablished and the Panama Invasion in 1989. Additionally, although there were several studies about women Marine Corps, Air Force, and Navy officers, very little was written about women Army officers. This study was written to fill these gaps in the literature.

## Chapter 3

### METHODOLOGY

The intent of this study was to give voice to an untold story – the story of how the glass ceiling affected a unique population, women Army officers. Very little has been written about the population and their voice, their stories had not been told. This study will tell the story of the barriers women encounter and their impact on women in leadership by focusing on one group of women leaders, women Army officers. Through the lens of qualitative case study, the researcher examined the lived experiences of women Army officers who began service during the post Vietnam era, as women were just being integrated into the Army as full and equal partners with their male counterparts and completed a full career of 24 years or more before retiring. It told about the barriers they faced, the obstacles they overcame, and decisions that they made which impacted the outcome of their careers.

In July, 1977, with the advent of the all-volunteer Army and the impending disestablishment of the Women's Army Corps (WAC), the last WAC direct commissioning class, the Woman Officer Orientation Course (WOOC) 17 was held at Fort McClellan, Alabama. In September, 1977, 129 women officers graduated from the course. They left Fort McClellan, the home of the WAC, and went their separate ways into the Army, embarking on their careers as woman Army officers. From their arrival at Fort McClellan until they were assigned to other Army branches and transferred from the WAC into the Army in early September, these women were WAC officers. Aside from the Director, WAC, the

women of WOOC 17 were the last to have worn the WAC officer brass. They were the last WACs.

The length of time an individual officer can remain on active duty is determined by the rank obtained. The Army is an up-or-out system, with officers required to leave the service if they fail to make their next promotion. Officers obtaining the rank of lieutenant colonel can remain on active duty for 28 years, those making colonel may remain on active duty for 30 years, and general officers may remain beyond 30 years. Over 30 years have passed since the women of WOOC 17 entered active duty in July 1977. Since all the women have now left the Army, this was the ideal time to take a retrospective look at these women, their accomplishments as Army leaders, and the challenges they encountered.

Through the lens of case study, the purpose of this qualitative study was to examine the lived experiences of women Army officers who began service during the post Vietnam era, as women were just being integrated into the Army as full and equal partners with their male counterparts and completed a full career of 20+ years. Although some research had been done on all women in the Army and on women officers of other service, the story of women Army officers, serving through periods of tremendous changes from the late 70s into the twenty first century, remained untold. This study gave voice to women Army officers who were integrated from the WAC into the Army, set many firsts for women Army officers, proved to be capable and qualified leaders, and developed into credible senior officers.

## Participants

The target population was women Army officers who began their career as Women Army Corps officers and successfully transitioned into the Army, reaching the ranks of lieutenant colonel and colonel prior to their retirement. Most lieutenant colonels remain on active duty for 22 or 23 years of service and most colonels remain on active duty for 25 to 28 years. The researcher selected the participants who remained in the Army the longest. It was expected that several of the anticipated findings or phenomenon to be studied i.e. making sacrifices for promotions such as postponing significant relationships and children and opting out would be clearer in cases where the subject had remained on active duty longer. Choosing the women who remained on active duty the longest is topically relevant (Yin, 1993) to this study.

The sampling frame for participants, based on feasibility and access (Yin, 1993) was the found membership of the Woman Officer Orientation Course (WOOC) 17 who had reached the ranks of lieutenant colonel and colonel prior to their retirement. The researcher began in October 2007, trying to locate members of WOOC 17. The only documentation available was a class memory book, containing 30-year-old addresses for 99 of the 129 graduates; 30 (23%) members of the class were located. Of the 30 members found, nine fit the criteria of having reached the rank of lieutenant colonel or colonel prior to retirement. Since the goal was to look at members with the longest time in the Army, selection of study participants was determined by retirement dates.

IRB approval was obtained and forms are found at Appendix I.

## Research Questions

There were two main research questions this study answered and three subsequent issues this study pursued. The two main research questions were:

- Did the five successful members of the last Women Officer Orientation Course encounter a barrier or series of barriers that kept them from being promoted to general officer?
- Did the five successful members of the last Women Officer Orientation Course choose to opt out, through a conscious decision or action on their part?

Through the process of looking at the lives of these women in relation to barriers and glass ceiling literature, this study gave voice to their overall stories. Using their own words, three subsequent issue questions (Creswell, 2007; Stake, 1994) to this study were examined. These three issues were:

- How their lives were impacted by their experiences of being a woman Army officer during a period of tremendous change?
- How their lives and careers were impacted by their status as pioneers?
- How their lives and careers were impacted by their role as a token in a “skewed” organization, in which women make up less than 15 percent of the population of the organization?

## Research Design

Case study research involves the study of an issue explored through one or more cases within a bounded system (Creswell, 2007. p. 73). A multiple case study approach using replication logic was used to examine the lived

experiences of woman Army officers. According to Yin (1993, pp. 33-34) multiple case studies are used for replication rather than sampling purpose. Two or three cases should be chosen with the intention of replicating findings and thus enhancing the confidence in the overall results of the study. This study involved five individual cases of women Army officers.

The unit of analysis was a single participant's lived Army experience. A one time data collection strategy was used, in which data was collected on each case over several days as opposed to an extended data collection procedure which could last a year or longer (Yin, 1993). Since this study was retrospective in nature, longitudinal data was not required. The retrospective nature of the study was also a limitation of the study as addressed in Chapter 1. The participants may have viewed their Army career through rose-colored glasses, describing their career as something more or less than reality

After conducting one or more in-depth interviews with each of the five female Army officers in this study, the researcher prepared individual case studies of each participant. The case studies followed a biographical format using vignettes, quotes, and thick descriptions of each woman's individual experiences and contributions. "Thick description" presents "detail, context, emotion, webs of social relationship ... [and] evokes emotionality and self-feelings" within the reader (Creswell, 2007, p. 194). A cross-case comparison of data was then done using narrative analysis to search for common themes in order to explore the lives and stories of women involved in leadership in a predominately male system that is "skewed," with females making up less than 15 percent of the

population. The data from the five case studies was then coded and themes were developed based on the cross-case analysis and coding. The results were compared to current literature on women in leadership. The purpose of the data analysis and comparison of findings to current literature was to better describe the lived experiences of woman Army leaders.

The design made use of the women's official biographies, a biographic questionnaire, and interviews conducted using specifically developed questions to gain information on current literature deficits concerning women Army officers to include childhood indicators of leadership, leadership experiences prior to joining the Army, leadership experience within the Army, obstacles encountered within the Army, pioneering or "first" experiences, mentoring, perceived sacrifices for successful career including but not limited to the postponement of important relationships and children, glass ceiling perceptions, and any conscious decisions made to purposefully opt out of requirements for successful career progression.

This study was qualitative in nature and as such, the findings were emergent. However, the review of the literature suggests that certain findings could be anticipated. Several researchers have found that women leaders often share certain childhood experiences including being encouraged early on by parents. It is likely that the women Army officers interviewed for this study had shared some of the common experiences of the successful women, and powerful strategic leaders (Hartman, 1999; Rimm et al., 1999; Stanley, 2000). Like the Army women in Fuller et al. (2006), it was expected that the women Army officers

interviewed for this study joined the Army for similar reasons, that is, leaving home and serving their country, and having higher education and economic levels than their civilian counterparts. They could have postponed relationships and children in order to be successful (Catalyst, 1996; Galinsky et al., 2003; Volrath, 1997) and the women who obtained the higher rank of colonel may have done so to a greater degree than the women who obtained the rank of lieutenant colonel. The participants likely did not have a significant male mentor or sponsor. They may have encountered prejudice or barriers to success. Some of these women may have made decisions at different points in their careers to opt out of possible promotion to general officer and strategic leadership within the Army (Hosek et al., 2001).

### Procedures

Potential participants were initially contacted electronically through e-mail to determine their willingness to participate. Once their initial agreement had been obtained, they were contacted by the researcher and thanked for their initial willingness to participate. They were then e-mailed packets containing the Institutional Review Board (IRB) approved consent documents, further information about the study, and an initial biographical survey. They were also asked to provide a copy of their official military biography.

The official biography and questionnaire were analyzed to look at career progression and trends, number of years in the military, marital status, number of children, and family of origin. This information was used to develop the case study, formulate findings, and to tailor questions for the structured interview.

A one time data collection strategy was used, with data being collected on each case over several days as opposed to an extended data collection procedure which can last a year or longer (Yin, 1993). Since this study is retrospective in nature, longitudinal data was not required.

#### *Official Military Biography*

Official military biographies are very stylized, using a predetermined format containing biographical elements including: place and date of birth, colleges and degrees, date and source of commission, military schools attended, military awards, and complete listing of all military assignments. The biography ends with a listing of immediate family members (spouse and children). The questionnaire provided more insight into family of origin and number of siblings.

#### *Biographical Survey*

A biographical survey was developed to elicit information from the participants in four areas: family of origin; military life; marriage, significant relationships, and children; and current income. The purpose of the biographical survey was to use the survey to collect data, to tailor interview questions, and for data analysis and triangulation purposes. The survey is located in Appendix G.

#### *Structured Interviews*

Prior to conducting the initial structured interviews, an initial and subsequent pilot of the interviews were conducted with women Army officers who were not part of the target population. This helped to ensure that the questions were clear and the information obtained from the questions was the information sought by the researcher. Once the initial pilot was completed, the questions and

answers were evaluated for necessary changes prior to a subsequent pilot. Following the second pilot, the questions and answers were again evaluated and necessary revisions were made.

Initial interviews with the study participants were conducted face-to-face with the researcher traveling to the participants' location. Due to technical difficulties, a portion of one interview was conducted over the phone. The interviews were digitally recorded and later transcribed for analysis. Although it was estimated interviews would take around 120 minutes, interviews actually lasted from 61 minutes to 222 minutes. Additional follow-up was done by e-mail.

#### *Field Notes*

Throughout the entire process of locating members, obtaining participant consent, the conduct of initial interviews, and the process of member checking, the researcher kept field notes. The purpose of the field notes was to help provide "thick descriptions" which will add to the individual case study narratives. The "thick descriptions" will present "detail, context, emotion, webs of social relationship ... [and] evokes emotionality and self-feelings" within the reader (Creswell, 2007, p. 194).

The field notes were kept separately and were both descriptive and reflective. Bogdan and Biklen (2007) explained that descriptive field notes should attempt to describe the setting, the people, and what they are doing. Reflective field notes describe what the researcher is thinking and feeling during the interviews and observations. Together, both the descriptive and reflective field notes were used to add context and richness to the individual case study reports.

## Data Analysis

Data from the interviews, biographies, and the biographical surveys were coded to facilitate pattern-matching. Pattern-matching is a dominant mode of analysis in case study which compares the found pattern with the predicted pattern as defined prior to data collection (Yin, 1994, p. 106). Based on the literature review, the researcher anticipated certain findings. Using these anticipated findings, predetermined codes were established by which data will initially be analyzed.

The predetermined codes for pattern-matching fall into three categories: : common childhood experiences shared by powerful, successful, and strategic woman leaders (Hartman, 1999; Rimm et al., 1999; Stanley, 2000); demographics of Army women (Fuller et al., 2006; Rimm et al.) and common military experiences (Calalyst, 1996 & 2003; Foley, 1981; Galinsky et al., 2003; Hosek et al., 2001; Terry, 1996; Valentine, 1993; Westwood & Turner, 1996; Yeager, 2007). The following anticipated codes were used for pattern-matching:

### *Predetermined Codes for Pattern-Matching*

1. Siblings (Stanley, 2000)
  - a. Only child
  - b. Sister(s) only
  - c. Brother(s) only
  - d. Brothers and sisters
2. Parents expected high grades throughout schooling (Rimm et al., 1999)
  - a. Parents expected straight As

- b. Parents expected As and Bs
  - c. Parents expected participants to do their best and were happy with the results even if they were at times mediocre
  - d. Parents had no expectations for participants grades
3. Parents expectations for grades impacted participants (Rimm et al., 1999)
- a. Thrived under parental expectations
  - b. Felt pressured to perform with no impact
  - c. Felt pressured to perform with negative impact on participants
  - d. Felt no pressure
4. Supportive parents (Hartman, 1999)
- a. Especially father
  - b. Especially mother
  - c. Both mother and father
  - d. Neither were supportive
5. Conversation at family meals (Hartman, 1999)
- a. Mainly parents participated
  - b. Parents and siblings participated
  - c. No conversation
6. Main subjects of family conversations at meals (Hartman, 1999)
- a. Daily activities of family members
  - b. Current events – news items
  - c. other
7. Schools attended during grades 1-12 (Rimm et al., 1999)

- a. Public
  - b. Private
  - c. Mixture of public and private
8. All female schools (Hartman, 1999)
- a. Never attended
  - b. Attended for a year or more
9. Subjects in which participants excelled throughout schooling (Rimm et al., 1999)
- a. English
  - b. Math
  - c. Science
10. Participants enjoyed travel with families of origin (Rimm et al., 1999)
- a. Participant traveled and enjoyed traveling with family
  - b. Participant traveled and did not enjoy travel with family
  - c. Participants did not travel with family
11. Participants enjoy travel as adult (Rimm et al., 1999)
- a. Participant travels and enjoys travel as adult
  - b. Participant travels and is neutral or does not enjoy travel as adult
  - c. Participant does not travel as adult
12. Participant was rebellious as teenager (Rimm et al., 1999)
- a. Participant was very rebellious as teenager
  - b. Participant was moderately rebellious as teenager
  - c. Participant was not rebellious as teenager

13. Relationship between participant and family as teenager (Rimm et al., 1999)
  - a. Maintained a good relationship with family as teenager
  - b. Relationship with family was strained as teenager
  - c. Relationship with family was severed at times as teenager
14. Mothers employed outside of home (Rimm et al., 1999)
  - a. Mother employed during preschool years (birth to five)
  - b. Mother not employed during preschool years (birth to five)
  - c. Mother employed during high school years (9-12)
  - d. Mothers not employed during high school years (9-12)
15. Use of tobacco, alcohol, and drugs during high school (Rimm et al., 1999)
  - a. No use
  - b. Minimal use – less than 10 times overall
  - c. Experimental – less than once a month
  - d. Frequent – more than once a month
16. Early work experience (Stanley, 2000)
  - a. Chores at home
  - b. Early neighborhood working experiences, mowing lawns, babysitting, housecleaning, etc.
  - c. Formal work during high school
  - d. Did not work during school years
17. Reasons for joining the military (Fuller et al., 2006)
  - a. Opportunity to travel or leave home

- b. Serve their country
- c. Obtain an education
- d. Other

18. Participants had an immediate relative who was serving or had served at the time they were commissioned (Fuller et al., 2006)

- a. Bother
- b. Father
- c. Sister
- d. Mother

19. Reason for leaving the service (Fuller et al., 2006)

- a. Retirement
- b. Illness or disability
- c. Marriage or family
- d. Discrimination or dissatisfaction
- e. Other

20. Marriage (Fuller et al., 2006)

- a. Never married
- b. Married (at what point during service)
- c. Married and divorced (at what point during service)
- d. Married, divorced, and remarried (at what point during service)

21. If married at any time during the service, was married to other service member (Yeager, 2007)

- a. Yes

- b. No

22. Significant relationship (Fuller et al., 2006)

- a. None
- b. Started during service and continues today
- c. Started and ended during service
- d. Started, ended, and another began during service

23. Children (Fuller et al., 2006; Galinsky et al., 2003)

- a. Did not have children of their own or children they raised as their own during service
- b. Had children of their own they raised during service
- c. Had children they raised as their own during service

24. Education level at commissioning (Fuller et al., 2006)

- a. Less than BA
- b. BA
- c. MA
- d. MA+
- e. Terminal degree (Ph.D., Ed.D., M.D., J.D. etc.)

25. Education level at retirement (Fuller et al., 2006)

- a. Less than BA
- b. BA
- c. MA
- d. MA+
- e. Terminal degree (Ph.D., Ed.D., M.D., J.D. etc.)

26. Current education level (Fuller et al., 2006)
- a. Less than BA
  - b. BA
  - c. MA
  - d. MA+
  - e. Terminal degree (Ph.D., Ed.D., M.D., J.D. etc.)
27. Post retirement employment (Fuller et al., 2006)
- a. Private sector
  - b. State and local government
  - c. Federal government as civilian employee
  - d. Self employed
  - e. Not employed
28. Have been involved or are currently involved in volunteer or charity work within their community (Fuller et al., 2006)
- a. Have done volunteer or charity work in community since retiring
  - b. Currently doing volunteer or charity work in community
  - c. Have not been nor are currently involved in volunteer or charity work since retiring.
29. Retirement income and personal income minus retirement income (Fuller et al., 2006)
- a. Approximate amounts per month
30. Service in the military was an important contributor to their success in the post-Army careers (Fuller et al., 2006)

- a. Service in the Army was very important to their civilian career
  - b. Military service helped them get their civilian jobs
  - c. The skills they learned in the Army are critical to their current career advancement
  - d. The Army made them more economically successful to day than if they ad not served.
31. The most important thing gained from service in the military (Fuller et al., 2006)
- a. Self-confidence
  - b. Discipline and responsibility
  - c. Skills and knowledge
  - d. Unique life experiences
  - e. Other
32. Had to earn the respect of subordinates (Foley, 1981)
- a. During the initial part of career
  - b. Throughout career
  - c. Respect was automatically accorded due to rank
33. Had to earn the respect of peers (Foley, 1981)
- a. During the initial part of career
  - b. Throughout career
  - c. Respect was automatically accorded due to rank
34. Had to earn the respect of superiors (Foley, 1981)
- a. During the initial part of career

- b. Throughout career
  - c. Respect was automatically accorded due to rank
35. Attempted to exceed performance expectations (Catalyst, 1996; Yeager, 2007)
- a. Always: 96-100% of the time
  - b. Almost Always: 75-95% of the time
  - c. Most of the time: 50-74% of the time
  - d. Some of the time: 49-25% of the time
  - e. Not really: Less than 25% of the time
36. Ease at forming peer relationships (Yeager, 2007)
- a. Easy
  - b. Neutral
  - c. Difficult
37. Ease at forming relationships with a mentor (Yeager, 2007)
- a. Easy
  - b. Neutral
  - c. Difficult
38. While in the military participant networked with other women inside or outside of the military (Terry, 1996)
- a. Often
  - b. Sometimes or Infrequently
  - c. Not at all

39. Developed a leadership style designed to make male subordinates and superiors comfortable (Catalyst 1996)
- Yes, consciously
  - Yes, unconsciously
  - No
40. Had a male or female mentor or sponsor (Catalyst 1996)
- Did not have a mentor or sponsor
  - Had a male mentor or sponsor
  - Had a female mentor or sponsor
  - Had both male and female mentors or sponsors
41. Had one or more assignments that were atypical and based on a need for diversity, i.e. ROTC, USMA staff and faculty, or equal opportunity (Hosek et al., 2001)
- Yes
  - No
42. Aspired for general officer rank (Catalyst, 2003) (Koneck, 2006)
- Yes
  - No and reason
43. Made decision at some point in career to opt out of selection for general officer rank (Hosek et al., 2001; Westwood & Turner, 1996).
- Yes, knowing the result would be to forgo promotion to general officer

b. Yes, not realizing that the result would be to forgo promotion to general officer

c. No

44. Intentionally delayed marriage/significant relationship and/or children

(Galinsky et al., 2003)

a. Yes, delayed marriage/significant relationship

b. Yes, delayed or determined not to have children

c. No, did not delay or postpone either

#### Validity

Case study uses four tests of validity. These include construct validity, internal validity, external validity, and reliability.

#### *Construct Validity*

Construct validity according to Yin (1994, p. 33) involves “establishing the correct operational measures for the concepts being studied.” There are several procedures available to increase construct validity in case studies. The first is to use multiple sources of information. This study used three sources of information for each case, the official military biography, the biographical survey, and the interview. By using three separate data sources, the data was triangulated, increasing construct validity. The second method of increasing construct validity is to establish a chain of evidence. This was done by citing the specific interview, survey, biography or other document used to derive each finding of the individual case study. This citation became a part of the physical chain of evidence in the final case study. The third method of construct validity is to have the key

informant, in this case each participant, review pertinent parts of the case study. This process, called member checking in ethnographic research, was used by the researcher. The participants were given a copy of the transcribed interview and the final individual case study report. Any clarifications provided by the participant, were annotated as having been provided during member checks and added to the transcribed interview. Changes to the actual case study report were discretionary by the researcher after considering input from the case study participant.

By utilizing three different means of construct reliability, the findings of the case study were strengthened.

#### *Internal Validity*

Internal validity or the ability to show causal relations within the study was derived from pattern-making procedures within each of the five case studies and from the coding used to look for emergent data within the case. Showing cause is limited in case study research since it is difficult to determine which factor was the actual cause. Inferences can and were made, but actual cause is usually inconclusive.

#### *External Validity*

External validity is the extent to which results from one case study can be generalized beyond the immediate case study. The ability to generalize beyond the single case study is strengthened by using replication logic of the multiple case study format. Pattern-matching within the case study and across the multiple case studies increases the generalizability of the findings. The fact that

the pattern-matching logic of this study was based on current literature adds to the external validity of this study.

This study was a narrow one, focusing on women Army officers commissioned in the post-Vietnam era and serving over 24 years prior to retiring. Because of its limited nature, generalizability should be limited to members of the same population.

### Reliability

Reliability is the ability to repeat a study and obtain the same results. If a study is reliable, a later investigator could follow exactly the same procedures and conduct the same case study, and arrive at the same findings of the earlier investigator. In order to ensure that the current study was reliable, the researcher documented the procedures as clearly as possible.

One method of accomplishing this in case study was to maintain an effective case study data-base. The data-base contained all the data collected, case study notes, and other case study documents. The case study data base must be accessible to readers so they are able to judge reliability. The method chosen by the researcher was to include case study documents as appendixes of the final study.

## Chapter 4

### ANALYSIS OF DATA

This study was designed to explore the barriers encountered by women Army officers who served in the post Vietnam era and possible reasons for opting out of promotions to general officer. Each of the five women in this study attained the rank of Lieutenant Colonel or Colonel and retired from the service with 20-30 years. Four of these women served in the active duty Army and one of them served in the West Virginia Army National Guard (WVARNG). Data collected in the form of an interview, biographical survey and official Army biographies were from the five most successful members of the last Women's Officer Orientation Course located by the researcher.

The analysis of data includes addressing the research questions and examining the results of the predetermined pattern matching established in Chapter 3, linking these with commonalities suggested by the literature in the following areas: common childhood experiences shared by powerful, successful, and strategic woman leaders (Hartman, 1999; Rimm et al., 1999; Stanley, 2000); demographics of Army women (Fuller et al., 2006; Rimm et al.) and common military experiences (Calalyst, 1996 & 2003; Foley, 1981; Galinsky et al., 2003; Hosek et al., 2001; Terry, 1996; Valentine, 1993; Westwood & Turner, 1996; Yeager, 2007). Additional patterns emerged and are examined, those supported by the literature and those not suggested by the literature.

## Procedures

Initial interviews were conducted with the five participants of this study. Interviews were transcribed and individual case studies were written on each of the participants using the transcribed interview, their responses to a biographical survey, and a copy of their official Army biography. The case studies were sent to the participants for member checking and any corrections needed to the case studies were made.

Analyzing data presents a challenging task for qualitative researchers (Creswell, 2007, p. 147). Huberman and Miles (1994) outline three sub-processes involved in data analysis: data reduction, data display, and conclusion drawing and verification. Data reduction involves writing stories, in this study, producing the actual case study, coding, finding themes, and clustering. Data display is the visual product of data reduction, allowing the researcher to think about the data and further analyze them for meaning and patterns. During conclusion drawing and verification, the researcher is actively involved in drawing meaning from the data by looking for patterns and themes within the case study and across the multiple case studies.

Through a series of inductive and deductive analyses, the researcher searches for meaning and patterns within the data.

Qualitative studies ultimately aim to describe and explain (at some level) a pattern of relationships, which can be done only with a set of conceptually specified analytic categories. Starting with them (deductively) or getting gradually to them (inductively) are both legitimate and useful paths.

When a theme, hypothesis, or pattern is identified inductively, the researcher then moves into a verification mode, trying to confirm or qualify the finding (deductively) (Huberman & Miles, 1994, p. 431).

The process used during the analysis phase of this study was an inductive or emergent approach. The case studies were written independently of each other in an attempt to tell each participant's story. The case studies then became the data base of the study. The case studies were analyzed for patterns and themes through the use of coding, clustering, and a visual reduction. Emergent patterns were cross-checked with the surveys, biographical data, and original transcripts to ensure accuracy and to triangulate data. In several instances, where a pattern seemed evident but documentation was missing in a single case, the researcher went back to the participant for further clarification, (i.e. asking Brown if her second husband was a military member and Cain if she paid her own way through college).

In writing each case, every attempt was made to "let the case tell its own story" (Stake, 1994, p. 239). A combination of impressionistic, confessional and literary styles was used in writing the individual cases.

Case content evolves in the act of writing itself.... It is the researcher who decides what is the case's own story or at least what of the case's own story he or she will report.... It may be the case's own story, but it is the researcher's dressing of the case's own story and the criteria of representation ultimately... decided by the researcher (Stake, 1994, p. 240).

After the initial agreement to participate in this research, each of the participants was electronically (e-mailed) sent a copy of both the survey and the 38 interview questions for their review. Four of the five participants returned their completed surveys, along with a copy of their official biography. One participant, Lieutenant Colonel Cain, returned the survey at the beginning of her scheduled interview. Lieutenant Colonel Anderson was unable to provide a copy of her official biography, but did supply a timeline outlining the dates and her job title for each of her assignments.

Each of the five participants in this study was interviewed by the researcher on a pre-arranged date between August 9, 2008 and August 14, 2008. Interviews were held in the homes of each participant, with the exception of Lieutenant Colonel Cain, whose interview was conducted at a local restaurant convenient to her work. Due to technical difficulties, a portion of her interview needed to be rerecorded. This was done in a telephone interview conducted on the evening of September 3, 2008.

Although interviews were estimated to take approximately 120 minutes, they took from 61 minutes to 222 minutes. Each of the interviews was transcribed by the interviewer, with the exception of Colonel Engel's which was transcribed professionally. Responses pertinent to the research questions were noted and patterns and themes began emerging each time the audio recording of the interview was replayed or the transcript read. Inter-case analysis was not officially started until after the last individual case study had been written. After all case studies were written, a cross analysis of the five studies was completed,

responses to the research questions became evident, and 39 patterns and five major characteristics emerged.

### *Description of Sample*

The target population, women Army officers, began their career as Women Army Corps officers and successfully transitioned into the Army, reaching the ranks of Lieutenant Colonel and Colonel prior to their retirement. The researcher selected the participants who remained in the Army the longest. It was expected that several of the anticipated findings or phenomena to be studied (i.e. making sacrifices for promotions such as postponing significant relationships and children and opting out) would be clearer in cases where the subject had remained on active duty longer. Choosing the women who remained on active duty the longest is topically relevant (Yin, 1993) to this study.

The sampling frame for participants, based on feasibility and access (Yin, 1993) was the found membership of the last direct commissioning class of the WAC who had reached the ranks of Lieutenant Colonel and Colonel prior to their retirement. Thirty (23%) of the 129 graduates were located with nine fitting the criteria of having reached the rank of Lieutenant Colonel or Colonel prior to retirement. Since the goal was to look at members with the longest time in the Army, selection of study participants was determined by retirement dates.

Each of these five women who agreed to participate had reached the rank of Lieutenant Colonel or Colonel and retired from the service with 23 to 28½ years. Four of these women served in the active duty Army and one of them served in the West Virginia Army National Guard. Fictitious names were selected

for each participant. The Alpha subject, the one first interviewed, was given a last name starting with the letter A and so forth. The names used for the women were LTC Mary Alice Anderson, Colonel Catherine Brown, Lieutenant Colonel Gail Cain, Colonel Linda Danner, and Colonel Claudia Engel. Their individual case studies are found in Appendices A through E.

### Data Analysis

Two research questions were formulated based on the review of literature and were used to guide the study: (a) Did the five successful members of the last direct commissioning class encounter a barrier or series of barriers that kept them from being promoted to general officer? (b) Did the five successful members of the last direct commissioning class choose to opt out, through a conscious decision on their part?

The responses for the research questions were derived from the interview questions, which are found in Appendix H. The questions which elicited the greatest information concerning barriers and opting out were questions concerning career aspirations and disappointments in the Army.

### *Research Questions*

Research Question 1: Did the five successful members of the last Women's Officer Orientation Course encounter a barrier or series of barriers that kept them from being promoted to general officer?

Lieutenant Colonel Anderson left the service after 23 years. Early in her career she was denied a company command she had been promised, through no fault of her own. She then branch-transferred from Military Intelligence to

Adjutant Generals Corps, where she later had company command. She was denied her Battalion Operations Officer position because she was pregnant but later served as a Battalion Executive Officer, an equally career enhancing job. She attended resident Command and General Staff College. She was not selected to command a battalion, but did command a non-centrally selected battalion, U.S. Army Element in Turkey.

She met three barriers: denial of company command, removal of the operations officer position, and non-selection for battalion command. When meeting each of these barriers, she worked to find an equivalent position. "You have to fight for yourself; you sell yourself," Anderson explained. She felt the one thing holding her back was never being assigned to a Division. When she first entered the Army, not many women received division time. Later as more and more women were assigned to divisions, it became a discriminator. "Those opportunities passed me by. By the time those opportunities became available, I was a Major. It was too late; I had a child. I didn't want to go for a three year tour in a division that was going to be deploying a lot when I was a single parent," Anderson said. After the birth of her son she did not seek division time, but neither was it offered to her.

Colonel Brown's career was held back when she was not given her first command until her 14<sup>th</sup> year of service. She spoke of having to be patient, "I figured it would probably happen. I just had patience. I had to be very, very patient." By not giving her a command earlier, her career was put on hold for nine or ten years. But she made that up by being selected for two additional

commands. She was not given a brigade level command. "I would have liked to have a command again as a full Colonel," she confided. If she had been given command earlier and had more time left in the WVARNG, she may have been selected for brigade command, increasing her chances of being promoted to general officer.

Although she aspired to become a general officer, there were few opportunities within the WVARNG because there were so few general officers. These were political appointments and once officers were appointed, they remained, making it even more difficult for others who aspired to the rank. "Chances of becoming a general in the WVARNG are slim to none. Turnover just doesn't happen that much, at least not in this state," Brown shared.

Lieutenant Colonel Cain made several conscious decisions that jeopardized her career advancement. She decided not to graduate from the Naval Post Graduate School to avoid being stationed apart from her new husband. She later went to graduate school and received a Master of Science degree in Educational Leadership. She decided not attend resident Command and General Staff College with the top 50 percent of her year group, completing the non-resident course instead. When she was Operations Officer she confronted her boss and was not recommended for battalion command. Still she was promoted to Lieutenant Colonel. "I proved you could make two more ranks even with the common sense decisions that for others would have been career killers," Cain stated. Knowing it would be almost impossible to be promoted to

Colonel without commanding a battalion, she retired from the Army in 1997 after 20 years of service to stabilize her family.

Colonel Danner was not initially given the platoon she wanted because she was a woman, so she took a different platoon. Although branch initially refused to support her request to have Research, Testing, Development, and Evaluations (RTD & E) as an alternate specialty, she confronted branch and was given the specialty. This specialty led to her selection as one of the first members in the Army Acquisition Corps. Danner remembered, "I was livid. And again, they were telling me that you can't do this because you're a girl. So I came back to branch and told them, 'Look, I have worked this for two years. I have been in the community for two years'."

Colonel Danner aspired to become a general officer and feels she wasn't selected because of timing. If she had come into the Army several years later she may have been selected. "It's about the system and the timing. The Acquisition Corps finally promoted two female GOs this year. I received notes from both of them telling me it should have been me. My timing was always off. I was always just ahead of the curve," Danner stated.

Colonel Engel did not aspire to general officer, realizing she did not have the right jobs to qualify her for selection. "I didn't have the right jobs. I was shocked I got as far as I did, that I got promoted to Colonel," she stated. Because she was a woman, she was rejected from a job as a combat engineer platoon leader and remained at the Engineering school to become a platoon leader. Eventually she commanded a company as a First Lieutenant, putting her ahead

of her peers. She was offered a second command in a combat heavy engineer unit but turned it down because a second command was always a risk when you had already successfully commanded. "I think I was a little bit afraid actually because I had never been in an Engineer unit, a combat heavy unit. I had always been in training units," Engel said. She later attended graduate school in engineering, becoming technically proficient in the engineering aspects of the Corps of Engineers, which further separated her from the combat engineers. She did not command at the battalion or brigade level, but continued to work at traditional engineering jobs.

Research Question 2: Did the five successful members of the last Women's Officer Orientation Course choose to opt out, through a conscious decision or action on their part?

Both Anderson and Cain retired from the Army as Lieutenant Colonels in order to provide stability for their families. Anderson left at the 23 year mark so her son could continuously attend a single high school. Cain, who had two young boys, retired at 20 years, so the boys could attend school in one location. "It was either get out at 20 or risk another move. That was my decision to do and it worked. It stabilized the kids," Cain said of her decision to retire. Both opted out and their objective to provide for family stability is consistent with the literature.

It is not clear whether Colonel Engel opted out. She made decisions early in her career, taking her onto a path consisting entirely of civil engineering and steering her away from the combat engineering experience required to become a

general officer. Engel's conscious decision to opt out is not supported by the data.

### *Predetermined Pattern Matching*

The literature suggested there may be certain patterns expected to emerge from the data, therefore pre-determined coding for anticipated patterns were developed. In addition to the predetermined codes suggested by the literature, analysis indicated additional patterns. Some of these patterns were supported by the literature and others emerged which were not suggested by the literature. The responses for the pattern-matches were derived from the surveys with a few responses solicited from the interviews. At times, the responses from the survey and the interview differed. Any differences will be discussed. A criterion established for a pattern-match, unless listed by original study as a percentage, was four out of five participants reporting the phenomenon.

### *Common Childhood Experiences*

Predetermined pattern-matching codes were established to determine if the five successful women Army officers of this study shared common experiences with powerful, successful, and strategic women leaders (Hartman, 1999; Rimm et al., 1999; Stanley, 2000). Nine predetermined pattern-matching codes were established to ascertain commonalities between the participants of this study and the Rimm et al.'s study of 1,000 successful women. Four pattern-matches were found.

Rimm et al. (1999) found successful women attended public schools; all five of the participants attended public schools. Their mothers worked outside of

the home during their high school years; all of the participant's mothers worked outside of the home during their high school years. The study also found successful women were not rebellious as teenagers; none of the participants of this study report being rebellious as teenagers. Rimm et al. reported their use of tobacco, drugs, and alcohol was minimal. The participants of this study stated their use of tobacco, drugs, and alcohol was either non-existent or limited.

Five patterns suggested by the Rimm et al. (1999) study did not match. Rimm et al. found successful women were likely to have parents who set high expectations for them in educational attainment and that they thrived under their parents' high educational expectations. Only three of the participants felt their parents had high expectations for their educational performance and only one of the participants stated they thrived under their parents' expectations, with most reporting they felt no pressure or impact from pressure. Although successful women in the study excelled in English throughout their schooling, only three of the participants stated they excelled in English. Rimm et al. also found they enjoyed travel with their families, but only two of five participants' families had the time or means to travel as they were growing up. Rimm et al. learned that 87 percent of their mothers were full-time homemakers through their preschool years, but only two of the participants' mothers were full-time homemakers during their preschool years. One worked full-time and two others worked off and on throughout their childhood.

Four predetermined pattern-matching codes were established to ascertain commonalities between the participants of this study and Hartman's 13 powerful

women (1999). Only one pattern-match was found. Hartman found women leaders had supportive parents, especially fathers who constantly encouraged them to achieve. All of the participants claimed to have supportive parents with four of the participants mentioning their father.

Three patterns suggested by Hartman (1999) did not match. Hartman found there were lively conversations at the family dinners involving parents and sibling, and the topic of conversation was mainly current events. Only three participants had family discussions at the table involving both parents and siblings and their discussions centered on the daily activities of the family members. Additionally, over half of her powerful women attended an all female school. None of the participants in this study attended all female schools.

Two predetermined pattern-matching codes were established to ascertain commonalities between the participants of this study and Stanley's (2000) three strategic women leaders. One pattern-match was found. Stanley found her strategic leaders learned about personal sacrifice, hard work and self-reliance from early work experience. All five participants report having to do chores, being employed in their neighborhoods at an early age, and working at formal part-time employment during high school.

One pattern suggested by Stanley (2000) did not match. Stanley had stipulated that women who become strategic leaders may have been less likely to have male siblings and all familial attention and resources could be directed toward their development. Three of the women were the oldest child and four of the women had male siblings.

Fifty percent (1 of 2) predetermined pattern matching codes for Stanley (2000) and 44 percent (4 of 9) for Rimm et al. (1999) were matched successfully. A 25 percent match rate (1 of 4) was found for Hartman's (1999) study.

#### *Demographics of Military Women*

Fuller et al.'s (2006) survey of women joining the Army between 1942 and 2006, Rimm et al.'s (1999) study of successful women and Yeager's (2007) discussion of women soldiers suggested commonalities in demographics of the women who served in the Army.

Five predetermined pattern-matching codes were established to ascertain demographic commonalities between the participants of this study and Fuller et al. (2006). Five pattern matches were found.

Fuller et al. (2006) found 26.3 percent joined the Army to travel or to leave home and 23.7 percent joined to serve their country. Four participants in this study reported joining the military to travel or leave home and two participants reported serving their country as rationale. Fuller et al. determined 66 percent of post-Vietnam era women had an immediate relative who was serving or had served. Four of the participants reported having a total of seven immediate relatives who either were serving or had served at the time they joined. Fuller et al. reported retirement as the number one reason for leaving the service as did all participants of this study. Additionally, Fuller et al. discovered 48 percent of women did not have or raise children as their own. Two of five (40%) participants in this study did not have children. Two of four (50%) participants serving on active duty did not have children.

One demographic pattern suggested by Fuller et al. (2006) did not match. Fuller et al. found 29 percent of their respondents reported never having been married. All the women in this study report being married at least once, with two reporting two marriages.

Yeager (2007) found women in the military were more likely to be married to another service member. Of the seven marriages reported by the five participants in this study, six were to other service members. Rimm et al. (1999) discovered her successful women enjoy travel as adults. Four of the participants of this study tell of enjoying travel as an adult with one reporting she did not travel.

Each of the predetermined pattern matching codes for Rimm et al. and Yeager (2007) were matched successfully. An 83 percent match rate (5 of 6) was found for Fuller et al. (2006) study.

### *Benefits of Service*

Nine predetermined pattern-matching codes were established to ascertain common benefits of service between the participants of this study and Fuller et al. (2006). Seven pattern matches were found.

Fuller et al. (2006) found 66.4 percent of the women entering the service with at least a BA or BS degree went on to earn either a graduate degree or professional degree. All of the five participants in this study earned either a graduate degree or a second graduate degree after entering the service. Fuller et al. determined 45 percent of women who joined during the post-Vietnam era were employed in the private sector after leaving the military, with 20.8 percent

employed by state and local government, and 29.7 percent employed by the federal government. Two of four (50%) participants who are currently employed are employed by the private sector. One (25%) is a state employee and one (25%) is a federal employee. Fuller et al. found 35.5 percent had a personal monthly income of \$5,000 per month or more. Three of five participants of this study reported their personal income exceeded \$10,000 per month.

Fuller et al. (2006) found 63.8 percent felt service in the Army was important to their civilian career; three of five participants of this study agreed. Fuller et al. ascertained 57 percent felt their military service helped them get their civilian jobs; three of five participants of this study agreed. Fuller et al. reported 58 percent agreed the skills they learned in the Army were critical to their career advancement; four of five participants of this study agreed. Fuller et al. determined 59 percent felt the Army made them more economically successful today than if they had not served; four of five participants of this study agreed.

Two benefits of service patterns suggested by Fuller et al. (2006) did not match. Fuller et al. found self-confidence followed by discipline were the most common responses to the question, "What the most important thing they had gained by their service?" The most common responses of the participants in this study were skills and knowledge (100%) followed by unique life experiences (80%). Additionally, Fuller et al. found over 70 percent perform volunteer or charitable work. At this time only two of five participants report being involved in volunteer work.

Seventy-seven percent (7 of 9) predetermined pattern matching codes for Fuller et al. (2006) were matched successfully in the category of benefits of service.

### *Military Experiences*

Other authors suggested common military experiences of women in the military. Twelve predetermined pattern-matching codes were established to ascertain common military experiences between the participants of this study and those suggested by other authors. Four pattern matches were found.

Catalyst (1996) found women both inside and outside the military try to get to the top by continually exceeding performance standards. Yeager (2007) found they continually had to prove themselves and their capabilities. Four of five participants in this study reported they constantly needed to exceed performance standards with one participant stating she felt the need to exceed performance standards most of the time. Catalyst also determined it is often difficult to find the depth necessary in any given location for women to be mentored by other women. Only one participant reported being mentored by another woman.

As women officers progress in their careers, they may be inclined to opt out for life balance reasons (Hosek et al., 2001; Westwood & Turner, 1996). None of the participants reported in the survey that they opted out, however, both Anderson and Cain retired for family stability reasons. Galinsky et al. (2003) reported 18 percent of women executives delay marriage and 35 percent delay having children. One participant (20%) reported delaying marriage and two reported delaying children (40%).

Eight military experience patterns suggested by various authors did not match. Terry (1996) found female Army officers seldom avail themselves of involvement in women's issues or networks. However, three participants reported they often networked with other women and two reported networking sometimes or infrequently. Terry also determined female Army officers are often excluded from male networks within the Army and Yeager (2007) reported female officers have difficulties forming peer relationships. None of the five participants in this study reported any difficulty in forming peer relationships. Yeager found female officers have difficulties forming mentor relationships. Only two participants reported difficulties forming mentor relationships and one participant was neutral. Terry felt exclusion from male networks can translate into fewer opportunities for women to be mentored by senior male officers, but three participants in this study had male mentors.

Foley (1981) determined a correlation between higher levels of education, increased number of women, and higher levels of acceptance of women in leadership positions within the Army. Based on this correlation, the participants of this study likely had to earn the respect of subordinates, peers, and supervisors early in their career, with respect being accorded later in their career. However, 80 percent of the responses of the participants of this study indicated they had to earn the respect of subordinates, peers, and supervisors throughout their career.

Catalyst (1996) found 96 percent of women executives indicate developing a leadership style their male managers were comfortable with, was key to their ability to be promoted. None of the participants of this study felt they

had changed their leadership style to make men feel more comfortable. This finding agrees with Valentine (1993) who found a significant number of women Army officers used their own natural style and not one they felt compelled to use.

Hosek et al. (2001) determined women received a disproportionate number of atypical assignments such as Equal Opportunity or Reserve Officer Training Corps, but only one participant in this study had an atypical assignment. Catalyst (2003) found 45 percent of women in mid-level management positions did not aspire to upper level management. Four participants in this study aspired to a higher rank; two aspired to general officer.

Only 33 percent (4 of 12) predetermined pattern-matching codes for studies done by various authors were successfully matched in the category of common military experience.

### *Emerging Patterns*

Qualitative researchers analyze their data inductively. "They do not search out data or evidence to prove or disprove hypotheses they hold before entering the study; rather, the abstractions are built as the particulars that have been gathered are grouped together" (Bogdan & Biklen, 2007, p. 6). Ideas and themes will emerge from the bottom up as the many pieces of evidence are interconnected.

After the initial coding was completed and themes were initially being developed, other patterns or clusters of coding began to emerge from the interviews and case studies. Using the same criterion established for a pattern-match, four out of five participants reporting the phenomenon established a

pattern. Only clusters acknowledged by four of the five participants will be discussed in this section and are found in Table 3. A full listing of all emerging codes and clusters can be found in Appendix F. Emerging patterns will be discussed relative to those supported by literature or those not suggested by the literature.

A clear reference to each phenomenon was required to be recorded. For example, all of the participants told stories involving sacrifice, but only one participant used the term sacrifice. For reporting purposes in this section, a clear reference from a participant was needed in order for it to have been recorded. By using a clear reference by a participant, there were examples where one participant appeared not to be concerned with the phenomenon. For example, although there was no clear indication from Engel that she was involved in taking care of soldiers or accepting challenges; that may or may not have been the case. What is more accurate, is to state these phenomena did not come up as part of the interview.

#### *Emerging Patterns Supported by the Literature*

Four of the five participants report having at least one parent who served in the military. Danner reported both her father and mother served in World War II. According to Fuller et al. (2006) 44 percent of women serving in the military had a father who had served. Less than 2 percent had a mother who had served.

All of the participants describe themselves as hard workers. Engel stated, "I worked hard. I don't think I was particularly smart or smarter than anybody else but I worked hard." Rimm et al. (1999) found successful women likely to

describe themselves as “smart, hard workers, and independent (p. 8). Stanley (2000) reported they learned about personal sacrifice, hard work, and self-reliance early on, usually from early work experiences.

Four of the five participants reported taking care of soldiers. Anderson and Brown spoke about their last duty assignments as being unfulfilling since they were away from soldiers. According to Anderson, “In the Pentagon, there were no troops. I didn’t feel needed. There was no one to advocate for. I wished I had retired out of a unit with soldiers.” Taking care of soldiers is an ingrained Army philosophy discussed in the Army Field Manual for Leadership, FM6-22. Valentine (1993) noted Army leaders are committed to mission accomplishment and the well-being of their subordinates.

Four of five participants reported accepting challenges. Anderson and Cain thrived on doing what others told them couldn’t be done. “Again, tell me I can’t do something and I will show you that I can. I am so determined that you can’t keep me down,” Cain stressed. Rimm et al. (1999) noted successful women enjoyed winning competitions. Hartman (1999) determined powerful women spoke about obstacles, challenges, and compromises they had encountered and had to make along the way.

Four of the five participants reported feeling comfortable in the Army atmosphere almost from the beginning. The fifth participant reported not feeling comfortable until sometime as a senior Captain, after attaining a graduate degree in Engineering. According to Danner, “I think I always felt comfortable in the Army. I didn’t always feel comfortable where I was located or stationed or the

people around me necessarily. But the Army, I was good with the Army.” One of the six emerging themes Peterman (1999) found with senior women Marine Corps Officers was the ability to adapt to the military environment and situations.

All five participants reported having to stand up for or to fight for what they considered right. Cain was emphatic, “If I know I am in the right, I don’t care if you are a four-star general. You aren’t going to get away with it with me, if I know that what you are doing is wrong.” Peterman (1999) found senior Marine Corps Officers had a “common moral compass that helps them make right decisions even in the face of extreme adversity” (p. 225). According to FM 6-22, an informed ethical conscience consistent with the Army Values strengthens leaders to make the right choices when faced with tough issues.

They desired to learn; they wanted to be better officers. Four of five participants reported either wanting to learn how to do their jobs better or how to be a better leader. Engel stated, “You always look for ways to improve. I look for ways to improve all the time. I like to lead. I like to be in charge.” Peterman (1999) reported senior women Marine Corps officers were life-long learners who desire to stay current in their field. FM 6-22 discusses the importance of leader intellect, remaining mentally agile and staying up-to-date on domain knowledge.

Four of five participants reported being a pioneer, the first, or the only one at some time during their career. Brown talked about her experiences in the quarterly meetings of top leadership. “I can remember looking around the room and realizing that I was the only woman in the room. So you do feel a little strange.” Myers (2003) asserted women who are first women in the organization

or are pioneers in their field are more likely to be scrutinized for mistakes and held to a higher performance standard.

They faced discrimination; all five participants recounted incidents of discrimination or rejection for positions because they were women. Anderson spoke about not being given a promised company command. "I was selected for company command because of the traits I have exhibited and I have been deselected because... [they] discriminating against me because I am a woman." Yeager (2007) reported women receiving fewer career enhancing assignments and facing prejudice and barriers. Hosek et al. (2001) reported the Combat Exclusion Policy institutionalizes sexism limiting the career path and human capital of women. Kanter (1977) found that in a skewed organization tokens are treated stereotypically.

Family and relationship stability was important to them; four of the five participants discussed life balance issues of family and relationship stability. Two of the participants made the decision to leave the military at 20 and 23 years in order to provide family stability. Westwood and Turner (1996) suggest women inclined toward a more traditional family life will leave the service. Hosek et al. (2001) found female officers more likely to leave between promotions and attribute the departure to the difficulty in combining career and family

They have continued to make contributions; four of five participant reported their civilian careers are an extension of their service to the Army and the nation. According to Danner, "I still get to serve the Army, only someone else is paying me now." Two of the four stated their largest contributions came after

retirement. Although the literature does not deal with this directly, Fuller et al. (2007) reports 52 percent of women veterans work either for state, local, federal government or for the military as a civilian employee and 77 percent are involved in volunteer or charity work.

### *Emerging Patterns Not Suggested by the Literature*

Four of the five participants reported planning only to stay in the Army for their initial commitment. Engel actually took a three year leave of absence from the company she worked for and planned to return after her initial commitment. This was also the researcher's experience. Brown who joined the West Virginia Army National Guard planned from the beginning to have a 30 year career. Nothing was found in the literature to support this.

All participants report their families of origin were middle class families, with strong middle class ethics. According to Engel, "[We were] regular church-goers, Methodist Church. You know it was just a middle class family back in the sixties." Cain stated, "We were ethical and hard working." Nothing was found in the literature to support this. Both Rimm et al. (1999) and Hartman (1999) reported many of their successful and powerful women attended all women's schools, indicating the population they were dealing with was not strictly middle class.

Their parents were hard working and their own work ethic came from their parents' example and coupled with their early work experience in the home, the neighborhood, and through formal employment when they were in high school. All the participants in this study reported they had hard working parents.

Engel reported her parents would get up at four o'clock in the morning and go in to the factory to work. Her mother worked five days a week, while her father worked at least six days each week. "We only took vacations twice a year when the plant would close down." Neither Rimm et al. (1999), Hartman (1999), or Stanley (2000) reported the parents as hard working, focusing instead on the early informal and formal work experience of their successful, powerful, strategic women leaders.

They worked their way through college. Four of the five participants reported working their way through college. Three of them confirmed considerable hard-ship to do so and were proud of their accomplishments. Anderson took six years to get through college, Danner had to change schools when tuition was increased, and Engel completed one semester before having to take a year off to earn money to go back. When she did, she finished in just three more years to save money. These stories also speak to their tremendous work ethic and willingness to do whatever it took to get the job done once they were in the military.

Each of these emerging patterns not supported by the literature makes sense intuitively. They are important parts of these women's stories and each of these patterns contributed to character and speaks of their tenaciousness.

### Summary

The data were analyzed and presented in this chapter to further elucidate the research questions and pattern matching suggested by the literature. Within-case analysis and cross-case analysis were then completed and coding was

examined. The literature suggested certain patterns should emerge from the data. Predetermined codes were established to provide for a pattern-matching. Forty three predetermined codes were examined and 24 pattern matches were found. Fifteen additional patterns were found and examined; 11 of the patterns were supported by the literature and four were not suggested by the literature. In response to the research questions, all of the women Army officers in this study did encounter barriers and two of the participants opted out for family stability.

After all coding was completed, the data was then analyzed for specific themes, “aggregating information into large clusters of ideas and providing details that support the themes” (Creswell, 2007, p. 244). Five themes were derived from the data. Three issues were addressed as part of this study: (a) how their lives were affected by being a woman Army officers; (b) how their lives and careers were impacted by their status as pioneers and (c) their roles as tokens in an organization in which women make up less than 15 percent of the population. The themes and issues are discussed in Chapter 5.

## Chapter 5

### SUMMARY, DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

#### Overview of the Study

The intent of this study was to give voice to an untold story, the story of how the glass ceiling affected a unique population – women Army officers. No one had studied the lives of women Army officers and their struggles and successes. Their voices had not been heard and their stories remained untold.

The women Army officers in this study joined the service during the post Vietnam era as women were just being integrated into the Army as full and equal partners with their male counterparts but none of the women from the last direct commissioning class of the Women's Army Corps (WAC) attained the rank of general officer.

This study focused on whether these women encountered a barrier or series of barriers that kept them from being promoted to general officer or if they chose to opt out. Additional issues explored how their lives were affected by being women Army officers during a period of tremendous change, how their lives and careers were impacted by their status as pioneers, and how their roles as tokens in an organization influenced the lives of these women, where they are less than 15 percent of the population.

### Study Methodology

In selecting individuals for the study, the researcher first tried to locate as many graduates as possible from the last direct commissioning class; 127 graduated from the class and 30 members were located. In July 2008, the researcher contacted the most successful members who had been located and invited their participation. The researcher defined success by rank and time in the service. Five participants were selected and fictitious names were assigned. Interviews were conducted, digitally recorded, and transcribed. Data from the interviews, biographical surveys and official military biographies were triangulated for validity and member checks were conducted. Cross-case analysis was conducted to look at coding clusters and themes. The pre-

determined pattern-matching was examined to determine if codes suggested by the literature were found in the case studies (Stake, 1994). Forty three predetermined codes were examined and 24 pattern-matches were found. Additionally, 15 patterns emerged; 11 of which were supported by the literature and four not suggested by the literature.

This chapter will further examine the research questions pertaining to barriers and opting out, the emergent themes, and the subsequent issues of the study. Conclusions will be summarized and recommendations for future research and practice will be examined.

## Discussion

### *Barriers*

The term, glass ceiling, which was coined in 1986, is now used to describe the “artificial barriers that block women and minorities from advancing to the top” (Adams, 1993. p. 937). Muscarella (2004) describes the glass ceiling hampering the advancement of women, as a series of events in their careers rather than a fixed point beyond which advancing would be impossible. Eagly and Carli (2007) feel the glass ceiling metaphor is no longer accurate. Instead of an absolute barrier near the top of the organization, they see a labyrinth “consisting of the sum of many obstacles along the way” (Eagly & Carli, p. 63).

The labyrinth conveys the idea of a complex journey toward a goal worth striving for. Passage through a labyrinth is not simple or direct but requires persistence, awareness of one’s progress, and a careful analysis of the puzzles that lie ahead... Routes exist but are full of twists and turns, both

unexpected and expected. Because all labyrinths have a viable route to the center, it is understood the goals are attainable (Eagly & Carli, 2007, p. 63).

Eagly and Carli (2007) see the walls that make up the labyrinth consisting of the vestiges of prejudice, resistance to women's leadership, issues of leadership style, demands of family life, and the underinvestment in social capital or networking by women. Each of these walls formed barriers and obstacles which caused the participants to change their course as they made their leadership journey as women Army officers. In a similar study with women Marine officers, Peterman (1999) found that women officers understood the politics of the organization and dealt with the barriers and constraints put on their career paths by the Marine Corps and the law.

All five of the participants of this study, encountered a series of barriers or obstacles on their leadership journey. As they attempted to progress in their careers, they created paths made up of twists and turns with their adept maneuvering.

Anderson faced three barriers: being denied company command, having the operations officer job taken from her, and not being centrally selected for battalion command. At each one of these barriers, she did a course correction and worked to find an equivalent position. Brown's career was held back when she was not given her first command until her 14<sup>th</sup> year of service, but she was able to make that up by being selected for two additional commands. Cain made three decisions which should have been detrimental to her career. She received

two additional promotions, but felt she couldn't overcome not being recommended to command a battalion.

Danner worked hard and fought to maneuver around the barriers she faced early in her career, but felt her timing was off for making general officer.

I wanted some jobs and was told that those were only for men. I didn't like that but then I would redirect myself. I knew that there were other things I could do and get the same level of satisfaction. If I can't do that job, there has got to be someplace else where I can make a difference."

Colonel Engel worked hard, made difficult decisions, and became more technically competent in order to maneuver around the barriers placed in her path.

Advancement in the career paths of these women was nonlinear and discontinuous. None of their career paths were straight. Their paths often deviated sideways as they looked for an alternative path or their paths slipped backwards as they made decisions that prevented them from forward movement. Their paths finally led them to successful careers, however, not to the general officer positions at the center of the labyrinth. Each of the five participants faced a series of barriers and obstacles that kept them from being promoted to general officer as they maneuvered through the labyrinth of leadership.

### *Opting Out*

Each of the five participants, had aspirations to go further in their careers, to make one last promotion, or to command at a higher level. Only two were poised near the end of their careers to become general officers. All five

participants encountered a series of barriers on their leadership journey as women Army officers, while two of the women made conscious decisions to opt out in order to provide family stability.

“For many women, the most fateful turns in the labyrinth are the ones taken under pressure of family responsibility” (Eagly & Carli, 2007, p. 68).

Catalyst (2003) reported 45 percent of women in mid-level management did not aspire to upper level management and Koneck (2006) found 42 percent of those felt upper level management affected their life balance. Hosek et al. (2001) found white female officers more likely to leave the service voluntarily between promotion periods, claiming lack of clear roles and career paths, differential treatment, or the difficulty of combining career and family. Westwood and Turner (1996) found as women officers progressed on the career track, those desiring a more traditional family life opted out, recognizing the professional demands of the career were not entirely compatible with Army life.

### *Themes and Characteristics*

Five themes derived from the coding which described the characteristics of five women Army officers who were part of the last direct commissioning class in the WAC and contributed to their success within the Army. These themes are: (a) they are confident, competent leaders; (b) they have a personal code of conduct, which includes a highly developed sense of ethics; (c) they searched for stability in family and in relationships; (d) they were pioneers, often being the first or the only female officer in a unit; and (e) they had a vocation, which included a

willingness to make personal sacrifices in order to perform their duties, and continue in their service to the military.

### *Confident, Competent Leaders*

The participants in this study reported confidence and competence were key to their ability to lead soldiers and their overall success in the military. Self-confidence, physical and technical competence, the ability to adapt to the military lifestyle, and developing their own leadership style were components of being competent, confident leaders.

These women were raised to be self-confident. As they became more independent, their self-confidence was an important aspect of who they were. The Army Field Manual on Leadership FM 6-22 states confidence is an important part of leader presence and defines confidence as “projecting self-confidence and certainty in the unit’s ability to succeed in whatever it does; able to demonstrate composure and outward calm through steady control over emotion” (HQDA, 2006, ¶ 5-3). Lieutenant Colonel Cain expressed her self-confidence when she said, “I knew I had value and my bosses appreciated what I did.” Lieutenant Colonel Anderson was discussing her self-confidence when she said, “My personality is what makes me successful at what I do. I like who I am, and I am good at what I do.”

These women were physically competent having confidence in their physical fitness and in their ability to compete physically with men. Their physical competence goes beyond the physical fitness of leader presence in the Army Field Manual on Leadership. Lieutenant Colonel Anderson was confident in her

ability to physically compete with men and felt this was an important part of her leadership style. "I knew I had the skills to gain their respect. With men it was physical first. If you could show them your physical prowess, you could have a platform to show them what else you knew and could do," Anderson said.

Lieutenant Colonel Cain developed physical competence after entering the military, becoming a runner, competing, and winning. Cain recounted, "I started racing in my thirties. When I was in Hawaii, I was racing every weekend everything from 5 Ks to marathons and taking 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> place in either the Women's Overall or my age category." Colonel Danner spoke of the need to not only be physically fit but able to perform physically in the field by climbing poles and laying wire with her soldiers. "I learned to climb those poles. I showed those guys I could climb the poles with them... When they saw me go out and lay cable and climb poles, I was 'in-like-Flynn,'" Danner said.

Technical competence or the ability to use domain knowledge was important to these women. Lieutenant Colonel Anderson felt one way to lead was to qualify as an expert on her weapon and then work to ensure her soldiers did the same. According to Anderson, "Get them onto a firing range, show them you are firing expert, and then get down next to them and coach them; teach them. It's not long and they're not seeing the female anymore, just someone who knows their stuff." Colonel Engel did not feel comfortable as an officer in the Corps of Engineers until after she obtained a graduate degree in Engineering. She explained, "So then I was comfortable and that made a big difference that I had a degree in engineering." Colonel Brown felt her continued civilian and

military education was an important element of her success in the WVARNG. “I had the civilian education to begin with. I made sure I had the military education and continued to do military education throughout my career.” Each of these women earned a graduate degree while in the military. As a group they attended the following military service schools: The Command and General Staff College, Naval Post Graduate Course, the Material Acquisition Management Course. Pre-Command Course, the Program Managers Course, The Army War College, The Army Senior Service College Acquisition Fellowship Program, and The Canadian Forces College.

Similar to the Peterman (1999) study with Marine Corps officers, as a group, the women were able to adapt to the military lifestyle and felt comfortable in their roles as women Army officers. Four of the participants report feeling comfortable immediately with Colonel Engel stating she did not feel comfortable until after she had received her graduate degree in Engineering and was a senior Captain. Lieutenant Colonel Anderson was literally raised to be in the Army. “I am not like them; like most females who come in that don’t know how to fire weapons, that aren’t very strong. I think like a guy. I know how guys think. I fight like a guy,” Anderson said. Colonel Brown had a chance to observe her husband’s career and knew before applying it would be something she would be comfortable with and enjoy. “I liked what he was doing so I applied,” she said. Colonel Danner expressed it best when she said, “I think I always felt comfortable in the Army. I didn’t always like it and I wasn’t always happy with it. I

didn't always feel comfortable where I was stationed or with the people around me. But the Army, I was good with the Army."

Developing their own leadership style was important to their success. Each of the women felt their leadership style was uniquely their own and not one they had to adapt to fit in or one to make men feel more comfortable. None of the women described themselves as a Type A (Friedman, M. & Rosenman, R. H., 1974) leader who changes and controls everything. Colonel Engel described herself as a deliberate, thoughtful leader who likes to be hands on. "I'm definitely active, involved, hands on. I don't shoot from the hips. I'm pretty deliberate in what I do," Engel added. Colonel Danner talked about getting to know her subordinates and allowing them to know her; she termed it leading by walking around. According to Danner, "The main thing for me was to learn about them, for them to kind of open up and realize that I was just a regular person, just like them. The point was to make myself human to them." Colonel Brown talked about being deliberate with the need to listen and learn. "I think Stephen Covey said, 'Seek first to understand.' I try and listen to others, especially the full-time people," Brown recounted. Lieutenant Colonel Cain talked about enjoying getting things done behind the scene, "I always pride myself on making others look good instead of trying to make myself look good. Even though I love being a leader, I prefer to be the... person who gets everything done behind the scenes." They enjoyed leadership, being in command, and taking care of soldiers.

*Personal Code of Conduct*

The participants in this study reported a personal code of conduct was important to their ability to lead soldiers and their overall success as women Army officers. Components of their personal code of conduct were: a highly developed sense of ethics, moral courage, a strong work ethic, an ability to overcome challenges, and a dedication to taking care of soldiers. The Army Field Manual on Leadership, FM 6-22, features ethics as an essential part of character. Peterman (1999) also acknowledged the women Marine Corps officers possessed a personal code of conduct aligning with Marine ethos and values similar to the code of conduct of the subjects in this study.

The participants of this study have a highly developed sense of ethics. Lieutenant Colonel Anderson says she “has a strong sense of right and wrong and that when the Army started teaching ethics, she could have taught the class.” An example of her sense of ethics was evident in her discussion of drugs with her son. When he asked what to do if people used drugs around him, her reply was, “it was his fault because he had not let them know his character.” Anderson related a story in which she refused to leave a job early and make her current boss short handed just to obtain a highly sought after position as battalion commander. Colonel Cain talked about always doing the right thing. No one rewarded her, she just always did it. “I would rather do the right thing than to get ahead,” Cain stated. Colonel Danner discussed turning down consulting positions because the equipment the company wanted to sell to the Army was not up to standards or not something the Army needed.

Each of the participants possessed moral courage. According to the Army Field Manual on Leadership, FM 6-22, “moral courage is the willingness to stand firm on values, principles, and convictions. It enables all leaders to stand up for what they believe is right, regardless of the consequences” (HQDA, 2006, ¶ 4-38). Lieutenant Colonel Anderson brought prejudice and discriminating practices to the attention of her senior commanders. She told her battalion commander, “We’ve got to get past that. I was selected for company command because of the traits I’ve exhibited and I’ve been deselected because you are discriminating against me because I am a woman.”

Colonel Cain refused to let her Battalion Commander force her into making training decisions about the topographic battalion she knew to be wrong. “I was not going to let him bully me into doing something that shouldn’t be done and ruin an organization that had a true mission,” Cain stated. Her willingness to stand up for what she knew was right cost her the recommendation for battalion command, which she needed to advance in her career. Later as a civilian, Cain refused to let Navy augmentees deploy to combat zones without proper training. She told them, “You put me in front of an Admiral and I will jump on his conference room table and say ‘Hell no, they won’t go.’ I will not send these people into harm’s way without a minimum of two weeks training.”

As a transformational leader, Colonel Engel is currently leading a Department of Defense initiative to combine all the services’ media. She uses visibility and openness to combat the resistance of the stakeholders. Engel explained, “There is a lot of distrust and not a lot of teamwork. The team I lead,

we're trying to be the honest brokers here. We try to insure that there is a lot of visibility and openness in the processes as we move forward.”

The five women participants in this study felt their strong work ethic was instrumental in their success. Colonel Engel described her work ethic: “I worked hard. I don't think I was particularly smart or smarter than anybody else, but I worked hard. I didn't have one sick day in 28 ½ years.” Lieutenant Colonel Anderson reported putting in 16 hour days. Colonel Brown worked full-time in addition to her work in the WVARNG. Lieutenant Colonel Cain said she fit in because she did good work and had a strong work ethic. Colonel Danner talked about giving advice to younger officers when they asked what jobs they needed to get promoted. “I would tell them not to worry about which job they were going to. Whatever job they give you, just go and do the best damn job you can do. That's what's important,” Danner explained.

Each of these women faced challenges and their ability to overcome them was an important part of their success. Colonel Anderson discussed the difficulty of getting the ammunition to take the U.S. Army Element to the range for qualification. It took her a year, but she did it. Anderson stated, “They told me it couldn't be done. That's my thing. Tell me it can't be done and I'll find a way to make it happen. Challenge me.” When approached by a subordinate about a problem, Colonel Brown replied, “Those are not problems, those are challenges.” When Lieutenant Colonel Cain was told she couldn't do something, she accepted it as a challenge and made it happen. “Tell me I can't do something and I will

show you that I can,” Cain stated. Colonel Danner explained when the Army wouldn’t send her to full-time graduate school, she went to school at night.

Taking care of soldiers was the most important part of the job for the participants of this study; it was also the most rewarding. According to Colonel Danner everything in the Army goes back to taking care of soldiers. “I don’t care whether you are military or civilian. If you work in the military and don’t come to work to make a difference every day for some soldier that is out there on point, don’t bother to come to work because that’s what it is all about,” Danner stressed. Lieutenant Colonel Cain reported, “I am a concerned leader. I care about the soldiers. They can tell. Soldiers know who cares about them and those who are out for just their own careers. They know the people who are sincere and those who aren’t.” Lieutenant Colonel Anderson reported the hardest part of working at the Pentagon was having no soldiers for whom to advocate. This sentiment was echoed by Colonel Brown, who found it boring to be away from command and from troops. “In the Pentagon, there were no troops. I didn’t feel needed. There was no one to advocate for. I wished I had retired out of a unit with soldiers.”

### *Pioneers*

The participants in this study were pioneers. They were often the first or only female in a unit, a job, or a school. They faced prejudice and discrimination as the military tried to adjust to women’s new roles. They had to work throughout their career to earn the respect of their subordinates, their peers, and their supervisors. Respect was seldom accorded because of their rank or position.

While they didn't find equal opportunity in the military, they did find increased opportunity and equal pay. As pioneers they became role models and paved the way for the women Army officers who followed them, including the first class of women to graduate from West Point.

The participants in this study reported many firsts. They were often the first women to be assigned to their unit. Colonel Danner's first assignment was platoon leader in the 1<sup>st</sup> Armored Division in Germany; she was the first female with whom her supervisor and soldiers had worked. She was later one of the first women to be selected for the new Acquisition Corps. She was the first woman Director of the Army Acquisition Support Center and the first woman to ever serve as Chief of Staff to one of the four Assistant Secretaries of the Army. Speaking of being the first woman Chief of Staff to the Assistant Secretary of the Army Danner stated, "I think a lot of people stood up and took notice of that. We had never had a woman in the front office before, running the show." Lieutenant Colonel Anderson was selected to command the element, Turkey, a command usually given to an ambitious male Combat Arms officer. Lieutenant Colonel Cain was the first senior woman in the Corps of Engineers to become pregnant. "I was the first senior female Engineer who dared to have children," she said.

Colonel Brown was a pioneer almost every step of her career in the WVARNG. There had been several women officers who joined the WVARNG prior to her but they either left the Guard or moved to another state. She and her husband were the first husband and wife team; she was the first female to become pregnant and remain; she was the first woman to command at any level;

she was the first woman to command a detachment, a company, and a battalion; she was the first woman in the WVARNG to attend and graduate from the Army War College distance program; she was the first woman to be promoted to Colonel; and she was the first woman to retire from the WVARNG after a 30 year career.

The women Army officers in this study faced discrimination and prejudice as the organization and the soldiers and officers of the organization struggled with the new role of women. Anderson, Danner, and Engel were all denied positions because they were women. Anderson talked about her feelings after having a promised command taken from her because she was a woman. "I could not believe I was being discriminated against. It couldn't be happening to me because I am not like most females who come in that don't know how to fire weapons, that aren't very strong." After being denied a platoon because she was a female, Engel said, "So you are always under this. Just a little bit anxious. Are you going to be accepted? As a result we probably worked harder." Anderson was also later denied a prestigious position because she was pregnant. Brown watched junior male officers given commands while she waited 14 years for her first command. "I figured it would probably happen. I just had patience. I had to be very, very patient." Even then, there were still senior male officers who fought against giving a woman a command in the WVARNG.

Danner experienced social discrimination in her first assignment when male officers received dinner invitations from families and she was excluded. Both Engel and Cain were strongly encouraged to attend Officer's Wives Club

even though they were both single. “And I never liked that. You know you work all day and you worked long hours and then you get to go to these social functions just because you were a female in the unit,” Engel shared. Colonel Danner talked about a conversation she had with her first boss in the Armored Division in Germany. He told her he knew it was going to be difficult for her, but she needed to understand it was going to be difficult for him and for the other men in the Division who were not used to working with women.

The women who participated in this study had to work throughout their career to earn the respect of their subordinates, their peers, and their supervisors. It had to be earned; it was almost never automatic. Lieutenant Colonel Anderson reported two incidents of earning the respect of her subordinates before being accepted, while Colonel Danner felt she had to climb poles and lay cable in order to gain the respect of her cable platoon.

The women reported the playing field in the Army was never equal. The Combat Exclusion Policy barred them from many career enhancing jobs. While they did not experience equal opportunity in the military, each felt they had more opportunities in the Army to become successful than they would have had as a civilian. And as Lieutenant Colonel Cain and Colonel Engel pointed out, the pay was always equal. Only in the military were they able to earn the same pay as their male counterparts. Danner talked about not getting opportunities in the Army:

What I saw in the Army was that women could get the same opportunities. It didn't mean they were getting them but that they could. Although what I

liked about the Army, the opportunities, also was my biggest nemesis. I would get pissed off that I wasn't getting those opportunities that other people were getting. And some of those other people were sometimes women, but many times they were men.

As pioneers, they were role models for younger women Army officers and paved the way for their success in the Army. Colonel Brown reported having a woman officer tell her she was the inspiration that encouraged the young woman to attend Officer Candidate School (OCS) and receive a commission. Colonel Danner probably best expressed the legacy of being woman Army officer in the 70s:

The group of women that I came in with, and I am including Reserve Officer Training Corps (ROTC) and OCS along with the direct commissioning women in our year group, we paved the way. We took the biggest lumps. We were the experiment. When we came in, we came in knowing we were going to do things other women had never done. We didn't know what it was and for some of the women, it didn't work out.

Everyone thinks that the West Point women paved the way, and they did pave the way for future women to enter the service academies. But when they still had three years to go at the Academy, we were out there being the first so that when they came into the Army there was a place for them. While they were at West Point, we were already out in the field. We paved the way so those West Point women could come into the Army and be successful.

### *Search for Stability*

There was a shared desire to create a sense of stability both within their families and within their relationships. Both Lieutenant Colonels Anderson and Cain retired in order to stabilize their families. Anderson wanted her son to be able to attend just one high school. Cain, who had young children at the time of her retirement, wanted them to be able to live in the same area and attend the same schools throughout their school years. Colonel Brown, as a member of the WVARNG, was able to live in one home for 29 years.

Colonel Danner talked at length about the importance of cultivating a relationship with her spouse. She kept in close contact with her husband throughout her marriage because she recognized at some point the Army would be gone and she worked to ensure the relationship would remain strong. Both Colonels Danner and Engel dated their spouses for long periods before marrying due to military separations, Danner for seven years prior to her 19 year marriage and Engel for 14 years prior to her three year marriage. Including time of dating, four of the participants were in a long-term relationship with their current spouse from 17 years to 34 years.

### *Vocation of Service*

The participants in this study had a vocation to serve. They were willing to make personal sacrifices in order to perform their duties. The Field Manual for Army Leadership, FM 6-22, points out Army leaders are committed to selfless service and are willing to put the needs of the nation, the Army, and subordinates before their own (HQDA, 2006, ¶ 4-21). Colonels Danner and Engel endured

long dating relationships with long periods of separation from their spouses. Cain and Danner reported periods of separation from spouses after their marriage because of military duty. Lieutenant Colonel Andersons and Cain reported on the difficulties of returning to duty after their children were born. Colonel Engel spoke about not owning a home until she was in her 50s. Colonel Brown discussed the difficulties of trying to take care of her family, and her mother, having hip surgery, and being in command at the same time. Colonel Engel clearly felt the sacrifice of not having children.

I think there is a huge incompatibility between serving and raising a family. You see people making the hard choices all the time, especially if both people are in the military, both in uniform. I think the sacrifices that we make are completely unknown and not understood. I am talking about everyone in uniform, not just the women. The sacrifices are not understood by those who haven't served. No one understands the sacrifice.

There is a need to continue service even after taking off the uniform. Colonel Danner admits the Army is her first love and that she still has green blood. She considers her consulting a continuation of her military service. She is still helping soldiers and making a difference. Lieutenant Colonel Cain feels she is making even larger contributions today as she advocates for adequate training for Navel augmentees to the War on Terror. Colonel Engel is directing a project which combines the individual service's media assets into one organization. She talked, however, of wanting to go to Iraq or Afghanistan as a civilian for the Corps

of Engineers. Colonel Brown considers her current work with the state a continuation of honorable service. Both she and Lieutenant Colonel Anderson do volunteer work within their communities.

### *Issues*

In addition to the research questions and themes and characteristics, three issues developed concerning the impact their chosen profession had on these women. The issues were derived entirely from the interviews. Through their own words, the participants revealed; (a) how their lives were affected by their experiences of being a woman Army officer during a period of tremendous change; (b) how their lives and careers were impacted by their status as pioneers; and (c) how their lives and careers were impacted by their roles as tokens in an organization in which women make up less than 15 percent of the population.

### *Impact of Being Women Army Officers*

The lives of these women were affected by their experience of being women Army officers relative to their educational attainment, leadership style, lack of stability in their family life, personal sacrifices, and high income level in their current jobs which stem from their military experience.

All five of the participants entered the Army with a bachelor's degree, while Colonel Brown also had a master's degree. Their bachelor's degree placed them on equal footing with their male officer counterparts, but in the top quadrant of women in the United States from an educational standpoint. Only 26 percent of all women aged 25 and older hold a bachelor's degree (Fuller et al., 2006).

Peterman (1999) substantiated this finding in her study of leadership: women Marine officers held advanced degrees.

Each of the five participants earned a graduate degree while in the military with Colonel Brown earning a second master's degree as part of her Army War College experience. A graduate degree is needed prior to promotion to Major to remain competitive as an Army officer. While continuing to maintain equal footing with their peers from an educational standpoint, their graduate degree placed them in the top 9.2 percent of women in the United States who have a graduate or professional degree (Fuller et al., 2006). By obtaining a graduate degree, the participants attained a high level of education compared to women in the United States.

The overall leadership style of the Army with its deeply ingrained Warrior Ethos is surprisingly feminine with the preferred styles being selling and participating, which rank high on the relationship scale, as opposed to telling and delegating (Valentine, 1993). This is due in part to the nurturing aspect of taking care of soldiers. The participants of this study developed styles of their own characterized by taking care of soldiers, inclusiveness, openness, consensus, and relationship building. This form of leadership "proceeds from a premise of connection" (Gilligan, 1982, p. 38) and relationships which are mutually responsible. Each of the participants agreed with Valentine (1993) stating they used their own style and not one designed to make men feel more comfortable.

It appears the demands of being a woman Army officer coupled with the constant moving, distanced the participants from their families of origin and care

taking-responsibilities for aging parents. Army officers move frequently. As junior officers they moved every 36 to 48 months and changed jobs every 18 to 24 months. As senior officers, they changed locations and jobs every 18 to 24 months. Only two participants mentioned their responsibility for aging parents: Anderson who retired to the same area where she attended high school and Brown, who lived in her hometown throughout her career in the WVARNG. Lieutenant Colonel Anderson's mother was in an assisted care facility which Anderson was able to visit frequently after her retirement. Colonel Brown told of having to take care of her mother, doing the cooking, cleaning, and shopping until it became too much when Brown had hip surgery and battalion command at the same time.

The participants of this study reported examples of postponing children, marriage, and personal milestones, such as home ownership due in part to their being women Army officers. Westwood and Turner (1996) found for women officers, "career advancement in the Army often means that certain aspects of their personal lives, particularly in the area of marriage and family are sacrificed for the sake of a successful career" (p. 10).

Anderson married her second husband to ensure she was able to remain in the Army after becoming pregnant. "I told him there was no way I can be pregnant in the Army and not be married. So we married, but to me it wasn't a real marriage," Anderson confided. Cain postponed having children and placed both her husbands' careers ahead of her own. Both Danner and Engel dated their husbands for many years before marriage, 7 and 14 years respectively, due

to being assigned to different locations. “It was just difficult to get together to know each other well enough to feel comfortable. So it was not anything where we said that I’m not going to get married because of the Army. But it was the result of the Army, getting married late,” Engel explained.

In her study, Peterman (1999) established that the successful women Marine officers had a highly developed support system in that they all had spouses who were Marine Corps officers. Although this was not a finding of this study, both Danner and Brown were married to fellow Army officers. Cain, who opted out, was married to an Air Force officer, as was Engel, who married just four months prior to her retirement.

Engel discussed the sacrifice of not having children, “I think on that, the kid part, the not having kids really did have to do with being in the military. That’s what I want to say, I want to talk about the sacrifice. That is the sacrifice that is not understood.” She also admitted not owning a home until after she was 50.

Each of the five participants has a high income level as a result of having been a woman Army officer. Only 10.7 percent of women nationally reported personal incomes of \$55,000 or more per month (Fuller et al., 2006). Three of the five participants report their personal income exceeds \$10,000 per month with two reporting their income levels are between \$3,000 and \$5,000 per month.

Three of the four working participants in this study attribute their current job and employment success to the skills and knowledge learned in the military. Colonel Cain used her background in military training to secure her current employment dealing with the training requirements for Navel augmentees.

Colonel Danner uses her Army acquisition experience to consult with firms wanting to do business with the Army. Colonel Engel is currently working for Department of Defense, heading up an initiative she helped formulate while on active duty. Although Colonel Brown admits using some of the skills and knowledge gained from the military experience, the job is unrelated the military and was gained from her contacts and experience as a state employee.

### *Impact of Being Pioneers*

The lives and careers of these women were also influenced by their status as pioneers. They were denied jobs and were affected by the distaff (wives of officers and soldiers). They had no female mentors and were members of an organization resistant to women's leadership in which there was no clear path to success. They experienced a constant need to overachieve and were judged more harshly than men.

Eagly and Carli (2007) found that women faced vestiges of prejudice in their leadership journey through the labyrinth. Anderson, Danner, and Engel were denied jobs because they were women. Anderson was also later denied a prestigious position because she was pregnant. Brown had to wait for 14 years, while men junior to her, were given commands. Even when she was given a command, there were senior male officers who opposed women being given any command in the WVARNG. The discrimination the women faced in this study was institutionalized by the masculine nature of the Army and legalized by the Combat Exclusion Policy. These women did not meet subtle discrimination; they were told they were being denied these positions because they were women.

They were affected by the distaff, wives of officers and soldiers. Danner experienced social discrimination in her first assignment when single male officers received dinner invitations from families but she did not. Both Engel and Cain were strongly encouraged to attend the Officers' Wives Club teas even though they were both single. Anderson, Brown, and Cain went out of their way to make the wives of subordinates and peers feel comfortable in social situations.

Pioneers have few mentors. Until 1973, there were less than 1,000 women officers of all ranks in the WAC. In 1977, there were 2,500 women officers on active duty and seven years later that number had more than doubled to 5,408. There just weren't enough senior female officers to adequately mentor the increased number of women Army officers. Terry (1996) found although mentoring opportunities for women in the service were limited, however, women did not avail themselves of the opportunity to network and find women mentors outside of the military. The underinvestment in social capital by women was "the most destructive result of the work/family balancing act" because it leaves so little time for women to socialize with colleagues or network (Eagly & Carli, 2007, p. 68). Only one of the participants reported having a woman as a mentor. She was not a senior Army officer, but a Department of Army civilian.

Foley (1981) hypothesized with increased numbers of women in the Army and the increased education level of soldiers, men would begin to accept women as leaders. However, women in the military, from non commissioned officers to three star generals, talk about having to prove themselves again and again

(Evertson & Nesbit, 2004; Yeager 2007). The participants of this study reported having to constantly prove themselves to subordinates, peers, and supervisors.

According to Eagly and Carli (2007) it is possible to reach the center of power in the labyrinth, but there is no one clear path. The “routes exist but are full of twist and turns, both expected and unexpected” (p. 64). Each of the participants encountered obstacles and tried to make adjustments and course corrections as they maneuvered around them. Although the Army now has their first woman four star general in Ann Dunwoody, Engel pointed out there is not a career path she can see for a woman to be a combat commander or Chief of Staff of the Army.

Eagly and Carli (2007) determined there was resistance women’s leadership and that men are more closely identified with leadership traits. Catalyst (2005) found regardless of their ability when women work in occupations stereotypically considered masculine, they were judged less capable. Further, the “recognition they received was diminished by expectations that they are less capable” (Yeager, 2007, p. 23). All of the participants reported they continually worked to exceed performance standards in order to maintain equal footing with their male counterparts.

### *Impact of Being Tokens*

The lives and careers of these women were impacted by their status as female tokens within an organization where women made up less than 15 percent. They had few male mentors. Masculine behaviors were the norm, they

were stereotypically treated, their every action continually judged, and they acknowledged the unequal playing field.

Women officers have difficulty forming mentoring relationships (Yeager, 2007) and the heightened group boundaries of male dominants cuts female tokens off from developing mentoring relationships with male mentors (Kanter, 1977). Two of the participants had difficulty forming mentoring relationships and did not have a male or female mentor. Although three participants recount having male mentors, one participant was referring to her early Non-Commissioned Officers (NCOs).

In a skewed system where women make up less than 15 percent of the organization's population, women are treated as if they stereotypically represent their minority group. Anderson was tested by her NCOs. Her predecessor had slept with the troops and it was assumed she would do the same.

Further, masculine behaviors become the norm in a male dominated organization. Both Anderson and Danner felt the way to overcome stereotypes was with physical competence. Anderson's physical strength allowed her to be physically competitive with males. Danner attended jump school, earning a parachute badge which is worn on uniforms of the recipient, a visible symbol of her physical competence. Additionally, she learned to climb poles and lay cable as the cable platoon leader to gain the respect of her soldiers. Duerst-Lahti and Kelly (1995) hypothesized a leader may not be able to show feminine characteristics until after they had proven their masculinity.

But acting in a masculine manner can backfire. According to Gender Role Congruity Theory, if a woman acts in the same professional manner as a man, exhibiting the same masculine leadership traits that are seen as positive for a man, stereotypically the woman will be viewed as deviant (Ellefson, 1998). Anderson, who had been raised as a 4<sup>th</sup> son, thought like a man, and could physically compete with men, seemed to suffer the most discrimination of the five participants. She was tested by her NCOs, denied a command because she was a woman, and later denied a prestigious position because she was pregnant.

The high visibility of tokens produces performance pressure since they are always being evaluated. Women both inside and outside of the military, report the best way to get to the top is to continually exceed performance expectations (Catalyst, 1996; Evertson & Nesbit, 2004). All participants always tried to exceed performance standards at least 50 percent of the time, with four admitting they tried to exceed performance standards 100 percent of the time.

Women who appear to be co-opted into a male dominated organization are often painfully aware of “impediments to their full integration and yet the only way they can function is to ignore the knowledge” (Evertson & Nesbit, 2004, p 45). The participants worked within the system and accepted increased opportunity in lieu of equal opportunity. They were very aware of the unequal playing field in the Army for men and women but felt they had more opportunities in the Army than outside it. Both Anderson and Cain discussed being aware the Army was still “this man’s Army.” Danner spoke about having to find a different way when encountering a barrier. Anderson and Danner’s commented they were

not bitter, alluding perhaps they should have been. Brown waited within the system for 14 years. Engel was aware she had two strikes against her, being a woman and not having an engineering education. Danner and Engel discussed increased opportunity and not equal opportunity while Cain and Engel talked about the equal pay they received in the Army.

### Conclusions

Taking the measure of the labyrinth that confronts women leaders, we see that it begins with prejudices that benefit men and penalize women, continues with particular resistance to women's leadership, includes questions of leadership style and authenticity, and – most dramatically for many women – features the challenges of balancing work and family responsibilities. It becomes clear that a woman's situation as she reaches her peak career years is the result of many challenging junctures. Only a few individual women have made the right combination of moves to land at the center of power – but as for the rest, there is usually no single turning point where their progress was diverted and the prize lost. (Eagly & Carli, 2007, p. 69)

The five successful women officers who participated in this study were part of the last direct commissioning class in the WAC. They served during times of tremendous change for women in the Army, as the numbers of women more than tripled over a ten year period during which the organization and the soldiers in it adapted to the change. The successful women Army officers in this study were confident, competent leaders; they had a highly developed personal code of

conduct; they were pioneers and role models for the women Army officers who followed them; they searched for stability; and they viewed their service as a vocation which continues today.

All five participants encountered a series of barriers on their leadership journey as women Army officers. Two of the women made conscious decisions to opt out in order to provide family stability. Additionally, the women benefited from their experience of being women Army officers educationally, financially, and by gaining skills and knowledge which help them in their post-retirement careers. But their service often came at a personal cost.

Their roles as pioneers and tokens added layers of complexity which are best explained by the labyrinth metaphor in which the path to success is not straight but characterized by “twists and turns, both expected and unexpected” (Eagly & Carli, 2007, p. 64). And while they did not have equal opportunity, the Army afforded them increased opportunity and equal pay.

The researcher was also a member of the last direct commissioning class in the WAC and served a full career before retiring. Even with a similar background and intuitive familiarity with the issues, the naivety of the research questions is striking; there is no simple answer as to why no general officers came out of this class or why none of these successful women attained the rank of general officer. The findings are very complex and there may have been a causal relationship between the two research questions themselves. When encountering a barrier, the participants made short range decisions which accomplished the immediate goal of surmounting the obstacle, but took them

down different paths. The paths they chose may have made the attainment of general officer impossible. Their adept maneuvering around obstacles and barriers may have had the unintended consequence of taking them on a side-path with no means of reaching the pinnacle of power at the center of the labyrinth.

Eagly and Carli (2007) emphasized that labyrinths become “more tractable when seen from above” (p. 71). By investing in social capital and networking with other women who have successfully navigated the maze and who now see it from a different perspective, women within the labyrinth may become “equipped with a map of the barriers they will confront on their path to professional achievement [they] will make more informed choices” (p. 71).

The themes and issues resonated with the researcher, who was also a member of the last direct commissioning class of the WAC, but more importantly led directly back to the literature. The participants of this study all felt they had benefited from their careers in the military but often at a high personal cost. The Army afforded the women Army officers increased opportunity and equal pay; they did not grant equal opportunity.

The most notable achievement of this study was the untold stories of women Army officers were finally told and not lost. Their stories, struggles, successes, the depth of their sacrifices, and continued commitment to serve were recorded, their voices have finally been heard, and their place in the history of women’s leadership has been preserved.

## Recommendations

### *Recommendations for Future Study*

This study uncovered the struggles and successes of five women Army officers who began their careers in the late 70s and retired from the service between 1997 and 2006. The complexity of the issues they faced and the numbers of barriers they encountered derived directly from the nature of the organization itself. The mission of the Army has not changed and although women Army officers today no longer have to deal with the issue of being pioneers, the obstacles inherent in the organization today are probably similar to the ones faced by the women in this study. Equal opportunity does not exist, and although prejudice and discrimination may be more subtle, it is still a key component of skewed organization. This study should be repeated with successful women Army officers who are still serving today to effectively measure the organizational changes wrought by over three decades of women being integrated into the Army.

Most telling in this study, were the absence of sexual harassment reported by the successful women Army officers of this study. With the War on Terror, and actions in both Iraq and Afghanistan, there has been an increase in the number of stories of military women being either victims of rape or sexual harassment. Only one woman in this study reported sexual harassment of any kind and the incident involved only an off-colored joke. It is difficult to determine if by their success the women Army officers of this study were insulated from sexual harassment or if it was merely under-reported. Repeating this study with

successful women Army officers who are still serving would shed light on the reason behind the absence of sexual harassment as an obstacle in this study.

Further studies are also recommended in the area of the incompatibility of children and serving as a woman Army officer. This study supported previous work done suggesting an incompatibility. Both active duty women who achieved the rank of Colonel did not have children. Both active duty women who had children, only achieved the rank of Lieutenant Colonel and opted out in order to provide stability for their families.

The women chosen for this study were the most successful of the 30 women who had been located from the last direct commission class in the WAC. A randomized study would have provided more information about the true cost of service as it would include women who chose to leave at different points along the way. Women who were not as successful likely encountered larger barriers within the labyrinth or lacked the resilience to successfully circumnavigate obstacles.

#### *Recommendations for Practice*

Eagly and Carli (2007) believe metaphors can compel changes. Using the metaphor of the glass ceiling, interventions are focused on women at the top, confronting that final invisible barrier. The metaphor of the labyrinth would focus reform throughout the system. Two interventions suggested by Eagly and Carli have merit within the Army system. Efforts should be made to increase social capital of women in the Army by encouraging networking and mentoring of

women, by both men and women. Women can educate other women on subtleties and complexities of the labyrinth of power within the Army.

Efforts should also be made to increase awareness among leaders of the “psychological drivers of prejudice toward female leaders, and work to dispel them” (Eagly & Carli, 2007, p. 69). Lessons should be incorporated into leadership training at various levels, so male and female leaders are aware of their ingrained bias and work to eliminate their prejudices from the Officer Efficiency Rating system.

## References

- Adams, B. (1993, October 29). The glass ceiling. *CQ Researcher*, 3, 937-960.  
Retrieved October 27, 2007, from  
<http://library.cqpress.com/cqresearcher/cqresrre1993102900>
- Aspin, L. (1994, January 13). *Direct ground combat definition and assignment rule*. Secretary of Defense Memorandum.
- Autry, J. A. (2001). *The servant leader*. New York: Three River Press.
- Baldwin, J. N. (1996, November). Female promotions in male-dominant organizations: The case of the United States military. *The Journal of Politics*, 58, 1184-1197. Retrieved March 30, 2008, from  
<http://links.jstor.org/sici?sici=0022-3816%28199611%2958%3A4%3C1184%3AFPIMOT%3E2.0.CO%3B2-A>
- Bellafaire, J. A. (1993). *The Women's Army Corps: A commemoration of World War II service*. Washington, DC: U.S. Army Center of Military History.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Boston: Pearson Education, Inc.
- Boyatzis, R. R. (1982). *The competent manager: A model for effective performance*. New York: Wiley.
- Brookes, A. (2005, May 25). *US rejects ban on women in combat*. Retrieved January 11, 2008, from <http://news.bbc.co.uk/2/hi/americas/4560847.stm>
- Bystydzienski, J. M. (1993). Women in groups and organizations: Implications for the use of force. In R. H. Howes & M. R. Stevenson (Eds.), *Women and*

- the use of military force* (pp. P. 39-52). Boulder, CO: Lynne Rienner Publishers, Inc.
- Catalyst (1996). *Women in corporate leadership: Progress and prospects*. New York: Catalyst.
- Catalyst (2003). *Women in U.S. corporate leadership: 2003*. Retrieved April 13, 2008, from <http://www.catalyst.org/files/full/Women%20in%20US%20Corporate%20Leadership%202003.pdf>
- Catalyst (2005). *Women "take care," men "take charge": Stereotyping of U.S. business leaders exposed*. New York: Catalyst.
- Center for Military History (2008, January 10). *Showcasing the US Army Women's Museum*. Retrieved February 1, 2008, from [http://www.history.army.mil/html/museums/showcase/women/awm\\_10.html](http://www.history.army.mil/html/museums/showcase/women/awm_10.html)
- Creswell, J. W. (2007). *Qualitative inquiry and research design* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Davis, S. L. (2002). *Cathay Williams: Female Buffalo Soldier with documents*. Retrieved February 2, 2008, from <http://www.buffalosoldier.net/CathayWilliamsFemaleBuffaloSoldierWithDocuments.htm>
- Department of Defense. (2008). *JP 1-02: Dictionary of military and associated terms*. Washington, DC: Author.
- DePauw, L. G. (1981, Winter). Women in combat: The Revolutionary War experience. *Armed Forces and Society*, 7(2), 209-226.

- Diamant, L. (1998). *Revolutionary women in the war for American independence: A one volume revised edition of Elizabeth Ellet's 1848 Landmark Series*. Westport, CT: Greenwood Publishing Group.
- Disler, E. A. (2005). *Talking in the ranks: Gender and military discourse*. Washington, DC: Georgetown University.
- Duerst-Lahti, G., & Kelly, R. M. (1995). *Gender power, leadership, and governance*. Ann Arbor, MI: The University of Michigan Press.
- Dunwoody pins on 4th star. (2009, January). *AUSA News*, p. 6.
- Eagly, A. H., & Carli, L. L. (2007). Women and the labyrinth of leadership. *The Harvard Business Review*, September, 63-71.
- Ellefson, K. G. (1998). *Advancing Army women as senior leaders: Understanding the obstacles*. Carlisle Barracks, PA: U.S. Army War College.
- Evertson, A., & Nesbit, A. (2004). *The glass ceiling effect and its impact on mid-level female officers in the United States Marine Corps and Air Force*. Monterey, CA: Naval Postgraduate School.
- Fisher, H. E. (2005). The natural leadership talents of women. In L. Coughlin, E. Wingard, & K. Hollihan (Eds.), *Enlightened power: How women are transforming the practice of leadership* (pp. 132-149). San Francisco: Jossey-Bass.
- Foley, M. (1981). *Attitudes toward women as leaders in the military as related to selected factors*. Raleigh, NC: North Carolina State University.
- Franke, L. B. (1997). *Ground zero: The gender wars in the military*. New York: Simon & Schuster.

- Friedman, M. & Rosenman, R. H. (1974). *Type A behavior and your heart*. New York: Knopf.
- Fuller, S. S., Fowler, L. A., & Ranville, M. R. (2006). *Telling the story of U.S. Army women: Opportunities, challenges and benefits of service*. Fairfax, VA: George Mason University, School of Public Policy.
- Galinsky, E., Salmond, K., Bond, J. T., Kropf, M. B., Moore, M., & Harrington, B. (2003). *Leaders in a global economy: A study of executive women and men*. Retrieved April 2, 2008, from [http://www.catalyst.org/knowledge/titles/title.php?page=glob\\_leadglobeco\\_03](http://www.catalyst.org/knowledge/titles/title.php?page=glob_leadglobeco_03)
- Gates, P. E., Blanchard, K. H., & Hersey, P. (1976, February). Diagnosing educational leadership problems: A situational approach. *Educational Leadership*, 33(5), 348-54.
- Gergan, D. (2005). Women leading in the twenty-first century. In L. Coughlin, E. Wingard, & K. Hollihan (Eds.), *Enlightened power: How women are transforming the practice leadership* (pp. xv-xxix). San Francisco: Jossey-Bass.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston, MA: Harvard Business School Press.

- Greenhalgh, L. (1987, April). The case against winning in negotiations. *Negotiation Journal*, 3(2), 167-173.
- Greenleaf, R. K. (2002). *Servant leadership: A journey into the nature of legitimate power and greatness* (25th anniversary ed.). Mahwah, NJ: Paulist Press.
- Harrell, M. C., Castaneda, L. W., Schirmer, P., Hallmark, B. W., Kavanagh, J., & Gershwin, D., et al. (2007). *Assessing the assignment policy for Army women*. Santa Monica, CA: Rand Corporation.
- Hartman, M. S. (1999). *Talking leadership: Conversations with powerful women*. New Brunswick, NJ: Rutgers University Press.
- Headquarters, Department of the Army. (1983). *AR 310-25: Dictionary of United States Army terms*. Washington, DC: Author.
- Headquarters, Department of the Army. (2006). *FM 6-22: Army leadership; Confident, competent, agile*. Washington, DC: Author.
- Headquarters, Department of the Army (2007). *AR 350-1: Army training and leader development*. Washington, DC: Author.
- Headquarters, Department of the Army (n.d.). *Officer rank descriptions*. Retrieved June 8, 2008, from <http://www.army.mil/symbols/Officerdescription.html>
- Hersey, P., & Blanchard, K. H. (1977). *The management of organizational behavior* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Holm, J. A. (1982). *Women in the military*. Novato, CA: Presidio Press.

- Hosek, S. D., Tiemeyer, P., Kilburn, M. R., Strong, D. A., Ducksworth, S., & Ray, R. (2001). *Minority and gender differences in officer career progression*. Santa Monica, CA: RAND.
- Howes, R. H., & Stevenson, M. R. (1993). *Women and the use of military force*. Boulder, CO: Lynne Reinner Publishers.
- Huberman, A. M., & Miles, M. B. (1994). Data management and analysis methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 428-444). Thousand Oakes, CA: Sage Publications, Inc.
- Hunt, S., & Posa, C. (2001, May-June). Women waging peace. *Foreign Policy*, 124, 38-47. Retrieved March 20, 2008, from <http://links.jstor.org/sici?sici=0015-7228%28200105%2F06%290%3A124%3C38%3AWWP%3E2.0.CO%3B2-6>
- Hymowitz, C., & Schellhardt, T. D. (1986, March 24). The corporate woman (A special report): Cover -- The glass ceiling: Why women can't seem to break the invisible barrier that blocks them from top jobs. *Wall Street Journal (Eastern ed.)*, p. 1. Retrieved October 27, 2007, from from *Wall Street Journal* database. (Document ID: 27238002).
- Kanter, R. M. (1977). Some effects of proportions on group life: Skewed sex ratios and responses to token women. *The American Journal of Sociology*, 82, 965-990.
- Klaver, C. (1994, June 30). An introduction to the legend of Molly Pitcher. *Minerva*, XII(2), 35-61.

- Koneck, C. M. (2006). *A study of women leadership styles and the glass ceiling*. Ann Arbor, MI: UMI, 3239058.
- Kouzes, J. M., & Posner, B. Z. (1987). *The leadership challenge: How to get extraordinary things done in organizations*. San Francisco: Jossey-Bass.
- McKinney, J. E. (1982, Summer). Women in combat: Comment. *Armed Forces and Society*, 8(4), 686-692.
- Morden, B. J. (1990). *The Women's Army Corps 1945-1978*. Washington DC: Center for Military History.
- Muscarella, T. S. (2004). *A qualitative and quantitative investigation of barriers for women attaining leadership positions: The effects of role expectations, gender stereotyping and role incongruity of being female and a leader*. (UMI No. 9315947).
- Myers, I. B. (1962). *The Myers-Briggs type indicator*. Princeton, NJ: Consulting Psychologist Press.
- Myers, S. (2003). *Preparing women for strategic leadership roles in the Army*. Carlisle Barracks, PA: U.S. Army War College.
- Nestler, S. T. (2004). Officer bloat or changing requirements. *Army Magazine*. Retrieved from <http://www3.usa.org/webpub/DeptArmyMagazine.nsf/byid/CCRN-6CCSBW>
- Peterman, T. K. (1999). Passing the baton of honor, courage, and commitment: The voices of women Marine Corps officers (Doctoral dissertation, Indiana University of Pennsylvania. (UMI Number 9940072)

- Princeton Review (2008). *Brief history of Army ROTC*. Retrieved January 22, 2008, from <http://www.princetonreview.com/cte/articles/military/rotchist.asp>
- Rees, J. (1996, June 30). The multitude of women: An examination of the numbers of female camp followers with the Continental Army. *Minerva*, XIV(2), 1-47.
- Rimm, S., Rimm-Kauffman, S., & Rimm, I. (1999). *See Jane win: The Rimm report on how 1,000 girls became successful women*. New York: Crown Publishers.
- Stake, R. E. (1994). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 236-247). Thousand Oakes, CA: Sage Publications, Inc..
- Stanley, J. K. (2000). *An analysis of the psychosocial development for the female strategic leader*. Carlisle Barracks, PA: U.S. Army War College.
- Terry, J. C. (1996). *Leadership development of senior military women in the Army*. Carlisle Barracks, PA: U.S. Army War College.
- Treadwell, M. (1953). *The Women's Army Corps*. Washington, DC: Office of the Chief of Military History.
- U.S. Army (n.d.). *Combat Action Badge*. Retrieved March 1, 2008, from [http://www.army.mil/symbols/combatbadges/Action.html?story\\_id\\_key=72](http://www.army.mil/symbols/combatbadges/Action.html?story_id_key=72)
- 85
- U.S. Department of Labor (1991). *The glass ceiling initiative. A report*. Retrieved March 28, 2008, from

- [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/000019b/80/23/7e/37.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/000019b/80/23/7e/37.pdf)
- U.S. Glass Ceiling Commission (1995, March). *Good for business: Making full use of the nation's human capital*. Retrieved March 28, 2008, from [http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1118&context=key\\_workplace](http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1118&context=key_workplace)
- Valentine, M. T. (1993). *An investigation of gender-based leadership styles of male and female officers in the United States Army*. Fairfax, VA: George Mason University.
- Volrath, F. E., LTG, DCSPER, (October 24, 1997). *Women in the Army*. Briefing presented to the Army War College, Carlisle Barracks, PA
- Westwood, J., & Turner, H. (1996). *Marriage and children as impediments to career progression of active duty career women Army officers*. Carlisle Barracks, PA: U.S. Army War College.
- White, M., Kutler, G., & Piotr, M. (2008, February 28). *Iraq coalition casualties*. Retrieved March 1, 2008, from <http://icasualties.org/oif/female.aspx>
- Whitehead, B. D., & Popenoe, D. (2006, July). *Life without children*. Retrieved February 17, 2008, from <http://marriage.rutgers.edu/Publications/SOOU/TEXTSOOU2006.htm#Endnote8>
- Wilson, M. C. (2004). *Closing the leadership gap: Why women can and must help run the world*. New York: Penguin Books.

- Women in Military Service for America Memorial Foundation (n.d.). *Resources: Historical frequently asked questions*. Retrieved November 28, 2007, from <http://www.womensmemorial.org/H&C/Resources/hfaq.html>
- Women in Military Service for America Memorial Foundation (n.d.). *1980s: The accomplishments*. Retrieved January 27, 2008, from <http://www.womensmemorial.org/H&C/History/1980sacc.html>
- Wright, R. (1983). *The Continental Army*. Washington, D.C.: Center for Military History.
- Yeager, H. (2007). Soldiering ahead. *Current*, 496, 19-24.
- Yin, R. K. (1993). *Applications of case study research*. Thousand Oaks, CA: Sage Publications, Inc.
- Yin, R. K. (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Young, A. F. (2004). *Masquerade: The life and times of Deborah Sampson, continental soldier*. New York: Knopf Publishing Group.

## APPENDIXES

## Appendix A

### Case Study A – Lieutenant Colonel Mary Alice Anderson

Lieutenant Colonel Mary Alice Anderson retired from the Army in October of 2000 after more than 23 years of service. After retirement, she and her only child, Kevin, moved to Clarksville, Tennessee, just outside of Fort Campbell where she lived during her high school years. Since settling at home, Kevin was able to attend one high school for all four years, which had been a goal of Mary's. Although she has not been employed since her retirement, Mary is actively involved in volunteer work within the community.

#### *Family Dynamics*

Mary was the third of four children and the only daughter. She has two older brothers, one nine years older, one two years older, and a third brother who was younger by two years. Her mother was an intelligent woman who worked on and off outside the home in government administrative jobs while Mary was growing up. She sees her mother as a typical 60s mom, who met her husband at the door after work, wearing a shirt-waist dress and full make-up. Although her mother was submissive to her husband “who wore the pants in the family,” Mary saw her as a very capable woman whose underlying strength enabled her to take care of everything around the home when her husband was off at war.

Her father was a warrior who later retired from the Army as a Lieutenant Colonel. He fought in World War II, Korea, and did two tours in Vietnam. He was a very abusive man and Mary speculates it might have been an extension of having spending so much time on the battlefield. “He beat us, to including me

when we did something wrong. He beat us, he kicked us, he slugged us; he hit us as hard as he could in the face if we didn't get out of the way." She felt the abuse was fairly normal for families, especially military families in the 60s. She recounted frequently comparing bruises with friends at school. She loved her father, and despite the abuse, never doubted he loved her.

Mary was a small child, always looking several years younger than she was. She was extremely athletic and competitive. Her father encouraged competition with her older brothers doing push-ups, pull-ups, and other physical activities. He used her to motivate her brothers or demean them if they were not able to keep up or surpass her in their constant physical contests. "Look at you," he would say to her brothers. "Your sister can do it; your sister can do more than you." Mary thrived with her father's praise. "It made me want to beat them."

And he didn't just use her to push her brothers, he also took his children onto the post and had them do the Army Obstacle Course in front of his soldiers to challenge them. Mary remembers her brothers completing the course as her father turned to his soldiers. "Now you've seen my sons. And they're all just kids. Now I've got my little girl, Mary." She remembers going through the obstacle course in front of the soldiers "going through that thing, doing the ladder, jumping over the thing, grabbing the rope, just pulling myself up, then jumping over the wall." When she finished her father announced, "A little twelve year old." Mary only looked about eight at the time. "A little twelve year old, my daughter, and you think you can't do it?", he challenged his soldiers. Mary added, "And I loved that; I loved that."

When she was six or seven, her father taught her how to swim. They went to the post pool when it was closed. He told her oldest brother to get in the water and not to let Mary drown. He then threw her into the pool. When she went under water her older brother would grab her by the hair and pull her back up to the surface. She didn't know how to dog paddle but eventually she was doing it. She remembers her father yelling at her older brother, "If you let her drown, your mother is going to be pissed." Finally, after five minutes, her father told her brother to bring her in. "That's how I learned to swim. I wasn't afraid of the water anymore."

She liked playing with boys as a child. "I didn't particularly like playing with girls because they didn't do the things I liked to do. I was very strong, very athletic, and very fast." She went on to say, "I developed strength and speed, particularly upper body strength, at a time when women weren't doing that, when women weren't very strong."

She learned from a young age she could compete with males and win in physical, mental, and skills challenges. "I learned that there is just not a lot of difference between men and women from a very early age." When she was around 11 years old, her father began taking her to the National Rifle Association (NRA) indoor shooting range on post to participate in the NRA Youth Marksmanship Qualification Program. There she learned to fire a weapon and competed with her brothers and the other young men who were learning marksmanship. She remembers walking into the indoor range the first time. "There were no girls; it was all guys." She overheard the boys saying, "What's

she doing here?” That was all it took; she would show them. “In about a month, I was outshooting all of them.”

### *Schooling*

In high school she was extremely independent, not needing to seek the approval of her peers. “Shit, who cared? I didn’t care.” The people who she chose to be with liked her for who she was. Although popular, she was not part of the popular group. “I got along with everybody, the geeks, and the nerds. I was not interested in being a part of a clique. I wanted to be able to pick and choose who I sat with at lunch.”

Even in high school she had a strong sense of right and wrong and an ability to make ethical decisions. She shared a conversation she had with her son, Kevin, shortly after he entered high school.

I told my son that if someone is trying to talk you into doing something wrong, you have got about ten seconds to make the right decision.

Because if it is wrong, you’ll feel it in your gut; your gut is going to let you know. If you wait much longer, it’s easy to get lured by the dark side. The values with which you have been brought up will allow you to make the right decision.

My son said, “What do I do if someone is doing drugs around me?” I said if they are doing drugs around you, it is your fault. You have not let them know your character. He said, “Well, what did you do?” I told him I let it be known that if they did drugs around me I was going to turn their ass in; I was going to narc as fast as I could if I saw it or if I heard a rumor.

What happens is that when people know you are going to turn them, they exclude you from those kinds of things. Then you are not exposed to it because you have already made it clear that if you see it, if you smell it, you will turn them in.

And he asked, "Did you have any friends?" My response was, I got along with everybody because they didn't have to guess where I was coming from. I had friends that I knew smoked marijuana routinely though not around me. But we got along fine. There are certain things, Kevin that in my mind makes your life much easier. That's what it did for me and I offer it to you as you are entering high school.

At a recent Fort Campbell High School reunion she met former classmates who remembered her from high school and noted she had been very straight and square in high school. Not in terms of not being fun but because she wouldn't break rules. "Whatever the rules were, you were not going to go outside of them." One person commented she was the only person who went to Fort Campbell High School who didn't go to Ghost Bridge, a common teen make-out spot, because there was a "No Trespassing" sign.

She was involved in many activities in high school, participating in drama club, Future Homemakers of America (FHA), and speech competitions. She was especially pleased to be voted into the National Honor Society because she "wanted to be associated with young people that were smart, that had a vision, and knew they were going someplace." Mary was a good student. She

received mainly As and some Bs in all subjects except math which was very difficult for her.

She recounted her involvement and success in speech competitions, which she found surprising since she had been painfully shy as a child. Getting up in front of a group of people was not easy for her. "I was terrified to get up in front of people but that's what I had to do." Mary believed you needed to face your fears. Her English teacher insisted she perform a reading from the play, *Helen Keller*. Because she looked much younger than her age, her English teacher suggested she dress in a jumper, black Mary Janes and pink socks. She told her although the judges would intellectually know her age, psychologically they would be looking at a ten year old. She brought tears to the judges' eyes with her performance.

Mary worked weekends during high school at the local Kentucky Fried Chicken. She needed to have her parents' permission since she was only fifteen. She wore a little candy striped outfit with her hair pulled up. She was so short behind the counter, many of the customers asked if she was the owner's little daughter. "I looked like I was 11 or 12; I was so short." Actually, she was a year older than most of her classmates because she spent a year in Mexico with her family and had to repeat a grade.

About the time she graduated from high school, Mary faced her fears again and confronted her father. Mary believed her father forced her older brothers out of the house before they were emotionally ready and mature enough to be on their own. She told her father, "You are not going to force me out of my

home until I am ready.” When her mother tried to intervene to keep her father from hitting Mary, she stated, “No, he is not going to hit me anymore. You are not going to hit me anymore and get away with it. You have hit me for the last time. I will move out of this house when I am damn good and ready.” That was the first time Mary felt she had spoken to her dad as an adult.

Growing up with an abusive father had an impact on Mary. She refused to “take shit from anyone.” She vowed never let a man physically abuse her as her father did her mother. She later encouraged her mother to stand up to her father and to leave him.

Don’t you understand that you don’t need him; he needs you. He knows you will never leave so he continues to abuse you and you allow it. I understand that you are afraid of him. You are afraid he will come after you and kill you. So what? Face your fears.

She would not let her parents pay for her college although they would have. She told her mother, “I don’t want money from daddy to get through college. Because if he is paying my way, he will think that gives him control over me, and I am not going to give that up.” When asked how she was going to do it, she said, “I will work and save up the money and put myself through.” She worked at the local newspaper, the *Leaf Chronicle* as a typist and proofreader. When she wasn’t at school, she was at work and when she wasn’t at work or school, she was sleeping. It took her six years to get through college.

She remained at home until she was 21 and had attended college for two years. She lived with four other women in a home near the school.

I moved out of my parents' house and I was happy; truly happy for maybe the first time. Sometimes you don't realize you were unhappy until you are happy. I didn't have any money. I scrimped and saved. I didn't buy one piece of new clothing for six years. I used my high school clothing. I didn't care. People would say, "That looks like something you would have worn in high school." I said, "It is."

I was just so happy to be on my own and not under the thumb of my dad. I didn't have any money left after I paid all the bills; tuition bills first, then rent, food, utilities and gas for a car that was broke half of the time. But I was on my own and I loved it.

She majored in English Literature with a Secretarial minor. During her final year of college while completing her secretarial internship, she worked for one of the college administrators. The job was a turning point for her. At the end of two months, she realized she could run the office and do the administrator's job.

He was a high level administrator but I could run the office. That's when I realized that I had people skills, that I could talk to people; I could persuade people by just being truthful, not by lying to them but by asking them if they had thought about this. And I felt very comfortable. I can do this. I can go out and be successful.

At the end of the internship, she began looking at the classified ads in the newspaper and discovered most paralegals and executive secretaries earned low salaries. Now that she had gained confidence and knew her own capabilities,

she wasn't willing to work for low pay, doing all the work and having someone else, usually a man, getting all the credit.

### *Joining the Army*

Her younger brother, who was in the Reserve Officer Training Corps (ROTC) program, encouraged her to join the Army. Since she was six months away from graduation, it was too late for ROTC. The idea stuck with her and shortly after that she said she woke up one morning and said, "I'm joining the Army; I am going into the Army." She went into see the Professor of Military Science who directed her to talk to the sister of one of his students who was applying for a direct commission. Mary talked with her about the program and got contact information.

Mary called her father and told him she needed his help to join the Army. He assisted her find the application instructions, complete her application, and secure three letters of recommendation. One of the admission requirements was to take an Army physical at the Enlistment Processing Center. While getting the physical, the doctor found she had a heart murmur and didn't meet the physical requirements of the military. Her father spoke to the doctor and told Mary to begin doing pushups. Mary did about sixty pushups when the doctor stopped her. Her father insisted she keep going and asked about a chin-up bar so Mary could show the doctor how many chin-ups she could do. Her father said "There is not a damn thing wrong with this girl. She is the healthiest person I know and she is stronger than most men." The doctor agreed but said she had a heart murmur and due to Army regulations, his hands were tied. Her father insisted the doctor

call a local heart specialist and get Mary an appointment. "This is my daughter's future and you can't take five minutes? I am asking you, please." The doctor made the call. Due to a cancellation, Mary and her father were able to immediately see the heart specialist's office who determined Mary had a functional heart murmur and was permitted to apply to the military.

Mary went before a board of officers as part of her application process. One of the questions they asked was about the current problem with pregnant women in the military. They loved her answer.

If a woman gets pregnant and can continue to do the job, no problem. If she can't, kick her ass out. I think I could be pregnant and do the job. I'd probably do the job until I went into labor and then be back on the job within 72 hours. I am that healthy.

A month later Mary's father received word her application had been rejected because it was late. They were given the wrong date and missed the deadline. This was terribly disappointing since this was the last opportunity to be admitted to the program; the program was being eliminated after the next class. Her father called a retired three star general he served with as a young private, related what had happened, and asked for his help. The general called back the next day and told her father she was admitted. When the actual acceptance letter arrived her father cried.

This was my chance. The military was going to give me every opportunity possible. It was going to give me power. I wanted to be in charge. I didn't want to have some idiot drill sergeant telling me what to do; I wanted to be

the idiot telling him what to do. Only I am not an idiot. I wanted to get in there. I wanted to get paid for doing something and doing it well. I wanted to show them that they had not made a mistake. They had not made a mistake.

### *The Army – Junior Officer Experience*

Mary didn't plan on staying in the military beyond her initial three year commitment, viewing the Army as only a stepping stone to her future. She graduated from college in May 1977 and reported to Fort McClellan, Alabama in mid July as a Second Lieutenant in the Women's Army Corps. From the beginning she felt comfortable in the Army; she knew how to shoot a weapon and had been doing the Obstacle Course and events from the men's Army Physical Fitness Test for years with her brothers.

At the end of the Women's Officer Orientation Course, Mary was transferred from the Women's Army Corps to Military Intelligence (MI) and was sent to Fort Devons, Massachusetts. Because of their immediate need, she was assigned as a platoon leader and did not attend the MI Basic Course until the end of her tour.

Mary was often the only woman in all male units and her initial approach to leadership was to be able to lead physically. "I had to be a role model. I needed to be able to do everything that the men could do. I had to win their respect and let them know that they could have confidence in me as their leader." She consistently demonstrated she was strong, that she could come close to maxing the male Army Physical Fitness Test (APFT), and that she could qualify

as an expert with her weapon. If a woman did these things well, she could earn the respect of the soldiers she led. And Mary could do them well. She refused to participate in the Women's APFT because it was not as strenuous as the men's test. When the men took test, she demonstrated each of the skills, giving suggestions on how to achieve a better score.

Using the overhead ladder, soldiers were timed on how move from one end to the other. Mary explained the two techniques. The first technique for tall men was to swing their bodies so they could skip every other bar. Mary, who is under five feet tall got up on the bars and demonstrated the technique, reaching the end of the ladder, turning around and going back across. She then explained that shorter men needed to keep their bodies still while moving their hands quickly to get the best score. Again she demonstrated the technique by going down and back. She went on to demonstrate the best methods for the other events as well.

Mary felt she was raised as a fourth son for her first fifteen years which gave her additional advantages over other women beyond physical fitness and weapons qualification. She understood men and she felt comfortable as their leader.

Her first assignment, however, came with challenges: a Company Commander and First Sergeant who distrusted women officers. On her first day in the unit, her Company Commander, a First Lieutenant, dropped file folders containing all her additional duties in her arms and told her to take them to her office. The First Sergeant and Platoon Sergeant watched and laughed as she

walked down the hall carrying her foot-high stack. She was told by the First Sergeant she would be on call from now on to get soldiers out of jail. This was a normally the commander's job.

For the next several months, her Company Commander would not talk to her and relayed all his instructions through the First Sergeant. She worked hard, putting in 16 hours days. Many nights she was called to the jail to sign for soldiers jailed for drinking or fighting. At the end of her first month, she was called into the Commander's office and told to remain standing during a performance counseling session. The Commander's main complaint was she appeared to be too friendly with the soldiers. Although the counseling session lasted over 30 minutes, she was left at the position of parade rest for the entire session.

At the end of two months, he called her in again. When it became apparent this would be a replay of the initial counseling session, she requested to be allowed to sit down. At the end of the session when asked her to sign the counseling statement, she refused stating she would add her comments as a supplement and then sign the entire statement. When he asked what the problem was, she asked if he knew of any soldier acting disrespectfully toward her. He did not. She went on:

These soldiers know that I am not their friend, they know I am not their girlfriend, they know that I am not their mother. They know exactly who I am, their platoon leader. But I've got 20 soldiers who want to talk to me every night. I get to know a great deal about them, whether they are getting divorced, how they were treated at home, and why they are in the

Army. They talk to me and that's how I am able to solve their problems. I can't tell you how many soldiers I have convinced not to go AWOL who had been thinking about it... It's because of my personality that you have the information about the troops that you have. I feel like you want me to change my personality and I am not going to because my personality is what makes me successful at what I do. I like who I am and I am good at what I do. I would like you to start recognizing some of the positive things I have brought to the unit, and to date, you have not.

She asked if there were any further questions and when he said no, she left. She never had another counseling session with him after that.

The First Sergeant would barge into her office, sometimes sitting without being asked or directed. This behavior is a serious breach of military courtesy where you are expected to knock and wait for permission to enter a superior's office and once there, you do not sit or stand at ease until told to do so. Shortly after arriving back at her office from the second counseling session, the First Sergeant walked into her office with more instructions from the commander. This time, she stopped him. "First Sergeant, stop. Turn around, go back outside of the office, shut the door and knock. And if I say come in, only then will you enter." He initially resisted, but when she reiterated her expectations, he turned around, left the room, shutting the door behind him. This time he knocked and when told to enter, did so. When she told him not to sit, he just grinned at her and said, "Well, it's about time. The Company Commander told me to find out if you had any backbone. Looks like you found it. Welcome to the unit."

Only by standing up to both the Company Commander and the First Sergeant was she able to be accepted by them. She later found out her predecessor slept with the troops, hence the constant worry by the Company Commander that she was too familiar with the soldiers. Mary added, "If I wasn't who I was which was pretty confident and sure of myself, they would have broken me."

Her second assignment at Fort Devons was as the Training Brigade Operations Officer. This is a coveted position was usually given to a male Major and she was a female First Lieutenant. The Operations Sergeant Major wanted someone else in the slot. He would not talk to her; and instead, he wrote her hundreds of notes and instructions on the small yellow forms used in the military to leave a written record of a message.

She couldn't get to the office before him. She came in at 6:30 and he was already there. She came in at 6:00 and he was already there. She tried 5:30 and still he was already there. Every morning she came in to see a stack of yellow forms from the Sergeant Major. "The guy was smart; he was teaching me everything. But he wouldn't talk to me." Finally, after about two months, she called him into her office and spoke with him about it.

You're smart. I've learned a great deal from you. All those hundreds of yellow... forms! Why can't you just tell me? Why can't we have a conversation? I promise you that I will shut up and let you teach me. I want to learn so badly and you've got a wealth of knowledge. Can you work with me on this?

From that day forward he was a different person. He became a very important mentor to her. From him and other senior NCOs, she learned the bottom line to gaining their respect and meeting their expectations was to do her job, be professional, be confident, be able to make decisions, and to listen to what they said.

I went into jobs so often working with combat arms people who number one, didn't like working with people who were not combat arms and number two, didn't like working with a female. You have to get past it and you have to teach them to get past it. They wanted you to fail. They weren't being helpful. So you just had to man up.

When you go into this man's Army as a female, and I believe it is still this man's Army, you had better understand what you are getting into. There were maybe 6 percent women in the Army at that time. Now there is maybe 18 percent. When you know you are going into that and you haven't prepared yourself mentally and physically, you are just a damned fool. You shouldn't be surprised when people don't like working with a female or having a female in charge. That didn't bother me. I was ready for it. And I knew I had the skills to gain their respect.

With men it was physical first. If you could show them your physical prowess, you could have a platform to show them what else you knew and could do. Then get them onto a firing range, show them you are firing expert and then get down next to them and coach them, teach them. It's

not long and they're not seeing the female anymore, just someone who knows their stuff.

Mary understood the reluctance of men working with women; she also understood how the men's wives feel about their husbands working with a woman. If they found their husband working with someone who was pretty or cute, they could become jealous. So whenever there were social occasions she always made a point of introducing herself and talking to the wives. "I would talk about my kid. Let them know that I am a woman, too." She tried immediately to establish a relationship with them so they could see she was just here to do her job. "You've got nothing to worry about. If your husband says he's been working late with me, he is probably going to come home in a bad mood because he had been working late and he's tired." She made a special effort for them to get to know her. "I wanted them to feel that if there were problems, they could call me."

While stationed at Fort Devons, Mary met and fell in love with an NCO. He had been an officer during Vietnam but forced out during a Reduction In Force (RIF). Officers who had been prior enlisted were allowed to revert to their former rank and finish out their service, retiring at their highest rank. Dating between officers and enlisted was frowned on so Mary and the NCO were very discreet and no one knew. When they were married, she would not allow the "until death do us part" portion of the vows to be a part of the ceremony. To her a vow was something that should be kept at all costs and she was not going to take the chance of being in a marriage like her parents and not be able to leave. They were married for three years and then divorced. "He was a good man. I just fell

out of love with him and began to feel that I might be cheating him out of a good marriage. I told him that it was my fault.”

After her divorce and attending the Military Intelligence Officer Advance Course, she requested to be stationed in Europe. Growing up as a military brat, she traveled with her family to the Far East, but she had never been to Europe and decided that was something she needed to do before getting out of the Army.

There were three separate incidents in Mary’s career where she felt she was discriminated against because she was a woman; she was denied company command because she was a woman, denied an Operations Officer position because she was pregnant, and questioned about her child care plans in a job interview for company command.

The first came in Germany where she was selected by her battalion commander to command a very prestigious MI detachment along the Fulda Gap. The information generated by detachment was sent directly to the National Security Agency, so if the detachment made mistakes they were felt at the highest levels. This was a very high profile MI position that had never been held by a woman.

Two weeks prior to assuming command, the battalion commander was relieved and every decision he made, including Mary’s upcoming command, was put on hold or reversed. When Mary approached the brigade commander, he informed her he never thought it was a good idea to select a female to command the detachment. in case something happened. Mary told him,

We've got to get past that. I was selected for company command because of the traits I've exhibited and I've been deselected because you are discriminating against me because I am a woman.

I could not believe I was being discriminated against. It couldn't be happening to me because I am not like them. I am a guy in girl's clothing. I think like a guy. I know how guys think. I fight like a guy. I don't get discriminated against because I am not like them; like most females who come in that don't know how to fire weapons, that aren't very strong.

Mary did not go down without a fight. She threatened the brigade commander with a Department of Army investigation and with her going to the Pentagon and appearing on the news shows. This was "paternalism at its worst. I was being penalized for my battalion commander (being relieved). There was nothing in my record that indicated that I couldn't do a splendid job." However, it was a fight she did not win and after eight and a half years in the Military Intelligence branch, Mary branch transferred to the Adjutant General Corps.

While she was attending the Personnel Administration Course at Fort Benjamin, Indiana, Mary found out she was pregnant. The pregnancy presented three dilemmas for her. First, she wasn't married. She explained to the baby's father she couldn't be an officer, pregnant, and unmarried. She had seen other women officers who got pregnant and were not married; they received bad Officer Efficiency Reports and were forced to get out of the Army. She and the baby's father were married. Although they never lived together, they remained married for six years.

Second, she wanted to continue doing PT with the unit. She had to get special permission from her doctor to continue doing PT.

The third problem was that she was slated to become a battalion Operations Officer in Fort Jackson, North Carolina. If she told her future Battalion Commander she was pregnant, she would lose the job. Her peers and current commander felt she shouldn't say anything. Mary, however, knew she must. She called the battalion commander on the phone and let him know she was pregnant and would understand if he wanted to replace her. He told her he still wanted her in the job. She spoke to the battalion commander a half a dozen times and he continued to assure her the job was still hers. However, once she arrived at Fort Jackson, the battalion commander told her she was not going to get the job. She looked him in the eye and told him,

How many times did we talk on the phone over the last three months? Six times? And each time you assured me that everything was fine, did you not? He did not like my tone and asked me, "Who do you think you are?" I said I know exactly who I am. I'm Captain Mary Alice Anderson and I am going to be your operations officer because you told me I was. You gave your word. You knew three months ago when I told you I was pregnant that you weren't going to give me this job. If you had told me then, we wouldn't be having this conversation now. Sir, you are a liar. I could never work for you. You should be ashamed.

She became the Family Action Coordinator. Her senior rater was the Commanding General. She came to know the primary staff as well as their wives.

When she was selected for company command, she had so many senior military officers and their wives attend the ceremony, the location had to be changed to accommodate them.

Mary was nine months pregnant when she interviewed for her company command position and once again encountered discrimination. The battalion commander asked her what she intended to do with the baby once it was born. She asked him if he asked his male company commanders the same question when their wives were pregnant. She told him the question was inappropriate.

I told him, you are interviewing me based on my record. That is the basis on which you should be making your decision, not on how I will take care of my child. I would assume that you would look at my record and know that is not going to be a problem. I am going to answer your question because once I've answered it you will have no reason not to give me this job because I have earned it time and time again.

I am going to take care of my child. My child will never interfere in my ability to do the job even if it is 24/7. You will never hear me use my child as an excuse not to do the job or complete the mission.

When Kevin was born, Mary was knee deep in a project with a close deadline. She did indeed work right up to the time of delivery, just as she told the board of officers she would when she applied for her commission. She was back at work within five days of the delivery working eight hour days for two weeks in order to finish the project before beginning her maternity leave.

Mary's ability to remain in the Army after having Kevin was predicated on finding a full-time, live-in nanny. The nanny was with them for six and a half years. When they moved to Belgium, her allergies became so bad she had to leave,

“She was a wonderful woman. My son being the man he is today has a lot to do with her because those are the formative years. That woman could not have loved him any more if she had been the mother. I was the disciplinarian. Between the two of us, we raised a pretty good kid.”

One of her favorite memories is of the day she took company command. She dressed her son Kevin, who was three months old in a miniature Battle Dress Uniform, hat, and combat boots taken off one of the Teddy Bears sold on post. The workers at the reception center made dog tags for him. She walked into the reception wearing a uniform, carrying Kevin who was also in uniform. She said the soldiers needed to get to know the other soldier in the family.

Her reception was a very large one and Mary spent a great deal on food. Several of the wives came over and told her it was a better reception than their husbands had when they took battalion command. She invited her soldiers to come to the reception and to eat, something that was not usually done as the reception is generally for officers and invited guests. “Those soldiers had to be there early to practice and had to stand during the entire ceremony. I told them to go in and help themselves to something to eat. To me this is how you take care of soldiers.”

That was the best time having my son at my change of command ceremony for that big event. I had the command stolen from me when I was an MI officer. I came to Fort Jackson and didn't get the job promised me. But that day is the one I remember.

While Mary was in Company Command, she was still nursing Kevin. She breast fed Kevin until he was about seven and a half months old. She would get up at 4:30 in the morning and breast feed before she went into do PT. She did not get home until about 8:00. "I would express milk at work. Twice a day I would go into the rest room and take about 20 minutes." One day the First Sergeant came to her and said the NCOs were talking and wondering what she was doing. She set up a Commander's Call with the entire company and explained what she was doing and the benefits of breast feeding your child. Mary said it was one of the best Commander's Calls she ever had. For the next several weeks she even received calls from soldier's wives who had questions about breast feeding.

At the conclusion of her company command, the battalion commander told Mary she had been the only officer in his command, male or female, who never claimed child or family problems during his command. She kept her word.

#### *The Army – Senior Officer Experience*

When Mary was a senior Major and serving as a Brigade Personnel Officer, branch called and offered her a non-centrally selected battalion command, U.S. Army Element in Turkey. They were having personnel problems, specifically with the intelligence sections. Usually the job was given to an up-and-coming Infantry officer, but the Brigade Commander recognized none of these

men had the ability to solve the personnel problems and asked for an Adjutant general officer with a security background. Mary was perfect for the job with her background in Military Intelligence. There was only one problem. They wanted her in February and she was not due to leave her position until May. She refused to go and leave her current Brigade Commander short a primary staff officer for three months. Normally that would have been the end of it, but Mary had learned to fight for the jobs she wanted. "You have to fight for yourself; you sell yourself."

She called the Army element in Turkey and through a warrant officer whom she worked with previously learned about the problems they were having. She then called the Brigade XO and told him she was the ideal candidate for the job and she had the background necessary to solve the problems. But she was not going to leave early. She offered to fly over to Turkey and spend three days looking at the situation. At the end of three days she would prepare a report detailing the significant problems and the solutions. They agreed but said her current command would have to pay for the trip. She refused. She was in charge of the budget and knew her unit didn't have the money. If they wanted her, they would have to foot the bill. They finally agreed and she flew to Turkey. When the brigade commander met her, he commented on her small size, "Where's the rest of you? So you're the one causing all of the hoopla." She replied, "No, Sir. I'm the one who is going to solve your security and personnel problems."

At the end of the three days, she presented her findings and asked the brigade commander for a decision. He said he didn't need to make an immediate decision but Mary countered, "If you want me, you need to tell me yes. Because

if you don't want me, I am moving on, Sir; I have got other jobs to look at." He gave her the job.

One of Mary's proudest accomplishments was taking the U.S. Army Element Turkey to the range for actual qualification. There were tremendous hurdles to overcome just getting them to the range, the chief being ammunition. It is difficult to get ammunition into Turkey. Mary wanted enough ammunition so she could qualify all personnel, soldiers, NCOs and officers, not just familiarize them which takes less ammunition and no skill. It took her over a year to get the ammunition she needed. When they went to the range she told them she was going to be on the range with them until everyone qualified. The final person took five attempts. "That's part and parcel of what soldiers do. They need to be able to qualify on their weapon. And besides, they told me it couldn't be done. That's my thing. Tell me it can't be done and I'll find a way to make it happen. Challenge me."

While she was in Turkey, the General would stop by her office. "I came to catch you doing something right." Mary said she would laugh and reply, "Well then you are in luck. Look at all these good things I'm doing!" One time he walked around the desk saying, "What have you got in your drawers?" Mary replied, "Look and see." Then he pulled out her desk drawer and took out a tube of lipstick she kept there. "What do you need this shit for?" Mary said, "Sir, it's so I can maintain my feminine mystique and still accomplish the mission."

Maintaining her femininity was always important to Mary. "I never thought that I had to come into the military and give up my femininity." She saw women

who did that, but it wasn't the way she was raised. Her mother taught her to always put her best forward; to make sure her hair was fixed and to wear a little bit of make-up.

That's just the way I was raised. I used to say I was just one of the guys.

But you didn't want to look like one of the guys, you didn't want to act like one of the guys, but you need to be able to perform like one of the guys.

Mary's last assignment was in the Deputy Chief of Staff for Personnel (DCSPER) in the Pentagon. Mary spent her entire career in company, battalion or brigade level positions. She had never been far from soldiers. "In the Pentagon, there were no troops. I didn't feel needed. There was no one to advocate for. I wished I had retired out of a unit with soldiers."

Until she was a senior Major, Mary thought she had a shot at making full Colonel because she had good jobs and performed well. Mary had been a platoon leader, a company commander, a battalion commander of a non-centrally selected battalion; she had been a battalion intelligence officer and executive officer. She had been a brigade operations officer and a brigade personnel officer. She had been selected and had attended the Command and General Staff College. She had good solid troop time with an outstanding record.

What Mary lacked in her career was division time. When she began her Army career receiving an assignment to a division was almost impossible for a woman. As it became more attainable, Mary chose not to request it because of her son. Later as a Lieutenant Colonel, she felt the lack of division time kept her

from being promoted to Colonel. "I was never bitter, I never felt like I had been cheated," she stated.

### *Retirement and Continued Contributions*

Mary retired in October of 2000. When she retired, there was talk of civilianizing her position to a GS 14 or 15 if she were interested in staying. She was not. Mary wanted to leave Washington, DC and the Pentagon for a life less hectic and demanding. Less than a year later 9/11 occurred and the DCSPER, Lieutenant General Maude and many of his staff were killed during a budget meeting. "Had I stayed, I would have been in that meeting."

She and Kevin moved back home to Clarksville, Tennessee. It had been a goal of Mary's for Kevin to be able to attend all four years of his high school in one location. Once retired, she became very active in volunteer work for the community.

When my son was in high school I almost had a full-time volunteer job with the school. I started working with the PTO in my son's school and ended up being co-president. When I was in the Army, I depended on a lot of other people to pick up my son and take him places. So when I retired, I placed myself in a situation where I could give back.

Currently, she is serving on her county's local Veteran's Nursing Home board. She is also on Fort Campbell's Retiree Council. She was recently contacted to be on the Crime Stopper's Council. "I said I didn't know. My time is valuable. I have a lot to offer. If they just get together for dinner, I am not interested."

Her son, Kevin, just turned 22 and graduated from college in Spring 2008. “Good kid. He earned a full tuition scholarship and graduated with honors. Of the 250 students who graduated with a business degree, he was one of two that wrote an undergraduate thesis.”

At her last class reunion, one of the men there told her she hadn’t changed. “You are still the All-American Girl. You still look like the All-American Girl, my ideal of the All-American Girl.” Mary said, “Now that’s a compliment.” Mary still looks very much as she did when she entered the Army; small, petite, a regular dynamo. She had a successful career as a woman Army officer during very challenging times. She raised a fine son. Through her volunteer work she still continues to serve today. The title All-American Girl fits her well.

## Appendix B

### Case Study B – Colonel Catherine Brown

#### West Virginia Army National Guard

Colonel Catherine Brown retired from the West Virginia Army National Guard in July, 1977 after completing 30 years of service. She was a pioneer throughout her tenure, being the first woman to command at any level. She completed seven years of command time, commanding at the detachment, company, and battalion level. She was the first woman officer in the West Virginia National Guard to become pregnant and continue serving. She is the only woman from the WVARNG to graduate from the U.S. Army War College two-year distance program as well as to have promoted to Colonel and to retire after 30 years.

#### *Family Dynamics*

Cathy's mother, born to a poor family from Jasper, Alabama was the only child out of five who graduated from high school. After attending nursing school she met and married Cathy's father, a son of a well-to-do family from West Virginia. Her father was an Army Second Lieutenant in the Pacific during World War II. Sometime after Cathy was born in March 1951, her mother divorced her father. Her mother later told her, it was because he gambled and she was never sure there would be enough money to pay the bills.

Her mother worked as a school nurse in Kanawha County, West Virginia and married for a second time in 1953. Don, her husband, was a mechanical engineer for large chemical company and adopted Cathy. Her mother and Don

fought constantly about money throughout their marriage. “Mom would denigrate him in front of me.” They had two other children, both boys, three and four and a half years younger than Catherine. Her mother always regarded the two boys as Don’s, while Cathy was hers. “She dominated what I did” while Don was in charge of the boys.

On Saturday mornings, my brothers could watch cartoons, but I had to do the household chores. They didn’t do chores. They were allowed to sleep in.

I was expected to toe the line. If I didn’t I’d be verbally reprimanded severely. She expected straight A’s and focused on the negative. If there was one B, she would ask, “Well, how come that’s a B and not an A? If you can’t do it right, don’t do it at all.” That’s the way it was.

Her mother “was never satisfied with what any of us did.” When asked how her mother would have described her growing up she replied, “I don’t know. I really don’t know.”

While she excelled at the academic, the physical was always a challenge. At the summer camps she attended, she learned marksmanship, swimming, fencing, archery, horseback riding, and canoeing. She took one year of ballet in third grade. Her mother required Cathy to sign up for basketball and gymnastics. “I hated dancing and sports because I wasn’t any good at them. But academically [I was] always the overachiever and sort of carried that over into work.”

## *Schooling*

She was pleasantly surprised in 9<sup>th</sup> grade when she was selected by a teacher to act as a guide for the incoming 7<sup>th</sup> grade class. “I was totally surprised. I wasn’t part of the in-crowd. It was always the in-crowd kids that got selected. It was a lot of work and I enjoyed it, so I think at that time the woman [my teacher] saw it.”

In high school she saw herself not as a leader, but as a joiner.

I wasn’t part of the in-crowd. I always joined. I didn’t always get selected as president or whatever, but I would at least join. I was active with the Thespians. We did the musicals *Brigadoon* and *Oklahoma* my sophomore and junior year in high school. I tried out for the lead parts. Didn’t get selected but I did try out. So I threw my hat in the ring at least.

She couldn’t wait to get out of the house. During her senior year, she sang in the church choir and taught piano lessons traveling to and from work by bus. After graduating from high school, she worked at pizza parlor and as a waitress at a local family-run restaurant making 75 cents an hour and having to pay for any dishes she broke. “I was making my own money at that place. Not getting rich quick, but I realized that wasn’t the route I wanted to go.”

During high school she took a battery of aptitude tests. “The results came back and said I should either be a preacher or a teacher. I thought that I could be a teacher because a teacher has to lead.”

You have to be the one in charge. You’re the one who’s leading and being knowledgeable and you’re imparting information and guidance to others to

teach and train them how to also be successful. So I think by the time I graduated from high school I realized I was going to become a teacher.

She went to college in the fall, majoring in music. Don paid for her college and she enjoyed the freedom after 18 years of her mother calling all the shots. If she didn't want to do something, she didn't do it. When she failed many of her classes the second year, her mother kicked her out of the house and she moved into the local YWCA, living there from January to June of 1971. "That was an educational eye opener also because I had never lived on my own with other girls in a dormitory setting. I decided I wanted to go back to college and ended up going down to Marshall."

#### *Joining the West Virginia Army National Guard*

She met her husband Dave in April, 1971. He was going to West Virginia University and as a member of the National Guard would come to Huntington for weekend drills. Through Dave, she learned about military leadership, which was very structured but something she felt very comfortable with. They were married in 1974, the same year she received her Bachelor's degree from Marshall in secondary education with journalism and speech endorsements.

She accompanied him to his Officer Basic Course at Fort Benning, Georgia. She remembers going through the main entrance the first time and seeing the Military Police (MPs) guarding the gate. "It was terrifying. The second time I went to Fort Benning, I was a Battalion Commander and the guys that were on duty were my MPs, so it was a whole different world."

After Dave finished his Officer Basic Course, they moved to Keyser, West Virginia and Dave continued to be active in the West Virginia Army National Guard (WVARNG). Cathy was into black and white photography and often accompanied Dave to his drill weekends so that she could take photographs of the soldiers. One weekend when she was shooting a parachute jump Dave turned to her and asked, "Did you know you could get paid to do that?" He went on to tell her about the direct commissioning program. "I liked what he was doing so I applied."

She received a letter telling her that the WVARNG did not have any positions available for an officer with a background in journalism. Not willing to take no as an answer she accompanied her husband to the May meeting of the West Virginia National Guard Officer's Association. She spoke to the Assistant Adjutant General and told him that she really wanted to be in the WVARNG. That Monday she received a phone call telling her to show up at 7:30 a.m. the next day for her physical.

She drove most of the night to get to the physical on time. Once there, the waiting began. She and several other women waited all day in issued shorts and t-shirts until all the men had been seen. After all the men had completed their physicals the women had theirs. The OBGYN exam was given by a male doctor to ensure the women were not pregnant. There was no female nurse in the room and when Cathy asked where the female nurse was she was told that she was out in the other room. She remembers having such a severe head cold that it was difficult to pass the hearing test.

### *WVARNG – Junior Officer Experience*

She passed the physical and was given a direct commission and scheduled to attend the Women's Officer's Orientation Course in July. Her husband, who recruited her, was now a First Lieutenant and administered her oath of office. They were the first husband and wife officers in the WVARNG. When she joined the WVARNG, there were several women officers who were senior to her, but through the years they either quit or moved out of state.

From the beginning she enjoyed the Guard. She held her first job as Press Officer for approximately five years. Although she earned a degree in journalism, she had never actively worked in journalism until this time. During her first annual training experience, she was busy taking photos when a senior woman Lieutenant came up to her. "I see that you are taking pictures, but you are not taking any notes." Cathy admits that she was just too busy having fun absorbing all the military at work. It was a reminder that she never forgot. She didn't go anywhere as an officer without a notebook after that.

She served about three years at the West Virginia Military Academy in Kingwood, WV. Her move to the Academy coincided with her first pregnancy. It was also the first time that a female officer was pregnant in the WVARNG. She wore the maternity uniform, which was brand new at the time. She returned to the Public Affairs Detachment, as the Community Relations Officer for the next 6 years. During this time, she deployed to Honduras as the Service and Supply officer in the rear detachment of an Engineer Group as part of a nation-building exercise.

Most active duty officers are selected for command between their fifth and eighth year of service. In the WVARNG she saw young men fresh out of Officer Candidate School being assigned to command a platoon, detachment, or company. "They were brand new, wet behind the ears." It took her 14 years before someone thought that they should have a woman commander. Her battalion commander went to bat for her and "said that I needed to be put in command." There were senior officers who were against the decision and felt that there was "No way in hell that a woman was going to command in the WVARNG." She never actively campaigned for command. "I was just in the right place at the right time. I figured it would probably happen. I just had patience. I had to be very, very patient."

In 1991, when she took command of the Public Affairs Detachment she had been a member of that unit for 9½ years and was the first woman in the WVARNG to command any sized unit. She commanded the detachment for four years.

About a month before she was to give up command of the Public Affairs Detachment, she was asked by the Assistant Adjutant General to take command of the State Area Command (STARC) Headquarters Detachment. This is the state-wide command element of the National Guard. She would be going from commanding an element of 13 people to commanding over 200 people. She said yes. "Anytime leadership comes to you and asks if you want to command, you tell them 'Yes' ." You never tell them, 'Oh let me think about that'." She commanded the STARC Headquarters Detachment for a year and a half.

### *WVARNG – Senior Officer Experience*

After commanding the STARC she became the Personnel Management Officer at STARC and later the Mobilization and Readiness Officer. She was selected for Battalion Command and she and Dave commanded different battalions at the same time. Her battalion, which was an administrative battalion, consisted of 800 soldiers in nine different locations across the state. She commanded the battalion from June 2000 through September 2002. After the tragedy of 9/11, halfway through her command, the operations tempo for her soldiers dramatically increased. She went from working one weekend to three or four weekends a month.

At the same time she and Dave had battalion command, Cathy was also taking care of her mother, going to her apartment to cook, clean, take out the trash, do the laundry, take her to the grocery and her medical appointments. In January 2001, Cathy was recovering from hip surgery, had battalion command, was an elder in church, and had a family that needed her. "In January, I made the mistake of telling mom I could not provide the same level of service in taking care of her and she needed to take some of her money and use it to take care of herself." Her mother stopped all communication with her on Cathy's birthday in March 2001 and wrote Cathy out of her will.

As a commander she went to headquarters and gave the quarterly Readiness Review Board Report on her unit's status in personnel, equipment, and training. "I can remember looking around the room and realizing that I was the only woman in the room. So you do feel a little strange."

She was surprised that she was not selected to go to the first Gulf War. She thought for sure that she would go during the second Gulf War, but it never happened. “In some respects, I’m glad I didn’t from a physical standpoint. It’s a young man’s game.” She admits that she was never good at running. It always hurt. She now has osteoarthritis and her left hip was replaced in November 2000. “So I am the bionic woman.”

Command was her favorite time in the National Guard. When she left her battalion command, she had over seven years of command time. After her battalion command, she spent the remainder of her career at STARC Headquarters which was later renamed Joint Forces Headquarters West Virginia (JFHQWV). “And that wasn’t where the action was” as far as Cathy was concerned. She served 2½ years as the Assistant Chief of Staff. She was moved into a Colonel’s position as the Strategic Planning Officer and was promoted to Colonel on February 17, 2005. She became involved with the Army Community of Excellence program and was responsible for three WVARNG submissions to the annual contest. Although they did not win first place until after her retirement, she feels that the work she put into the program paved the way for the WVARNG first place award in 2008. “It didn’t happen on my watch, but in the end, I had a part in making it happen.”

#### *Retirement and Continued Contributions*

She retired in July 2007 with 30 years of service. She was a pioneer every step of the way insuring that today’s young female officers have a legitimate place in the WVARNG. She sees her biggest contribution as “breaking the glass

ceiling” in the WVARNG. She was part of the first husband and wife officer couple in the WVARNG. She was the first woman officer in the WVARNG to become pregnant and to continue serving while raising a family. She was the first woman to command at detachment, company, and battalion levels.

She was a role model and an inspirational leader. One young woman who went through the National Guard Officer Candidacy School told Cathy that “she went through OCS because of me.” At another time a senior NCO reminded her of an incident that had made an impact on him. He had approached then Lieutenant Colonel Brown to talk to her about some personnel problems. Cathy had replied, “Those are not problems, those are challenges.” The NCO told her that he never forgot that statement.

If she could have changed anything about her last few years in the National Guard she would have chosen to command again. “I would have liked to have a command again as a full Colonel instead of being a staff weenie.” She found it “boring” being away from command and from troops.

She would have loved to have been selected to be a general officer. Unfortunately, most states have just two or three general officers and those jobs are politically appointed. The individuals currently in the general officer positions in the WVARNG have been there awhile. “Chances of becoming a general in the WVARNG are slim to none. Turnover just doesn’t happen that much, at least not in this state. For a Guard officer, full Colonel is normally the top rank and I made that.”

Early in her military career a Captain asked her what her career aspirations were for the WVARNG.

I looked at him and said, "I want to be the Adjutant General." If I am going to aim for the stars, why not aim for the very top? The worst they could tell me no. But if I don't aim for it, I am never going to get there. He laughed at the time. He said, "Yeah, there are a lot of people in line in front of you." But it was sort of an attitude, a belief in myself. Aim for the top. Go for it. The worst they could do was tell me no.

I went from a direct commissioned Second Lieutenant all the way to full Colonel in 30 years, which is a major accomplishment.

Now that she has retired from the WVARNG she could submit a letter to the West Virginia Adjutant General asking him to petition the state legislature to appoint her as a Brigadier General in the state militia, which is not recognized by the federal government. Her husband did that and he now lists his rank as BG (WV), showing that the rank is only valid in the state of West Virginia. "But," she adds, "for retirement purposes, we are both Colonels and we will always be Colonels."

The drill money I earned in the WVARNG was extra money. We called it Disney dollars. It allowed us to do some very nice family vacations, have reliable transportation and put our daughters through college. I miss the money but like having my time back so I can spend it with my granddaughter.

According to Cathy, the WVARNG is like a large family. She didn't have to worry about the wives of her peers or subordinates being jealous. "I had known these people for thirty years. They knew Dave and they knew me. We both had good reputations." Not only did they know the wives of fellow unit members, they also knew their children.

We had a Christmas dinner every December and the families and the children would come. You learned who the spouses and were. The children and spouses would get their dependent ID cards made at the Christmas party. My daughters really disliked their dependent ID mug shots as they were not very flattering.

We had Kids Kamp, a week long camp for children ages 9 through 14. The WVARNG parents and retired Guard personnel are the camp counselors. They knew my children. The children of the people that I soldiered with are now in those units, so it's kind of a big family.

The issue of family stability is also different in the National Guard than the active duty Army. Dave and Cathy had two children and have lived in the same home since 1979. Until 9/11 they did not go to drill on the same weekends so there was always a parent at home. When needed, Dave's parents who lived in the same town would step in and help.

A friend of mine from college married a soldier. She and her children came to visit one summer. I said to her, "I'm really jealous of you because you're living in Germany; you get to travel the world." And she looked at me and said, "Oh, no. I'm so jealous of you because you get to stay in one

place.” I had never thought of it from that perspective. She was envious of me.

When she talks about her leadership style, she places it in the context of her experience with the WVARNG. While she just worked one weekend a month and two weeks during the summer, there were a small number of full-time men and women. They would work during the week as technicians keeping the daily business up to date. Often when she came in for her monthly weekend, the full-time person had been involved in on-going issues on a daily basis. It was important to learn what was happening and not upset a highly balanced situation.

I think Stephen Covey said, “Seek first to understand.” I try and listen to others, especially the full-time people. When I was in command, people would come to me and want me to fix situations. It was like, wait a minute. I don’t want to muddy the waters or get into the middle of whatever. Explain to me what is going on first.

I would listen to what the full-time employees had to say because they saw things that were going on that I didn’t see because I was such a part-time person. For me to come in and just make ultimatums or decisions without the information I needed to make the best decisions just didn’t make sense.

When she talks about the full-time people that she worked with she talks about learning from them. There was the full time Colonel when she was the Strategic Planning Officer for JFHQWV. “Fortunately I had a full-time officer and I learned from him. He was working his job Monday through Friday. I’d come in on

the weekend and try to catch up.” There was the woman Family Readiness Officer during the first Desert Storm. She did such a good job that when Cathy became battalion commander she asked for her to be her Executive Officer. “Thank goodness... because she had all the institutional history of the organization. She gave me good advice.”

Cathy felt that the key to her success in the WVARNG was education, both civilian and military. “I had the civilian education to begin with. I made sure I had the military education and continued to do military education throughout my career.” She attended the non-resident Command and General Staff College, the Pre-Command Course prior to assuming battalion command, and graduated from the U.S. Army War College two-year distance education program with a Master’s Degree in Strategic Studies in July 2004.

Cathy always worked full-time outside of the WVARNG, most of it as a state government employee. During the first Desert Storm she worked in the governor’s office. “My military background really turned out to be an asset” as family members on the active or reserve side called for assistance. She remembers the governor receiving mail from a church asking that their minister not be sent to the Gulf War. “He went and is now our state Chaplain.”

She is currently the state coordinator for the WV Division of Highways Safe Routes to School grant. This \$5 million grant program’s purpose is to substantially improve the ability of children to walk or bike to school safely. When she began this job, she took the start-up grant and built a program from the ground up. She has 30 projects in various stages from start-up to nearing

completion. It takes approximately four years for a project to move from authorization to completion.

I envision continuing to work until at least 62. That is when social security kicks in with military retirement from the Guard starting at age 60. That would be a good time to exit from the government. But I truly enjoy what I am doing now because I am in charge. I created it; I run it.

In addition to her part-time career in the WVARNG and full-time employment, she has been involved in volunteer and charity work throughout the years. She served as the secretary to the Mental Health Association, membership co-chair of a community swimming pool, treasurer for the WV Officer's Association and as a church elder. She is currently volunteers as a secretary and grant writer for a Youth Ballet and organizes their annual trip to New York City, securing transportation, ballet and Broadway tickets, and hotel reservations.

She sees what she does now as a continuation of her service. "Working for the state is a form of service. So is being in the military. It is a very honorable thing for a person to do service for others."

I have had a very successful life. I've been married to the same guy for 34 years. I have two wonderful daughters, a super son-in-law, a gorgeous granddaughter and a successful career in the WVARNG. I run a \$5 million grant program. In my time in the WVARNG, I went from Second Lieutenant all the way to full Colonel. I had over seven years of command time, so I think that was pretty good.

## Appendix C

### Case Study C – Lieutenant Colonel Gail K. Cain

Lieutenant Colonel Gail Cain retired from the Army in 1977 with twenty years of service. She is the mother of two boys and the wife of a Captain Bob Cain, a retired Naval Aviator. Her retirement enabled her to stabilize her family in the Virginia Beach area for the last 13 years. She has continued to make significant contributions to the military through her work as a civil servant and as a defense contractor.

#### *Family Dynamics*

Gail, a second generation Syrian, was the oldest of seven children. Both Gail's parents had come from large families of nine and seven children. Her father graduated from college in 1952 and married her mother in 1953. He enlisted during the Korean War, even though he graduated from college. He spent two years in Okinawa and Gail was born in 1955 after he had returned to Rhode Island.

As the oldest of seven children, Gail was responsible early on. "I was like the second mother-in-charge, a leader at a very young age." She remembers from the time she was ten, organizing the neighborhood children for kickball, chess tournaments, and other activities. "We would go to the beach in Newport on the weekends. I would gather the children and walk them down the beach to give our parents a break."

It was a very loving but very strict family. There were high expectations for all seven children. The family had good core values. “We were ethical and hard working.”

### *Schooling*

Although she did not feel pressure to perform in school, she was a very good student. In the fifth grade, she was the teacher’s pet. “She had me doing all kinds of things in her classroom.” The teacher lived in her neighborhood and knew she could depend on Gail. Throughout school, Gail was a smart, ambitious student. “I stood out in academics. I just did it without calling a lot of attention to myself.” She received mostly As with a few Bs. She studied, but not overly hard. She graduated 8<sup>th</sup> in her class of around 475 students.

Gail always did the right thing. “Even though no one was rewarding me for doing good things, I just did it.” That was just the way she had been raised. She was not rebellious as a teenager. “I was just a good kid. My parents never had to worry about me. They never had to yell at me or admonish me because I just did the right thing growing up.”

As an adult, she argues with her mother all the time and works hard to rebel now instead of always doing what they expect of her. “I tell mom that if she tells me to do something, I am going to do the exact opposite. Go ahead and tell me the opposite of what you really want, so I do what you actually want me to do.” But she never argued when she was at home. She did what was expected of her.

Between several scholarships and working part-time, Gail was able to pay her own way through college. She lived at home and commuted to Providence College, where she majored in pre-med with a minor in math. Although she decided early on she didn't want to go to medical school, she stayed with her major. Becoming a doctor was her father's dream for her since he had wanted to become a doctor. He attended Providence College but when he realized he did not have the money for medical school, he had changed his major to economics.

### *Joining the Army*

After her junior year in college, she determined she wanted a career when she graduated and to be able to earn money and live away from home. She was aware of the military due to the Navy presence in Newport and decided to check out the military. She visited her local recruiters. The Navy had nothing for her but recommended the Air Force because of her science degree. The Air Force recommended she talk to the Army about their direct commissioning program. She applied and was selected for the last class of the Women's Officer Orientation Course.

She began earning money as a babysitter at the age of 12 and by the time she was 16 she was working both after school and on the weekends to save money for college. During college, she worked at a small corner pub as a waitress but realized this was not going to get her anywhere, so she chose to accept her commission and go into the Army directly out of college.

### *The Army – Junior Officer Experience*

She graduated from college in May of 1977 and reported to Fort McClellan, Alabama in mid July as a Second Lieutenant at age 22. She had a three year commitment but decided to stay as long as long as she liked the Army. “I just said I’m going to keep doing this until I stop having fun. By that time, I had 15 years in and five more to a pension which was not a bad deal.”

She never played sports in high school or college and hadn’t run a day in her life until several months before she went to McClellan. She worried she couldn’t run so she went to a park and marked out a mile course. She discovered her slight build was perfect for running. At McClellan, she asked the tactical officers to run with all the platoons. “I told them this was not enough Physical Training (PT) for me.”

Designated as an engineer, Gail moved from McClellan to Fort Belvoir, Virginia to attend Engineer Officer Basic. Gail was one of the first women in the Corps of Engineers. Most of the male engineers graduated from West Point or Reserve Officer Training Corps (ROTC) with engineering degrees. From the beginning she had two strikes against her, female and no engineering degree. Gail was a pioneer and enjoyed the Army from the very beginning. She feels she has been in a man’s world her entire life. Army life was just a continuation.

It really goes back to childhood. I was outnumbered four boys to three girls in the family. I went to Providence College, which became co-ed a few years before I arrived there. I went into pre-med, which was almost all men. Then I was one of the first women in the Corps of Engineers.

While she was attending the Engineer Officer Basic Course, she met and fell in love with her first husband, Scott. They both remained at the Engineering School for their first assignment. They married two years later.

She was assigned to the Training Battalion as a Company Executive Officer at a time when everyone, including officers' wives, was trying to figure out how to deal with women in the military. The Battalion Commander required his three female Second Lieutenants to attend the Officers' Wives' Club functions.

None of the three of us were even married, but we still had to go to the Officers' Wives' Club coffees. The other two women were not happy about it at all. I was a social butterfly, so I thought fine. My two friends resented it. Why be negative about it. Let's just go do it. That's how I am. You can go into something halfheartedly or begrudgingly but what good is it going to do. I try to see the silver lining and be supportive.

As a Lieutenant, she was asked to interview for the position of Aide de Camp for the Deputy Commanding General of Fort Belvoir, but turned the opportunity down. "I was a newlywed. A general's aide is a very time consuming position." She would have been the first female in the Corps of Engineers to be an aide.

Prior to leaving Fort Belvoir, she attended the Engineer Officer Advanced Course in 1981 and was the only female in a class of 42. A West Point officer took her under his wing and befriended her. He ensured she was treated fairly and not harassed or discriminated as the only female.

Once she arrived in Germany, her first job was to command the Headquarters Company of the Combat Engineering Brigade. It was a difficult command. The soldiers were not assigned to her; they were assigned to the various primary staff officers of the brigade. "Getting the Lieutenant Colonels and Colonels to release their people to me for mandatory training was like pulling teeth."

As the Headquarters Company Commander she was also responsible for all of the brigade property, including vehicles. The Brigade Operations Officer, a Lieutenant Colonel, would take the vehicles at night and drive to the ranges to inspect the day's progress on construction projects. He damaged many of her vehicles. After he had wrecked three ¼-ton pickup trucks, she took away his military drivers license. "I finally took his driver's license. I took his license and revoked it." Of course, the Deputy Brigade Commander made her return the license.

About this same time she encountered her first sexual harassment in the Army. "We were out on the range one day and... [a male Major] decided to embarrass me by telling an off-color joke. I came back with a one-line zinger that made him turn beet red." He later told her he would never do that again. "I embarrassed him more than he could have embarrassed me. It just sort of put him in his place. He was so shocked that I came back that fast at him."

People knew that they could not get away with anything with me. I was not timid or shy. I was very strong and had the courage of my convictions. I just wasn't going to put up with crap from anybody. I was not a mealy-

mouthed little wall-flower. I was a strong leader. They were not going to get away with stupid things and I was not going to turn a blind eye to any of it.

I shared this story in an Equal Opportunity class and was told I couldn't do that. I say if it works, just do it. I wasn't bothered after that. You can either enable things to happen or not. You can either be a victim or do something to stop the situation.

After completing the command, she went to work for her former battalion commander as his Brigade Executive Officer (XO). This was a Major's job in a separate Engineer Brigade and she was only a Captain, so it was a unique achievement. "I had a lot of power in that position. I was basically the representative of the Brigade Commander."

I always pride myself on making others look good instead of trying to make myself look good. To me, I am the ultimate XO. Even though I love being a leader, I prefer to be the... person who gets everything done behind the scenes.

I am not a Type A person who says, "I have to be in charge; I have to be number one." I would rather praise and reward the rest of the staff than trying to make myself look good.

People respect me. They would do whatever is needed it was that had to be done because they know I am a concerned leader. I care about the soldiers. They can tell. Soldiers know who cares about them and those

who are out for just their own careers. They know the people who are sincere and those who aren't.

I can talk to anybody at any level and make them feel comfortable. I am not intimidated by higher ranks and I don't talk down to anyone.

People find they can talk to me about anything good or bad. I will listen.

Gail has a strong work ethic. "I fit in because I do good work. I contributed from the start. No matter where I was, I made major contributions. And for the most part, people recognized that." She was selected attend the Naval Post Graduate School in Monterey, California to earn a masters degree in operations research and systems analysis and then be assigned to the United States Military Academy to teach math. She received approval to leave Germany six months early to start graduate school.

Her Brigade Commander told her husband he could leave at the same time. He would be assigned to Fort Ord while Gail was in Monterey. He refused because he resented not getting selected for graduate school. When he arrived in California six months later, he announced he wanted a divorce. "I couldn't talk him out of it and none of my friends could talk him out of it. That's all he wanted. So we split."

The Naval Post Graduate School was a good place to be as a single woman. Gail met her current husband, Bob who was a Navy pilot, there and they were married in 1986 just before they both left the school.

Gail did not graduate from the Naval Post Graduate School. The divorce had taken a toll and she made a conscious decision to withdraw rather than

graduating. If she had graduated, she would have incurred a four year commitment to teach at West Point and now that she was married to a Naval Aviator, she wanted to be stationed in places where they could both be assigned. After withdrawing from a fully-funded graduate program, she anticipated she would not be promoted to Major and was surprised when she was.

After leaving the Naval Post Graduate School, Gail and Bob moved to Virginia Beach in the Hampton Roads area of Virginia. It was there she began running races. "I started racing in my thirties. When I was in Hawaii, I was racing every weekend everything from 5 Ks to marathons and taking 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> place in either the Women's Overall or my age category." In March of 1988, she competed in her first marathon, the Shamrock.

"I ended up with shin splints but qualified for the Boston Marathon which would be held the following month. The doctor said, "Don't even think about going to Boston. You won't be able to do it." I told him I couldn't live with that and asked him to tell me something that I could live with. He said, "Take a week off." That was the week I was supposed to do hill training for Boston, so I missed my hill training.

I went to Boston and the hills there begin at mile 19. I literally jogged up those hills going very slowly, passing men crawling on their hands and knees. I passed them without my hill training. Again, tell me I can't do something and I will show you that I can. I am so determined that you can't keep me down.

### *The Army – Senior Officer Experience*

Gail took the Command and General Staff College by correspondence, spending evenings at the Armed Forces Staff College in Norfolk and on two-week summer sessions with the reserves. At that time, the top 50 percent of officers attended resident CGSC. By making a conscious decision not to attend the resident course because she did not want to be separated for a year from her husband, she placed her career second to her husband's.

She and Bob moved to Hawaii in May of 1989, when Gail was seven and a half months pregnant. A few weeks later, she was sent to deal with a retired Colonel who was in charge of the USO. He was involved in some illegal construction projects and none of the general officers wanted to ruffle his feathers so they sent her. "Here I was, a very pregnant new Major, telling him that he couldn't do the things he wanted to do because they were against the law."

That's how am. If I know I am in the right, I don't care if you are a four-star general. You aren't going to get away with it with me, if I know that what you are doing is wrong.

She was promoted to major just before her first son, Nate was born. She remembers doing PT on the parade field in the morning, walking her two miles and passing some of the overweight staff personnel. "There was an Infantry Major on staff and he would yell at them: "Look at the woman who is eight months pregnant and passing you guys. You should be ashamed of yourselves!"

The baby was born a week late and she continued exercising and working right up until she went into labor.

At 34 years old and five months after the birth of her first child, she ran the Honolulu Marathon. She finished maternity leave in late August and the race was the first weekend in December. "People were amazed! Everyone else had been training for months."

She was assigned as the Operations Officer for a topographic battalion. There were only two mapping battalions in the active duty force at that time. The Battalion Commander was unhappy he'd been assigned to command a topo battalion rather than a combat engineer battalion. He did everything in his power to try to turn the battalion into a combat engineer battalion. This was at a time when the Army was in the process of down sizing by about 40 percent and eliminating duplicate organizations. Hawaii already had a combat engineer battalion. They butted heads constantly.

I was not going to let him bully me into doing something that shouldn't be done and ruin an organization that had a true mission. Everybody from the Pentagon to Korea knew who I was and what I was doing, and was applauding me from the sidelines. But they weren't going to get involved. All he wanted to do was secure the perimeter, blow up mine fields and do infantry stuff.

At the end of her tour as the Battalion Operations Officer, her Battalion Commander did not recommend her for battalion command. "I butted heads with him so much that I believed I wouldn't make Lieutenant Colonel." She did make

Lieutenant Colonel but did not get selected for battalion command because he did not write in her Officer Efficiency Report (OER) "Recommend for battalion command."

Gail developed a fearless attitude she carried with her into all future assignments: Fire me. See if I care. I would rather do the right thing than to get ahead. Most of my last tours really show that. If you are going to fire me, go ahead and fire me. I knew I had value and my bosses really appreciated the things I did.

Surprisingly, she considers the time she spent in Hawaii to be some of the best she had in the military despite her disagreements with the Battalion Commander. She had great jobs.

I was an inspector for the military construction engineering projects in Hawaii and the Pacific. I was the battalion operations officer for the topographic battalion and the Chief of the Planning and Control Cell for all the mapping projects from California to Korea. These were very important engineer jobs. This was operational. We were doing a real world mission.

#### *Retirement and Continued Contribution*

After they left Hawaii, she was again stationed in the Hampton Roads area. Her second child, Brett, was born six weeks before she turned 39. She was assigned first to Fort Belvoir and then to the Training and Doctrine Command (TRADOC) where she spent the last two years of her career.

She decided to get out of the military at the 20 year mark when she was 42 years old, because if she stayed, she was due to be moved again. Without

battalion command, she wouldn't be promoted to Colonel and it did not make sense to hang on for 2 or 3 more years just to retire at the same rank and uproot the family.

She had let her career take a back seat to that of both of her husbands. She took available jobs so they could be stationed together. "I took the back seat, but I still had good jobs. Being an S-3 [Battalion Operations Officer] was a good assignment for a woman." She had changed names both times she married. "People knew who I was. They followed my career and they knew who I was even with the name changes."

When she retired, her children were 3 ½ and 7. Her final assignment at TRADOC and her retirement enabled her children to spend the rest of their time in one school district. The oldest son had attended kindergarten at Fort Belvoir but continued at Virginia Beach from first grade to graduation. Her youngest son attended all his school years there.

Both she and Bob continued to make sacrifices to stabilize the family. Bob went to sea multiple times, did an unaccompanied tour in Diego Garcia, and attended the Naval War College in Rhode Island for a year while the family remained in Virginia Beach. There has only been one time when the children were not with at least one of their parents. "I had to go to...[the field] when I was in Hawaii and had to leave Nate with his babysitter for two weeks. Later she was required to attend a weeklong conference on the East Coast. "I took Nate with me to Providence and left him there with my parents for the week."

“I would have liked to have been a battalion commander and been promoted to Colonel before retiring.” But she had already received two promotions she had not expected to see. “It worked very well for me. I did it all. I proved you could do it all. I proved you could make two more ranks even with the common sense decisions that for others would have been career killers.”

When she looks back on her Army career, she feels one of the biggest contributions she made in the military was to help change the culture for the women in the Corps of Engineers. “I was the first senior female Engineer who dared to have children.” The five women who were more senior “either married and didn’t have children, married someone who already had kids with their previous wife, never married, or married after they retired.”

She doesn’t believe the playing field in the Army is equal for both men and women. By law, women aren’t allowed to do certain jobs. With the Global War on Terrorism, both men and women are at equal risk, but they still can’t perform the same jobs. But there is equal pay.

There has never been another position where I received equal pay like I did in the Army. Even though I was not getting the same job opportunities, I was getting the same pay. In the military as long as you had the years in, you were making the same money as the guy right next to you. I don’t think in my lifetime that I will see equal pay as much as I did in the Army.

The relationships she forged in the Army have remained very important to her. When she runs into individuals she served with who she hasn’t seen for ten years, “It’s like I just saw them yesterday. That’s how tight the connection is. It’s

like you are family--and you are more family than your own family. These people are closer to me than the people I left behind," she added referring to her siblings and extended family of uncles, aunts and cousins.

Even after she retired, she was still making contributions to the military. Since 2001, she has worked with the military and has been involved in training. "It's like I haven't really stopped. I am probably making even more significant contributions now, without a uniform on."

She worked as a civil servant for four years in International Army Training. From there she worked with the Navy for three years coordinating training for Navy individual augmentees, Naval Reserves who are sent as individuals rather than an entire unit, to assist in the Global War on Terrorism in Afghanistan, the Horn of Africa and Iraq, and insuring the right technically skilled sailors are supporting Army units. Since February 2008, she has been doing the same job, but as a contractor. She has experienced more success in this job and has made what she feels are her largest levels of contributions yet. "I was hired for this because I have the Army background and right connections with TRADOC to determine what the best training is for these people who are going on specific missions." She loves what she is doing.

I look at every young sailor going over there as if he or she were my own child. You are not going to send my child over there without the proper training. Most Navy personnel have never seen an M-16 rifle or a nine-millimeter handgun. You don't send them into a combat situation without weapons qualification. Weapons familiarization just doesn't cur it!

They wanted to send people over there without any of this training. The Army determined since their personnel had now had multiple deployments they no longer needed the two week course. They decided to condense it into three days.

I told them “You put me in front of an Admiral and I will jump on his conference room table and say “Hell no, they won’t go.” I will not send these people into harms way without a minimum of two weeks of training.”

Based on her recommendation, they have now expanded it to a three week course specifically tailored for Individual Navy Augmentees. “We are now getting those Navy sailors the appropriate training. Again, this is a major contribution. I am still doing great things for the services.”

This fall, her oldest child began college at Old Dominion University in Norfolk, Virginia and her youngest son entered high school. Sending Nate to college was an affirmation of her commitment to raise educated, independent children. “I have raised my children to be responsible and to leave the nest. That is what we do as parents. You raise them to be responsible citizens and mature adults.”

Gail is still in great shape. Staying that way was not a matter of luck but of determination and hard work. She calls herself a self-driven self-starter, and is self-motivated to stay in shape.

People say you don’t have to do PT tests now. Why do you bother? I tell them because I don’t want to be obese. I want to have a healthy lifestyle. I don’t want to be like the average overweight American.

She has been working non-stop since she was 12 years old and feels ready to retire. However, her husband, who retired as a Navy Captain was between jobs for most of 2008 and tuition bills were looming. Both put a strain on Gail's usual style and attitude.

I like to work knowing that I can stand up for what's right. I can go in and kick ass and take names later. It is fun for me to think of a job as a hobby. I do it because it's fun. I don't like to feel like I have to work. It is not in my personality.

I like to walk into the door each day and say, "You know what? Go ahead and fire me. I really don't care. I am doing this because I want to be here." But with Bob unemployed, felt like I had to work. I had this negative attitude.

With Bob back at work, she can be herself again. Knowing she goes to work each day because she wants to and not because she has to, gives her the courage to be able to do the things she knows are right, and to be able to continue to make significant contributions to the military.

## Appendix D

### Case Study D -- Colonel Linda M. Danner

Colonel Linda Danner retired after 28 ½ years of service in January 2006. Her final position in the military was Chief of Staff and Senior Executive to the Assistant Secretary of the Army for Acquisition Logistics and Technology, one of four Assistant Secretaries. She and her husband, Terry Bowler, live in the Washington DC area where she is president of her own consulting firm. Her firm works with companies wanting to do business with the Army.

#### *Family Dynamics*

Linda was born in Philadelphia in 1951, as one of four children. She had an older sister and brother, as well as a younger brother. Both her parents served in the military during World War II, her father with the Army Air Corps and her mother with Britain's Royal Air Force. They met and married during the war. When they were married, her mother left the Royal Air Force because married women could not serve. Linda's older sister was actually born in England and her mother came to the United States as a War Bride onboard a ship. She never returned to England, even to visit.

Her father used the GI Bill following the war and went to MIT, where he received a Master's Degree in Engineering. He sought his doctorate but was 30 years old, married, with two children. Her mother, a product of the British school system, had the equivalent of a 9<sup>th</sup> grade education. Whether because of her father's college education or her mother's lack of one, all the children in her family grew up with the idea you needed to go to college. "I grew up in an

environment where you went to college. I didn't know anything else. We didn't have a lot of money so if you went to college, you had to figure it out," Linda said. Eventually, three of the four children completed college. Her older brother attended but didn't graduate. He made a career in the military and just recently retired as a Sergeant Major in the California National Guard.

As an Engineer, her father followed government contracts through several different companies while Linda was growing up. Her family moved to Pittsburgh shortly after she was born and then to New Jersey, where they lived for ten years. Linda attended kindergarten through her 9<sup>th</sup> grade year in New Jersey.

Her mother had lost her own mother when she was eleven years old and spent much of her early life in boarding schools. "I don't think my mom knew how to be a mom, so she watched others" deciding what she liked and what she didn't like. Her mother taught all of her children how to play baseball. She learned to play by watching television. "My dad was not there to do that. He was traveling, working." Her father was a work-a-holic, something she felt was common in the 50s and 60s. Her mother took up the slack by assuming the role of both mother and father at times. She was mainly a stay-at-home mom but did work periodically in secretarial positions.

All of the kids had different personalities. We all pursued different careers and paths in our lives. Growing up was a real pain in the butt. But we can look back now and think, Wow. They gave us the tools to be successful.

Linda felt her father was more progressive than most. He taught her to do different things, telling her, "You know you need to be able to change a tire

because there is not always going to be a guy around to do it for you.” He encouraged her independence by saying, “You really need to be able to take care of yourself.” She was encouraged to do things most girls didn’t typically do. “I was a tomboy. Still am today,” she adds. “They really put this independent streak in me.”

She was very athletic and her summers were consumed with swimming. “That’s all I wanted to do. We would get up in the morning and I would spend all day swimming.” She would be the first one in the water and the last one out at night. The family belonged to a company swim club. Linda would take the lead, trying to rush everyone out the door so she could get to the lake. “Come on. Let’s go, let’s go.” Her mother would pack the kids into the car and drive them to the lake and then spend the entire day with them.

### *Schooling*

She was very reliable and started working when she was 13 years old. Until the family moved to Cincinnati when she was 15, she worked for a woman professor from Mountclair State Teacher’s College. Linda was her jack-of-all-trades and anything the professor needed she did. She did the yard work and cared for the professor’s sheep and dogs, cleaned the fishpond, laid fires and emptied the dishwasher. Later other women from the neighborhood saw her doing these things and hired her to do their grocery shopping or to babysit.

When she was old enough, she became a lifeguard. Lifeguarding helped to pay her way through school and teaching adults to swim was especially lucrative.

I would teach their kids to swim and then they could come up and say, “You know I don’t know how to swim.” I would have them come to the pool at night after it closed and teach them. They paid me very good money to keep my mouth shut to their kids and to teach them how to swim. So I would stay at the pool sometimes until midnight teaching adults how to swim.

After completing her ninth grade year in New Jersey, the family moved to Cincinnati, Ohio, in 1966, going from a white Anglo Saxon Protestant bedroom community outside of New York City to an inner city school in the Midwest. This was during the period of racial unrest and the transition was not an easy one for Linda. Previously, she enjoyed school but it became a means to an end when she moved to Cincinnati. “It was such a culture shock for me. So it took me a long time when I moved high schools to really feel like I had a place in my new school.” She didn’t know anybody and the friends she did make lived on the other side of town. She didn’t get to see them outside of school because she didn’t drive.

She participated in a few activities and she was a member of a high school sorority to which her friends belonged. Her main activity in high school was to continue to work and save money for college. “I worked in sales. I’ve sold everything from women’s lingerie to sporting goods.”

I went to a high school where people didn’t go to college. That wasn’t on their scope. I looked to the left and right of me thinking, these people, they’re not getting it. You know you got to go to college. Again, I didn’t

understand why you went to college. I just knew my parents had told me I had to go to college. So that's what I was focusing on. I wanted to get out of there and go to college.

Getting into college then was not an easy process for anyone. Usually the high schools offered limited help or direction. In Linda's case, she was totally on her own. She wanted to leave Ohio to go to school.

I was ready to go. I needed to leave home. I needed to go and strike out on my own. I was going to go away for college and the farther I could go the better it would be. It wasn't that I didn't love my parents it was just what I needed to do. I didn't want to stay in Ohio. I didn't want to go to school with the people I knew. I had met people in Ohio and I wasn't impressed. I wanted to meet some new people.

A friend of her sister was teaching in small town in Wyoming and told her about the University of Wyoming which sounded good since the college did not charge out-of-state tuition and had a program in Radio, TV, and Film.

I applied to one college; it was the University of Wyoming. They had a program I wanted, it was cheap to go there, and they didn't charge me to apply. I applied and got accepted and said, "I am going to the University of Wyoming." I had never been there, I never knew anybody who had been there. I didn't have a clue. But it met my criteria and that's where I went to school.

After two years at the University of Wyoming officials announced plans to raise out-of-state tuition. Linda was not able to afford it and transferred to Miami

University of Ohio. At the end of the summer of 1973, Linda started looking for a job and began sending out resumes. In September she received a phone call from the CBS affiliate in Cincinnati. CBS was expecting a strike and were looking for workers who would be willing to cross picket lines. She went to work for them and when the strike ended a month later, they kept her on.

During the strike she worked as a technician, putting up video tape, slides and film and helping with the news reports. After the strike she was the production assistant for *The John Wade Show* a local show patterned after the *Mike Douglas Show*. She remembers the station asking for volunteers to work the Bengals game one weekend. When she volunteered she was told girls can't do that; they couldn't have a girl out on the football field. "I would have done anything just to get the opportunity to go to a professional football game. Women are all over the place now, but they wouldn't let me do it."

Linda enjoyed her job and felt she was gaining valuable experience. "I had a full time job working at CBS even before I graduated from college. I was thinking, I am on my way. I am working the field I want to work in and getting a lot of experience." Then the week she graduated from college, they laid her off.

For the next seven to eight months she did a lot of odd jobs, eventually going to work for a small private school in Pennsylvania for two years. She helped them build and operate a TV studio and taught students to use the different audio visual equipment. She also coached the girls swim team and the ski team.

It was a good gig for me for a couple of years. It was a boarding school so I had an apartment and could eat my meals there. So I was getting free room and board. I didn't want to live like that, become a little old lady with cats in her apartment hanging out with prep school girls. I decided that was it and at the end of the year left without a plan.

After traveling around for about six months, she went to Colorado to see what opportunities there were. "It was a bad time to move to Colorado because it was flooded with people. So then I came back east."

### *Joining the Army*

At this time she heard about the Army's Direct Commission Program. She thought the idea sounded interesting as the Army sent people around the world. "Again, it was about seeing things and meeting new people. It wasn't really about being in the Army and putting on a uniform. I wanted to know where they were going to send me."

She applied and then moved to Maryland and went to work with the Nuclear Utility Services in their television production studio doing educational programming. "I found that my forte was the educational part of TV communications. I really enjoyed that."

She received a phone call from her recruiter in Cincinnati telling her she was accepted and would be receiving a letter congratulating her. She would have ten days to make the decision. Then she received the letter which thanked her for competing but indicated she had not been selected. She called her recruiter and was told there had been a mistake; she had been sent the wrong letter.

“They sent me the wrong letter but then they corrected it. I decided this would be a good experience for me. I never intended to stay past the three year commitment.”

*The Army – Junior Officer Experiences*

In mid July 1977, First Lieutenant Linda Danner reported to Fort McClellan, Alabama for the Women’s Officer Orientation Course. She was 26 years old. She was always comfortable in the Army and feels it was unfortunate she didn’t join earlier. Age probably had a great deal to do with her comfort level.

It was a lot tougher on the women coming in right out of college. I mean I had experience; I had been out there in the world. I was competing with 22 year olds, for the most part, that didn’t have a clue. I had a clue. I had been in the business world. I had been away from home; I had been to Europe before.

I think I always felt comfortable in the Army. I didn’t always like it and I wasn’t always happy with it. I didn’t always feel comfortable where I was located or stationed or the people around me necessarily. But the Army, I was good with the Army.

Linda became a Signal Corps officer and was assigned to Germany upon graduation from the Signal Officer Basic Course. The training she received did not prepare her for her first assignment.

We were some of the first women that went off to the different branches.

And for those of us that went off to Signal, they told us we didn’t need a

technical background. What a bunch of hooley! But they did the same thing to the guys so it was fair game actually.

They didn't teach us anything in Alabama and they didn't teach us anything in Signal Basic. We all got kind of thrown out there as more of an experiment than anything else. They took us to the field a couple of times and showed us some equipment and then said "See you."

She was assigned to be a cable platoon leader in the 1<sup>st</sup> Armored Division in Germany. This was not the platoon she wanted.

I couldn't get the platoon I wanted because only men could have it. That sucked but I took the next best thing and made it a good thing. It worked out well for me. But I couldn't have the one I wanted so I had to settle. But I learned to deal with the settling.

From the beginning as a "Cable Dog Platoon Leader" she felt like she owed it to her soldiers to earn their respect and never to ask them to do something she wasn't willing to do herself. The cable platoon is responsible for laying cable and stinging the communication wires.

I learned to climb those poles. I showed those guys I could climb the poles with them. I had all these young black guys who had never worked for a woman before, especially a white woman. But when they saw me go out and lay cable and climb poles, I was in like Flynn.

She was one of a handful of women in the division. She was the first woman her soldiers ever worked for.

Every day was a new and exciting adventure. One day my platoon sergeant comes and tells me one of my soldiers needed to talk to me. I asked him what it was about. "Well, he's having marital problems ma'am." And I go, "Marital problems? I can't get a date and you want me to talk to him about marital problems?" He said, "Ma'am, you have to. You're the platoon leader. You're in charge."

That was an ah-ha moment for me when I realized that he was serious. I'm in charge and these guys were relying on me to give him hope and advice. Well, that's why you have a great platoon sergeant, so I turned to him and asked, "So what do I tell him? I can't get a date. What am I going to tell this guy?" He said, "You listen to him. You nod your head, you listen to him and then you tell him that you are going to get him an appointment to meet with the Chaplain. This is Chaplain's business ma'am, but you are the leader. You've got to take the first step with this guy."

It dawned on Linda these men really relied on her. They may not know why they got stuck with a girl as a platoon leader, but she was their girl. And the Non Commissioned Officers (NCOs) took pride in knowing they were going to teach her everything she needed to know. "They were going to make me the best platoon leader. And they did."

As one of the first women in the division, the male officers had a difficult time figuring out how to work and interact with Linda. Her peers seemed very standoffish. Her first year was lonely because she didn't have any friends. She

realized up-front she was the new kid in town and it was going to take her awhile before she became part of the group.

I knew in my heart of hearts that if I demonstrated that I was just here to do a job; I'm not here to take your job away; the Army sent me here; I didn't ask to come here and we will all get through this. And we did.

Her first boss was the most highly decorated Signal Officer in Europe. He fought in Vietnam and was a soldier's soldier. He had never had a woman working for him or worked with a woman before. But he leveled with her.

He sat me down and said, "Linda, this is going to be rough. But understand I know it is rough for you but it is also very rough for me and a lot of the guys here who are not used to this." He was the only one at the beginning who was open and honest with me. He told me, "Look, if I ever offend you please let me know because I probably will, but I would never do it intentionally."

From that minute on I said, "You know what, Sir? I got it. Don't worry about it. If you do something that bugs me, I'll let you know. All I ask of you is to teach me what I need to know to be successful." And he did.

From day one we hit it off.

While her first assignment in Germany was with a tactical unit and she spent most of her time either in the field or getting ready to go back to the field, her second assignment was more like a normal job. She lived in a rented house with several other women and had some semblance of a social life. Still, with both jobs she felt disconnected socially from the military community. She would

see single male officers getting invited to couple's houses for dinner but as a single female she never was invited. Most of the officers in the division were young and married. She could just hear their wives telling them, "That new female, you stay away from her." No one ever said it, but she just knew what was going on.

They didn't know how to deal with me and that bothered me. I figured that if I just did a good job, word would eventually get around that Linda was just a regular person. She is not hunting down men. She'd like a date, but she wasn't going to date your husband. For a long time it bothered me that I would sit in the Bachelor Officer Quarters and the guy down the hall was getting invited out to dinner by another couple, but I wasn't getting the same treatment because they didn't know how to deal with me. But I accepted it.

The invitations to dinner never came when she was stationed in Germany.

She did not enjoy her first assignment but with the second assignment she felt she'd found her niche running a television studio in Europe and making educational films for the Army. But after she left, she realized it had not been as fulfilling as she thought it would be. She wanted to be with soldiers.

She came back to the states to attend the Signal Officer Advanced Course and to go to Fort Hood to the Armored Division. She had already been assigned to an Armored Division in Germany and wanted to do something different. She asked to be stationed in Alaska and become the Army expert on cold weather communication. She was told they didn't send girls to Alaska because it is home

to an Infantry Brigade. When her branch assignment officer visited the Advanced Course he told her about a command job at Fort Greely, Alaska and gave her a few days to think about it.

Several days later she received a phone call from a Colonel inviting her to dinner to talk about the job in Alaska. She said yes to dinner and the job in Alaska. Fort Greely was a remote post. The Colonel told her she was his number one draft pick to command the meteorological station. The Colonel was stationed in White Sands, New Mexico and would not visit Alaska unless she asked him to.

You would be the only officer in this company. I need someone there who is mature enough, understands people, and can run this show. I know you don't have the background; I know what your degree is in, but you don't need to worry. You have smart people working for you. I just need a leader.

Linda said it was like a light going on. "I am a leader, aren't I? I didn't have a clue what these people were doing but I led them. That was my ah-ha moment, talking to the Colonel and then getting up there and realizing I was in charge."

On her first day at Fort Greely, she wondered what she had gotten herself into. The post was small and the nearest city was two hours and a hundred miles away. She hadn't been there 24 hours when she received her first of many invitations to join a family for dinner.

I was floored. But it was a small post and people got that you had to stick together. I was welcomed into the community as opposed to Germany.

Being at Fort Greely renewed my faith in the military that I could be a single female in the Army and be treated equally both on and off the job. On the job I was treated equally because they realized I had talent and I was good at my job. When families started to include me, it was like, OK, they are getting it now.

She reported directly to the Colonel and would call him once a week. She missed one week and when she apologized he asked, "Is there a problem?" When she told him no, he told her not to worry about it.

If you need me I will be on the next plane but I trust you enough to know you are going to make the right decisions. So don't worry about what I am thinking. Just know you have made the right decision and that's what counts.

From that point on I didn't think about getting out of the military. That job was where I realized this is where I belong. I can do this. I am good at it. People like me. I really liked this stuff. It didn't matter what I was doing or where I was doing it. It is all about people. You know, I loved working with people and I loved being the leader of people. I think it really showed.

Her time at Fort Greely was some of her best in the military. She was in command with a great deal of autonomy as she was there on her own. Since there were no other officers in the unit, the troops looked to her for guidance.

I was as close as I would ever be to troops. I think the most satisfying job is being in command as Captain. I don't care where you command,

command as a Captain is the best. As you go up in rank there is a lot more oversight and more administrative minutia to deal with.

“I learned a great deal about myself in that assignment because I didn’t have a clue about weather.” Her father, a meteorologist, was a weather officer in World War II and predicted the weather for the Battle of the Bulge.

But I never had an appreciation for that. Back in those days the only weather you got was in the little box on the top right hand corner of the newspaper. We didn’t have the weather channel or all those fancy colored maps in the newspaper.

When she left Fort Greely, she requested to attend graduate school but was told they wouldn’t send her. The Army wanted all of its officers to have a graduate degree and promotion to major was difficult without an advanced degree. Linda, like many others had to get her degree on her own and she did by attending night school.”

Later she became involved in Testing and Evaluations and found the work interesting. She was not an Engineer but thought the skills set she could walk away with could be very beneficial. “One thing I always looked at was what am I going to do when I get out of the Army. The Radio TV thing was great but I knew that wasn’t going to work when I got out.” When it came time to choose her alternate specialty she decided to request Research Development Testing and Evaluation (RDT & E). By this time she had two years working in the Testing and Evaluation community. One of the individuals at Signal Branch talked to her and

told her since she didn't have a degree in Engineering; she was not qualified for the specialty. Not only did he tell her, he also annotated it in her records.

I was livid. And again they were telling me that you can't do this because you're a girl. So I came back to branch and told them, "Look, I have worked this for two years. I have been in the community for two years. I am interested in doing this and I am not asking you to do anything special for me."

She requested to see the records of all the other people in RDT & E because she knew from working it that many officers in the specialty were ROTC with history degrees. She was met with silence. Someone later added a note to her records, "We don't get women wanting to do this. Why not let her? You know she is asking to do it. We need people, so why are we turning her down?" She received her alternate specialty and completed two tours in RDT and E before the Acquisition Corps was stood up.

When the Acquisition Corps was created in 1989 to develop a key group of people to manage acquiring new systems for the Army, she was at Fort Leavenworth, Kansas attending the Command and General Staff College. The Acquisition Corps is a functional area and individuals selected for it remained in their basic branch but were managed by the Acquisition Corps. She kept trying to tell the Signal Corps she was going to be a part of the new Acquisition Corps.

My assignment officer kept telling me I was going to Korea the following year. When he told me that branch was not going to let me be in the Acquisition Corps, I told him they wouldn't have a choice. "I've got a

master's degree now in Computer Resource Management. I've gone to the Product Management (PM) Course. I have two assignments in RTD & E that you gave me." I told him I was going to be part of the first year group selected to be in the Acquisition Corps. I did get selected and he was pissed.

Just prior to beginning her Command and General Staff College, Linda married Major Terry Bowler. They met seven years earlier at Fort Greeley and dated before Terry was reassigned to Fort Rucker and Linda was sent to Washington, DC. They didn't see each other for three years until he was stationed in DC and began dating again. Three years later in June 1989 and at 37 years old, they were married.

We got married in June and then on July 1<sup>st</sup> I left to go to CGSC. That was a preplanned event. Terry would stay in DC to be the Executive Officer (XO) for a three star general. I knew I would have to really study at Leavenworth which is supposed to be the best year of your life. I had to study because they didn't teach tactics at the Signal Officer Basic or Advance Course. I knew it would be a rough year for me and we both knew his job was going to be rough as well. I flew home and he flew out there a few times each month so we could see each other.

#### *The Army – Senior Officer Experience*

Linda believed Terry's career would probably take the lead in their lives since he was the Executive Officer to a Major General.

As long as I had a decent job that was fine by me. Once I had made Major, I knew I was going to stay in for twenty. That was a given. I thought I would have some of these office jobs, do some of this Acquisition stuff, get a good resume together so I could get a decent job when I got out.

We wanted to have children; it just wasn't in the cards for us. We got married later in life and it just didn't happen for us. When we talked about having kids, we discussed how life would change as we know it. But Terry never expected me to get out of the Army and have kids.

They both soon became Acquisition Corps Officers and thought it would be easier to be assigned together. They were both stationed in the DC area. Linda was working in a classified program being closed down. When her assignment officer came to speak to moving to a different position in the DC area, "I had this brilliant idea we should move together as a married couple one time. And Terry, great guy that he is said, "Whatever you want. If you really want to move, we can move."

The Acquisition Corps moved them both to Fort Hunter Liggett where they both worked as division chiefs in the same organization. For the first month when they went home they would talk about work. Later they made a rule forbidding any conversation about work once they arrived at home. "We decided that we would go home at night and enjoy life. We would sit in the hot tub, we would have a glass of wine, but we were not going to talk about work."

In the early 1990s after Clinton took office, the Army was drawn down by 38 percent (Nestler, 2004). One of the tools used was the Selective Early

Retirement Board (SERB) where officers selected by a board were forced to retire within 90 days. They were to be personally notified in a face-to-face meeting with their commanding generals. Terry received word by phone he had been SERBed because the general could not be bothered to fly out to California. Within an hour he received phone calls from all five individuals who worked with him at his last position in the Pentagon. All of them were considered to be “high speed, low drag guys.” All of them had been SERBed.

Terry had been top blocked (received the highest ratings possible) his entire 22 year career. He had been a three star XO and worked at the Pentagon doing a lot of tough jobs. It was a raw deal and we knew it. I had hoped for bigger and better things for him.

Terry was SERBed the same week Linda was notified that she had been selected for a LTC Product Manager (PM) job, the Acquisition Corps equivalent of Battalion Command. This news might have been the death knell for many military marriages due to damaged egos.

Talk about a high and a low. But Terry is a great guy unlike a lot of husbands out there, especially military guys. When I got picked up and he had just been kicked in the gut I was thinking, “Am I really going to do this?” He said, “There is no question about it. This is what you worked for. You’re going to do it. Let’s go. When are we going?”

Linda admits to being very fortunate to have found someone who is so supportive of what she does.

When I got selected for PM there was no question about it. We were moving to New Jersey. When I got selected for the War College, he quit his job and moved to Texas with me for a year. So I was very fortunate to find a guy like that.

Linda and Terry left Fort Hunter Liggett, California in June of 1995 and moved to Fort Monmouth, New Jersey where she was the Product Manager for the Army Small Computer Program. When she was selected to attend the War College, she was sent to University of Texas in Austin to attend the Army Senior Service College Acquisition Fellowship Program. Terry went with her.

In 1999 she was selected as a full Colonel for her second PM position, an equivalent of Brigade Command. She served as Project Manager for the Joint Land Attack Cruise Missile Defense Elevated Netted Sensor System (JLENS) in Huntsville, Alabama at the Space and Missile Defense Command. She went to Huntsville alone with Terry remaining behind in their new home in the DC area. They commuted back and forth for the two years.

When we were together we didn't worry about anything else but ourselves. We didn't even worry about doing chores. We had this new house but we didn't even hang pictures for two years because we decided we'd do that when we were together. When I was home for the weekend, it was like, let's spend time together; let's hang out because we couldn't do that during the week.

And during the week I would talk to my husband at least once a day. If I am overseas and we can't have phone contact, I will email him

every single day. You know, good morning. How are you doing? This is what I am up to. I call it checking-in.

Her deputy in Huntsville taught her the term. Whenever she was in Huntsville for the weekend, he would invite her out to join the guys and play golf. One of the younger graphics guys was dating seriously and he'd been asking the deputy questions about being married. When he saw the deputy on the phone with his wife, telling her when he would be finished and what time he would be home, he asked "What are you doing?" The deputy told him, "I am checking-in." The young man then commented that he did not have to check-in. The deputy responded, "You don't get it. You want to check-in. You want someone to be on the other end of that phone."

I have used that example many times when I talked to people who worked for me. I still use it today when I talk to the young people in the companies I consult with. When you are in the Army you can let it consume you. Just remember that you are going to get out someday whether you are a twenty year person, a twenty-five year person or a ten year person. And when you get out, you want to have someone to check-in with. If you let that get away from you now, you are going to be a little old man or a little old lady sitting in an apartment with a bunch of cats and miserable. So take care of what's important now.

My husband had been in the Army. He knew that there were some days that you get up early and stay late. And he does the same thing with his job. Right now, he is on a business trip. I get it. He probably won't be

home until after ten tonight. But that's not a problem. He called. I know when he is coming home. I know where he is at. He sends me emails during the day. It is all about checking-in. It is not about feeling like your job is so important that you can't make time for the other person.

Following her PM position, she became the Director of the Army Acquisition Support Center at Fort Belvoir, Virginia, which was basically the school house for Army Acquisition Corps. She was responsible for all the training, education and experience necessary to certify the 50,000 people, military and civilian, who work in acquisition. She also worked with every PM in the Army helping them with their budget and personnel. She was responsible for all the policies and procedures in the Acquisition Corps ranging from acquisition policy to policies on promotion boards for our Acquisition officers. She was also responsible for the fellowship program at the University of Texas from which she graduated.

Her final position in the military was Chief of Staff and Senior Executive Assistant to the Assistant Secretary of the Army for Acquisition Logistics and Technology. Currently, there are only four Assistant Secretaries of the Army and Linda was the only woman to serve as Chief of Staff to any of them. "I think," Linda stated, "a lot of people stood up and took notice of that. We had never had a woman in the front office before, running the show." She held that position from 2003 until her retirement in 2005.

She usually traveled with the Assistant Secretary. He was a retired Air Force Major General and an avid marathon runner. He would get up every

morning at 4 a.m. and run 15 miles before he went to work at 7:30 a.m. He loved being around the troops and when they went for troop visits, the staff would try to arrange for him to do PT with the troops. In her mid fifties, Linda is in great shape. She enjoyed running at her own pace so usually she would send the XO out to be with the boss. On her last trip before retiring, they visited a Stryker unit in Alaska getting ready to deploy to Iraq. She decided she would make this one last run with the troops. It would be a good way to go out. She found out the location for the morning run and mentally noted it was near an airfield which was always a favorite for unit runs.

When she showed up the next morning she found a young Captain had been assigned to her to ensure she had everything she needed. She asked about the route. "Ma'am Friday is our Thunder Run." "Thunder Run?! What the heck is that?" He goes, "Ma'am. We do this every Friday. We are getting ready to go to Iraq."

I understand Esprit de Corps. I also assumed we'd be running around the airfield nearby. I could shuffle along and look good to the troops. Wrong assumption! We were going to run up Saw Head Mountain and then run back down, three miles up, three miles down. The three miles down I knew I could get. I was pretty stubborn and I wasn't going to back out. I hoped I would be able to run part way up and catch them on the way back down.

I am proud to say that I stayed with them and ran the whole six miles. I couldn't move after that. But I did it and actually beat some of the

soldiers. It was a great way to be able to go out and say I could still do this.

When Linda went into a new organization, she let them know up front how she defined her role as their leader. Many bosses had the attitude, “I am the boss. Do what I say.” That was not Linda’s philosophy. She came in and said instead:

Look, I’m the boss but I am here to help you. I don’t want to do your job; that’s not what I am here to do. My job is to give you the tools and access you need to be successful. If you are successful, the organization is successful, and I’m successful. That’s what counts. Tell me what you need. I will lead the charge. I will protect you. I will be the fall guy as long as you all do your jobs.

Linda calls her leadership style “Leading by Walking Around.” She gets to know her people. She goes beyond just learning their first and last names. She gets to know their families and their passions. As a PM she instituted a monthly “Take the Boss to Lunch Day.” It rotated by divisions.

When it was their month, they would come in and get on my calendar and they would get at least two hours of my time. It could be breakfast, lunch, or dinner. It didn’t have to involve food, but they knew I was very passionate about food, so food was a good thing to include. We would go off site to wherever they set it up. I’ve been to IHOP, to pizza places and botanical gardens.

It had to be off site. It could be outside under a tree but I wasn't going to come down to your conference room. The whole idea was that we would sit down and talk. It was a non-attribution event so they could tell me anything. Then I would help them talk through it and figure out how to solve it.

The main thing for me was to learn about them, for them to kind of open up and realize that I was just a regular person, just like them. We would go around the group and I would always start and end. Everyone had to have a fun fact about themselves that perhaps no one else knew. I would share some of the things I had done before coming into the Army. The point was to make myself human to them. But the great thing was that they also learned about each other.

I can go back into any organization today that I was a part of and be welcomed. I might not remember the names, but I remember the faces and the stories. I can ask, "How is your husband? Is he feeling better?"

Linda has always been a people person. She remembers someone saying when she first came into the Army, "You are not always going to like your assignment and you are not always going to like your location, but if you like people you will always like the Army." And it was true. She didn't always like the assignment but she always found people who made it worth getting up in the morning and going to work.

All I ever wanted to do was to come to work, enjoy what I was doing, and take care of people. I don't care whether you are military or civilian if you

work in the military and don't come to work to make a difference every day for some soldier that is out there on point, don't bother to come to work because that's what it is all about. I don't care if you are an HR person. With the six degrees of separation, there is a soldier at the other end that you are taking care of. If I am helping you get promoted so that you can become the best HR person possible there is still a connection back there to a soldier.

Linda mentored many people, especially later in her career and continues to mentor today. Younger officers would approach her asking what jobs they needed to have in order to be promoted in the Acquisition Corps. "I would tell them not to worry about which job they were going to. Whatever job they give you, just go and do the best damn job you can do. That's what's important."

For her first 15 years of the service no one mentored her other than her first boss. In fact, it wasn't until she was a LTC that a general officer talked to her about her potential and said, "You know, Linda, you really could become a general officer." Up to that point, she never considered becoming a general officer.

In reality there are very few Acquisition Corps GO positions. "I was told I was competitive and my records were always in the top three of the Acquisition Corps. But if you're number two or three and they only have one draft pick that year, it doesn't mean anything."

It's about the system and the timing. The Acquisition Corps finally promoted two female GOs this year. I received notes from both of them

telling me it should have been me. But that couldn't have happened as my thirty years was up and I would have been gone. My timing was always off. I was always just ahead of the curve.

I was not bitter. I was disappointed that it didn't happen. Mainly, not because of the ego thing, but because I felt I could still make a big difference. I could do some really good things. But I had had my shot and it wasn't going to happen. I accepted that.

I tell my GO girlfriends that they broke the brass ceiling. And there is a brass ceiling out there. And there probably always will be in the Army. It is a man's world. The percentage of women is so small to begin with as opposed to other industries. Some women get hung up on that and it becomes a barrier to them. I wanted some jobs and was told that those were only for men. I didn't like that but then I would redirect myself. I knew that there were other things I could do and get the same level of satisfaction. If I can't do that job, there has got to be someplace else where I can make a difference.

Linda says one of the reasons she entered the Army was because there weren't a lot of opportunities for women in the 1970s. The jobs she had done were not going to get her anywhere. Occasionally she would get into an area she really liked but still saw men getting the opportunities and they weren't being offered to her.

What I saw in the Army was that women could get the same opportunities. It didn't mean they were getting them but that they could. Although what I

liked about the Army, the opportunities, also was my biggest nemesis. I would get pissed off that I wasn't getting those opportunities that other people were getting. And some of those other people were sometimes women, but many times they were men.

As a Second Lieutenant, Linda was given an opportunity to lead a 60 man platoon. In the civilian world, you would be in charge of your own cubicle. The Army gave women the opportunity to lead and be in positions not typical for women at such a young age.

It was a cool thing to be a woman in the Army. The group of women that I came in with and I am including ROTC and OCS along with the direct commissioning women in our year group, we paved the way. We took the biggest lumps. We were the experiment. When we came in, we came in knowing we were going to do things other women had never done. We didn't know what it was and for some of the women it didn't work out.

Everyone thinks that the West Point women paved the way and they did pave the way for future women to enter the service academies. But when they still had three years to go at the academy, we were out there being the first so that when they came into the Army there was a place for them. While they were at West Point, we were already out in the field. We paved the way so those West Point women could come into the Army and be successful.

Again, my timing is poor. If I had come in with those first West Point women... well two of those West Point women just made GO. But I don't think they could have been as successful if it hadn't been for women like me who were those first women in the Signal Corps and other branches.

### *Retirement and Continued Contribution*

Linda refused to become a bitter Colonel waiting until her mandatory retirement date at thirty years of service to get out. "I could still do some really good things. Now I would have to do those things outside of the Army." It was important to her to leave on her own terms. She tells everybody, "You've got to get out of the Army. So get out on your own terms. Don't wait for the Army to tell you they don't need you anymore."

When she was leaving the Army, she interviewed with over twenty companies. "With my Acquisition background a lot of companies were interested in me." Several friends who were consultants encouraged her to work as a consultant. "Most of the companies wanting to hire me wanted my Acquisition expertise, my network, and my capability to bring people together." She decided she could do it for one company or for a lot of companies. She was very close to accepting a position. She went to bed to sleep on it. She woke up in the middle of the night and told Terry she was going to do the consulting thing. He told her, "I know what you want to do. Go for it. I'm there. Let's do it." The next day she called a lawyer and an accountant and set up her own company.

I try to do business with companies who want to do business with the Army. My expertise is doing business with the Army, helping them

understand the Army, helping them understand the process and the customer. I still get to serve the Army, only someone else is paying me now.

She has turned down consulting positions with companies who were trying to sell the Army “a piece of crap” or products she didn’t believe the Army really needed. She has remained very close to the Army.

That’s my first love. I’ve got green blood just like the rest of us do. You know I don’t care if you were only in for a year or if you’ve been in for thirty or more. Once you’ve been in, you never lose it.

I fought a cold war. I was over in Germany, waiting for the Russians to come over and devastate us. We didn’t know at the time that couldn’t happen. We believed it could. I’m proud of that. I’m proud of my part in that.

You know I have been real good with the fact that I did my job every day. I made a difference. I helped soldiers. So when I go to bed at night and I am still doing that stuff, I feel good.

## Appendix E

### Case Study E - Colonel Claudia Engel

Colonel Claudia Engel retired from the Army in 2006 with 28½ years of service. She served in the Corps of Engineers and earned a graduate degree in Engineering. She is currently in the Senior Executive Service working an initiative to combine all services' media assets into one agency, a base closure recommendation she had worked on in her last duty assignment. She and her husband Tom, a Captain in the Navy, married just three years ago, after dating for 14 years.

#### *Family Dynamics*

Claudia was born in 1954 to older parents. Her mother, 37, and father, 40, were married for eleven years when she was born. She is the older of two daughters. "My friends always thought they were my grandparents."

Her parents owned a small business, The Engel Heel Company, where they made leather heels for cowboy boots and orthopedic shoes in their small town of Hanover, just outside of Gettysburg in south central Pennsylvania. "My parents were of German descent. My last name is Engel, as it still is. I didn't change it. My family names were Laus, Fuhrman, and Fleshman."

It was a small family of just two kids, just like everybody had back then. [I] grew up in a neighborhood with a lot of other kids. You know, I had a wonderful childhood. I went to public schools, the same elementary school six years and the same high school for six years. It was pretty good, I think.

Her mother and father were very hard-working. They would get up at four o'clock in the morning and go in to the factory to work. Her mother worked five days a week, while her father worked at least six days each week. "We only took vacations twice a year when the plant would close down. Over the Fourth of July week we might go camping. Over Christmas week we would just stay at home."

[We were] regular church-goers, Methodist Church. You know it was just a middle class family back in the sixties. When I look around now, I think it was a very stable family growing up. We didn't know people who were divorced or kids who didn't have two parents. So it was nice.

Engel demonstrated leadership early on. From around the fifth to the eighth grade she would plan and organize a local neighborhood carnival to raise money for muscular dystrophy.

I planned it, organized it and pulled it off with the neighborhood kids. It was pretty good. We set up all these stands and little things and we'd go around and asked all these people to contribute prizes. It was pretty cool at the time. I kind of surprised myself.

### *Schooling*

She was a good student. "I got good grades but was sort of a little bit mischievous, too" in fifth through eighth grade. Throughout high school, she was involved in all kinds of school activities.

I played sports. In sports you have to lead at times. I was Captain of the basketball team for two years. I was on the student council, and a member of the National Honor Society. I think I was on the yearbook staff.

I played in band before I got involved in sports. So I had a whole bunch of activities, too many activities.

I was studious, contemplative and thoughtful. I always stayed out of trouble. My parents wouldn't have had any complaints. I was a pretty good kid.

When she was fourteen or fifteen she started working for the local golf course. She worked in the pro shop.

I didn't make much money, maybe \$1.10 per hour. The summer before I went to college I worked at Engel Heel Company because the pay was better. You could work piece rate on some of the jobs and of course you could make more money if you worked fast enough.

When it came time to go to college, she paid her own way. Her parents were neither supportive nor non-supportive of continuing her education beyond high school. Her father attended college for three or four years without graduating. Her mother did not have any education beyond high school. Claudia remembers her father telling her "he thought it would be pretty much a waste of money because I was only going to get married and have kids anyway."

My parents did not pay my way to school. But I just knew I was going to go. I had saved enough that I went to a small state college in Pennsylvania for one semester. I remember it cost \$750 for books, tuition, and room and board. Then my bank account was wiped out so I dropped out of college for a year and worked in a factory.

She worked in the Doubleday Book Factory for a year, saving up around \$5,000. She saved every paycheck except for enough for gas and socializing. When she returned to school, she followed her high school boyfriend to Salem College in West Virginia. She received a Board of Trustee Grant, scholarship money, and a basketball scholarship. Although the college was more expensive, the financial aid she received made it affordable. She finished in six semesters.

I was real serious. I was not a party girl at all. I was pretty studious and serious. I had a lot going on. I was trying to graduate quickly because every semester I stayed I wasn't making money. I didn't have a full time job and it was costing me a lot of money. I had work study, I was a resident assistant in a dorm, and I played basketball; so that was a lot. I was taking full loads and everything.

I think I owed about \$1500 total at graduation. It wasn't much at all. I was pretty happy about that. I wrote down everything I spent. If I spent a nickel on something, I'd write it down. And then I would look and try to see where I could cut costs. If you do that, you can really see over a month time period where the expenses really are.

### *Joining the Army*

While in college, she dated a biology major who was a Vietnam Vet. "He used to tell all these cool stories about the Army and everything. I graduated in December, 1976 and I couldn't find a job right away, so I called around the various military departments." She found out about the Army's Direct Commission Program. She had seven days to get her application materials in,

including the physical and the interview by a board of officers. “I sent it off and then forgot about it.”

She got a job working for Wyeth Pharmaceuticals in south central Pennsylvania putting her degree in biology and a minor in chemistry to work.

I had a good job. I worked as a microbiologist. One day I got this call saying I was being offered a commission in the Army. So I thought that was pretty cool so I couldn't say no. I had to do it even though in the meantime I had found a job.

She took a 3 year leave of absence from Wyeth Pharmaceuticals and went to Fort McClellan, Alabama in July, 1977. Her father thought it was a mistake. “My father said I was making the biggest mistake I ever made in my life. Just like he said I shouldn't go to college. So of course afterwards, years later, he changed his mind. He was very proud.”

#### *The Army – Junior Officer Experience*

When it came time to choose branches, Claudia received her fourth and last choice, The Corps of Engineers. After attending the Women's Officer Orientation Course at Fort McClellan, she attended the Engineer Basic Course with three other women from the McClellan class. “Four women! All the men thought we were a joke by and large. We could keep up with them physically though pretty well. We didn't fall out of the runs or anything.”

See, there are two things against you. Not only is there some discrimination because you are a female but also because you don't have a degree in Engineering. The West Pointers, they all did. All the guys

coming from ROTC, they all had degrees in Engineering. So you were at a huge disadvantage.

She was supposed to go to an Engineering platoon right out of school but was rejected by the Battalion Commander who told her, it was because she was a woman and he didn't want a female platoon leader. "So you are always under this. Just a little bit anxious. Are you going to be accepted? As a result we probably worked harder."

She stayed at Fort Belvoir, at the Engineer school and was a platoon leader in a training platoon. She later commanded a company of about 300 soldiers. She was 26 years old and just a First Lieutenant. Her Battalion Commander encouraged the female officers in the battalion attend the Officer's Wives' Club functions.

It was just expected you would go to these Wives' Club meetings and stuff just because you were a female in the unit. And I never liked that. You know you work all day and you worked long hours and then you get to go to these social functions just because you were a female in the unit.

Before leaving the Engineer School, she attended the Engineer Officer Advanced Course. This time she was the only woman in her all male class. By attending the Advanced Course, she incurred an additional commitment, so returning to Wyeth Pharmaceuticals was no longer an option.

She turned down an opportunity to go to Germany and command a second company. "I think I was a little bit afraid actually because I had never been in an Engineer unit, a combat heavy unit. I had always been in training

units.” She remained stateside and was assigned as an ROTC instructor in South Dakota. One day she was told her assignment officer called and asked if she wanted to attend graduate school. When she called back, she asked him what was going on. “You don’t just call people and ask them to go to grad school.” He told her the Engineers were looking to send a woman to graduate school. “And so there was discrimination there. I had to say yes, of course.”

She attended North Carolina State to get a Master’s in Engineering. They let me attend for two years because I didn’t have an engineering background. I had a lot of math and sciences. But the first year was undergraduate engineering classes and the second year I got my graduate degree. So they let me stay there for two years fully funded.

Claudia did not really feel comfortable in the Army until she was a senior Captain, which probably coincided with her graduate degree in Engineering. “So then I was comfortable and that made a big difference that I had a degree in Engineering.”

After graduate school, she did two back-to-back tours in Germany. One was with the Corps of Engineers, and the other was with the 18<sup>th</sup> Engineer Brigade. Looking back, she seems a little frustrated with the work done there.

When I was in Germany there were a lot of things we did, a lot of effort that didn’t make any difference at all. We spent a year building a 20 million dollar range in Wildflecken. We completed the range in September 1990 and of course immediately went to war in Iraq. Then the wall came down and peace broke out, and that range was never used.

Sometimes you put all this energy towards something that in retrospect was wasted or not used adequately in the manner you thought it would be.

*The Army – Senior Officer Experience*

She had a mentor. “From the time I was a Major or Lieutenant Colonel on. Her mentor wasn’t in uniform, but she worked for the Department of Defense.” She mentored others, both men and women. “You have to look at how you can mentor other people along the way. I was an ROTC instructor, so you sort of look out for these kids as they come up through the ranks.”

She attended the Command and General Staff College at Leavenworth, KS and War College at the Canadian Forces College in Toronto. Her favorite assignment was as the Director of Public Works at Fort Lee, Virginia, as a Lieutenant Colonel.

That was a great job. You know how when you have a great job and you know when you are in it... And that was all guys; you know it was like all Bubbas in the Public Works Department. I would get in before they got there in the morning and I always checked things by walking around, taking the vehicle out, and driving around. We got along great. So we’d sit down at a table at staff call and it would just be me and a bunch of old guys. You know and that was good.

Her leadership style is very hands on. “I’m definitely active, involved, hands on. I don’t shoot from the hips. I’m pretty deliberate in what I do.”

Especially being a woman, you have to gain acceptance. So it's all in what you do and how you achieve success. So I think you sort of hone your leadership skills to ensure that. I think that is the reason women are so much better leaders than men because they spend so much time gaining their skills.

But you always look for ways to improve. I look for ways to improve all the time. I like to lead. I like to be in charge.

She did not get selected for battalion command, although many in the Corps of Engineers consider Director of Public Works to be the equivalent. She was disappointed she didn't have the opportunity to command at the Lieutenant Colonel or Colonel level. When asked about aspirations to be promoted to Brigadier General, she laughed and explained. "I didn't have the right jobs. I was shocked I got as far as I did, that I got promoted to Colonel."

I worked hard. I don't think I was particularly smart or smarter than anybody else but I worked hard. I didn't have one sick day in twenty eight and a half years. Lots of time, I lost leave. I worked long hours.

She enjoyed her last job and thought it was where she made her largest level of contribution to the military.

One of the biggest contributions was in my last position when I was working base closures. We looked across joint functions and we made some recommendations that became law that were pretty significant such as joint basing. Actually consolidated some of the common functions, such

as the one I am working on now that consolidates the media functions of the various military departments.

So there were a bunch of us sitting around and putting together these recommendations. And a bunch of them became law. But the significance was that you were really able to affect change.

I think I had the perfect ending for my military career. A job I loved. It was a Purple (Joint) job. I knew it was going to be my last job and we were doing something really important. I went out, left on a high note, and the way I wanted to.

#### *Retirement and Continued Contributions*

She retired in January 2006 with 28½ years service, a year and a half before her mandatory retirement date. “I chose the time I left. I need to do this under my own terms.” When branch called offering assignments, she told them, “No, this is the way and this is the time.” She became the Assistant for Installation Planning of the Office of the Secretary of the Army and continued to work Base Realignment and Closure (BRAC) issues.

She became a member of the Senior Executive Service (SES), the most senior ranking civilians in government. Her rank today is equivalent to a Brigadier General. She is a term SES, meaning she can only remain in the position and rank for a total of 36 months. She is in charge of working one of the recommendations her group put together for BRAC as part of her last active duty assignment. She is in charge of putting all the various services media needs and

resources together under one organization, while a new facility is being built at Fort Meade.

We are taking all these organizations and combining them together so it is very transformational and involves a lot of change management. It is hard but exciting. People just want to stay with what they are doing now. The services are very distrustful and think the Office of the Secretary of Defense (OSD) is going to take their resources and not provide them with their products such as their individual service magazines, Soldiers Magazine, All Hands Magazine, and The Airman Magazine. There is a lot of distrust and not a lot of teamwork.

The team I lead, we're trying to be the honest brokers here. We try to ensure that there is a lot of visibility and openness in the processes as we move forward.

Claudia lives in Old Town Alexandria just two blocks away from her work. The townhouse is the first home she has owned. She is a newlywed. She and her husband Tom married three years ago after dating one another for 14 years since meeting in 1991. The marriage is the first for both of them. Her husband is a Navy Captain and will be retiring from the Navy in 2010.

We were separated for large parts of the time we dated. So that is one reason we didn't get married until late. We were always supportive of each other's careers. But you know it was difficult. There were times when we might be stationed near each other and times when we'd be 4,000 miles apart for long periods of time, years at a time.

While she did not postpone getting married because of the Army, the role of the military in their lives influenced the flow of their relationship.

It was just difficult to get together to know each other well enough to feel comfortable. So it was not anything where we said that I'm not going to get married because of the Army. But it was a result of the Army, getting married late.

Claudia always expected to get married and have children. "It was just always an expectation. You know it is going to happen and it didn't happen."

My mom always used to say when we were kids and misbehaving, "Just wait until you have kids of your own." She passed away almost ten years ago now. I was old enough, at least I think, I was 45 when she passed away, and she knew I wasn't going to have kids of my own. I think she was surprised by that.

I think on that, the kid part, the not having kids really did have to do with being in the military. That's what I want to say, I want to talk about the sacrifice. That is the sacrifice that is not understood.

She recently went back home to Pennsylvania and reflected on what her life may have been like if she had continued to work for the Pharmaceutical Company.

My high school boyfriend, the one I went to school with in West Virginia was recently divorced. Two weeks ago, I went up. He was having a party. There are a bunch of us from high school who stay in touch. He invited me to a party, so I went up. He hasn't remarried but he has a girlfriend and

you know, they have this nice house. There are a lot of friends in the community. He stayed in our hometown.

I sit there and I think if I had made different decisions, you know, this would probably have been me and we would have had kids. And I think to myself, would I have rather had that or the life I had in the military and the experiences I've had? I don't really come up with a good answer. It would have been nice to have a little bit of each, I think.

The one thing she enjoyed in the military was "the ability to do many different things, to move around all the time, to meet and serve with different people and all the challenges that go with it."

There's nothing that stays the same. That is exactly what I don't like about being a civilian. It's boring. It's harder, it's harder to... I'm married now; I wasn't married during this time so that made it a lot easier. "Oh, we'll send you to so and so to do this." I'd say, "OK, let's go."

After awhile, you become accustomed to moving every two or three years. Every two or three years everything is completely different. I like that.

She is about halfway through her term SES appointment and is looking toward the future. She sees age to be her biggest barrier in future employment.

This is what I've seen in my own organization. We were looking to hire someone to be the director of this new organization, Defense Media Activity. And there was, I guess a guy who had a really good resume and the selecting official says, "Yeah, but he's sixty years old." And I'm like,

“Yeah, so? That doesn’t mean he is not able to perform or function or lead this organization.” So I’m a little bit concerned actually. I am not sixty yet but anyway.

She would like to continue to serve her nation. She considered going to work for the Corps of Engineers in Afghanistan or Iraq.

They’ve got all kinds of folks overseas working in Afghanistan or Iraq. I was thinking maybe I’ll go volunteer to deploy with the Corps of Engineers. I think they could find me a job. I have a couple of girlfriends that have done that and they found the experience to be pretty rewarding. So even as a civilian you still think about ways you might best serve.

She sees the role of women in the military continuing to evolve and she believes the Combat Exclusion Policy should be eliminated.

I’ve had opportunities in the Army I never would have had as a civilian. I might not be able to serve in the same manner a guy can. We just had our first four-star general. There is not a career path yet that I see for a woman to be Chief of Staff of the Army or be a Combat Commander or anything like that. But still there is equality there that you don’t see on the outside; opportunities that don’t exist on the outside. The equality is in the increased opportunities and equal pay.

Look what is going on right now. There’s no reason why women can’t lead just like guys do. I mean, it is all mixed up. Look at the Military Police. Yeah, I think that in our lifetime we will see the elimination of the it [Combat Exclusion Policy]. We’ll see it. I served in Canada for a year.

They have no Combat Exclusion Policy there. They have women on submarines.

The road ahead for women in the military is not an easy one. Claudia is not sure that children and a family fit well with a military career.

I think there is a huge incompatibility between serving and raising a family. You see people make these hard choices all the time. Especially if both people are in the military, if both people are in uniform. I think the sacrifices that we make are completely unknown and not understood. And I am talking about everybody in uniform, not just the women, are not understood by those who haven't served. No one understands the sacrifice.

## Appendix F

### Coding

#### Middle Class Family

- A page 171
- B page 198 poor mother, well to do father, working step father
- C page 214
- E page 261 middle class family in the 60s

#### Abuse

- A page 171 He was a very abusive man
- A page 171 He beat us
- A page 172 teaching her how to swim
- B page 199 fought with step father in front of her
- B page 199 she dominated what I did
- B page 199 she was never satisfied with any of us

#### Hard working parents

- A page 171 very capable woman
- A page 171 father in Army, retired as LYC
- B page 198 mother worked as school nurse
- B page 198 step dad was mechanical engineer for chemical company
- C page 214 we were ethical and hard working
- D page 231 father was a work-a-holic
- D page 231 mom picked up slack around home assuming role of mom and dad. Sometimes worked outside of home.
- E page 261 mother and father very hard working get up at 4 in the morning
- E page 261 mother worked 5 days a week, father worked 6. Two weeks off a year.

#### Moved around as child

- A page 171 father was in Army, went to school in Mexico for 1 year
- D page 231 followed government contracts. Most traumatic move from New Jersey to Cincinnati Ohio

#### Father a soldier

- A page 171 her father was a warrior, LTC
- B page 198 Her father had been a Second Lieutenant in WW2
- C page 213 father enlisted during Korean War
- D page 2 father with the Army Air Corps and mother with Royal Canadian Air Force

### Physical Competence

- A page 172 she was athletic and competitive
- A page 172 physically competed with brothers
- A page 173 could compete with males
- A page 178 did push-ups for doctor
- A page 180 initial approach to leadership was to lead physically
- A page 181 demonstrated male PT test events giving techniques to increase scores
- A page 185 lead physically first. Show them your physical prowess
- A page 189 doing PT when pregnant
- B page 199 was not physical, didn't care for physical activities
- B page 206 passed PT tests but had osteoarthritis and hip replacement
- C page 216 hadn't done sports. Started running several months before going to McClellan
- C page 221 competed in Marathons and races running in Boston Marathon
- C page 222 doing PT when pregnant
- C page 223 running marathon 3 ½ months after coming off maternity leave
- C page 228 self motivated, driven to stay in shape
- D page 232 very athletic, loved swimming
- D page 238 earned to climb poles lay cable
- D page 252 mid 50s in great shape
- D page 252 last run, Thunder Run
- E page 261 played sports, captain of the HS girls basketball team for two years
- E page 263 played basketball in college
- E page 264 we could keep up with the men physically

### Independent

- A page 173 extremely independent did not need approval of peers
- A page 177 happy to be on own and away from father
- A page 176 wouldn't let dad pay for college
- D page 231 father taught her to do things for herself. Encouraged her to be independent
- D page 234 I was ready to go. I needed to leave home. I needed to strike out on my own.
- E page 262 went to college even though dad thought it was a waste
- E page 264 father thought joining Army was the biggest mistake in her life

### Practical

- A page 177 Didn't buy any new clothes for entire 6 years of college
- D page 234 applied to one college because they didn't charge to apply
- D (cut out of case study) rented large house and rented out rooms.
- D page 235 crossed picket lines to work at CBS.

- E page 4-5 practical. Kept expenses logged in notebook

#### Highly developed sense of Ethics

- A page 173 strong sense of right and wrong
- A page 173 story about avoiding drugs
- A page 174 wouldn't do anything wrong. Would not go to Ghost Bridge because of no trespassing sign
- A page 193 wasn't going to leave job early to get Bn Cdr position
- A page 193 wasn't going to make current command pay for trip to Turkey
- C page 214 family was ethical and hard working. Good core values
- C page 214 always did the right thing, no one rewarded her, she just always did it

#### Early responsibility

- B page 199 did chores on Saturday mornings
- C page 213 2<sup>nd</sup> mother in charge; oldest of 7 children

#### Family Expectations

- B page 199 mom expected straight As
- C page 214 there were high expectations for all seven children
- C page 214 always did the right thing, good kid
- C page 215 Becoming a doctor was Dad's dream
- D page 230 You need to go to college
- D page 233 went to school where kids didn't go to college. They didn't get it.

#### Grades in school

- A page 175 As and Bs in everything but math
- B page 199 Mom expected straight As
- B page 199 excelled in academics
- C page 214 stood out in academics
- C page 214 As with a few Bs graduated 8/475 students
- D page 233 good student before moving to Cincinnati, adequate after
- E page 261 got good grades in school

#### Early Leadership

- B page 200 selected as a guide for incoming 7<sup>th</sup> graders
- B page 200 decided to become a teacher because teachers lead
- C page 214 5<sup>th</sup> grade teachers pet, doing all kinds of things in her classroom. She could depend on Gail
- D page 232 was very reliable. Neighbors could see it and hired her
- E page 261 organized a neighborhood carnival to raise money for muscular dystrophy

#### Involved in many activities in school

- A page 174 drama club, speech, FHA, NHS
- B page 200 in HS saw herself not as a leader but a joiner
- B page 200 active in Thespians,
- E page 262 involved in too many activities. Student council, NHS yearbook staff, band sports, Captain of the basketball team

#### Face your Fears

- A Page 175 painfully shy as child – speech competitions

#### Worked while in school

- A page 175 worked weekends during high school at local KFC
- B page 200 taught piano lessons in HS
- B page 200 worked in pizza parlor and local restaurant after graduating
- C page 215 began babysitting at @ 12 and by the time 16 worked afterschool and on weekends
- D page 232 began working when she was 13 years old. Jack of all trades
- D page 232 became a lifeguard. Taught adults to swim, put herself through college lifeguarding
- E page 262 was 14 or 15 when she began working in the pro shop of local golf course

#### Standing up – fighting for what is right

- A page 175 would not let father force her out of the house
- A page 176 encouraged mom to leave dad
- A page 176 wouldn't let any man abuse her
- A page 182 wouldn't sign counseling statement until she had added her comments
- A page 183 making 1SG go back out of office
- A page 188 Mary did not go down without a fight. Threatened DA Investigation and to go to DC and go on news shows
- A page 189 confronted BN Cdr who would not give her Operations job when pregnant
- A page 190 told BN CDR that the question about how she would take care of her child was inappropriate
- A page 193 fought for job in Turkey
- C page 218 Took LTCs drivers license away when she was a Captain
- C page 218 People knew they couldn't get away with things with me. Not mealy mouthed wallflower
- C page 222 sent to deal with USO person who was involved in illegal construction activities
- C page 223 butting heads with Bn Cdr about topo bn
- C page 224 will do what is right. Fire me
- C page 228 Hell no, they won't go. Fighting for correct training for Navy personnel being sent to augment Army in Iraq and Afghanistan

- D page 245 had to fight to be designated RTD & E

### Strong Personality

#### Desire to learn

- A page 184 I promise you that I will shut up and let you teach me. I want to learn so badly.
- B page 210-211. Learned from full time personnel
- D page 239 NCOs were going to teach her and make her the best

#### Paid her way through college

- A page 176 Wouldn't let her father pay her way through college, worked at local paper, took six years to get through college
- A page 176 lived at home for two years and in a house for 4 years
- D page 232 Lifeguarded to pay way through college.
- D page 234 went to University of Wyoming until they raised prices. Then Miami University of Ohio. Took semester longer because credits didn't all transfer.
- C page 215 between several scholarships and working part time she was able to pay her own way through college
- E page 262 father thought college would be a waste of money
- E page 262 saved enough in HS for one semester
- E page 262 dropped out for a year to work and save money
- E page 263 completed college early to save money

#### Didn't pay her way through college

- B page 201 Don paid for college

#### Technically competent/confident

- A page 177 After 2 months she could run office and do administrators job
- A page 13 (during counseling session with CO) I am good at what I do, I would like you to recognize my contributions to unit
- A page 15 then get them on a firing range and show them you fire expert
- A page 22 I am the one who is going to solve your security and personnel problems
- A page 23 If you want me you need to tell me now, or I am moving on
- A page 23 Just look at all these good things I am doing
- A page 25 My time is valuable. I have a lot to offer
- D page 237 I was competing against people who didn't have a clue. I had a clue
- D page 238 I learned to climb those poles and lay wire
- D page 239 I am a leader. I am in charge

### People skills

- A page 177 I had people skills, I could talk to people and persuade them
- C page 220 I can talk to anybody at any level and make them feel comfortable

### Reasons for going into Army

- A page 178 Not willing to work for low pay. Wanted to be in charge and get credit for accomplishments
- A page 179 Army was going to give her every opportunity
- B page 202 Liked what her husband was doing so she applied
- C page 215 wanted a career and to be able to earn money and live away from home
- D page 236 limited opportunities outside of military
- D page 236 wanted to travel, meet people
- E page 264 felt it was an honor to be selected

### Obstacles to get into program

- A page 178 heart murmur
- A page 179 application missed deadlines, dad called General
- B page 202 No positions available in the guard, spoke to Asst AG
- D page 236 told she was accepted and then received letter stating she had not been selected.
- E page 263 had seven days to get application in

### How long did they plan to stay in military

- A page 180 planned to stay for three years. Just a stepping stone.
- C page 216 keep doing it as long as I am having fun
- D page 237 I never planned on staying beyond my three year commitment
- E page 264 took a three year leave of absence from Wyatt Pharmaceuticals

### Comfortable in the Army

- A page 180 From the beginning she felt comfortable in the Army. Physical, weapons
- A page 12: raised as 4<sup>th</sup> son, understood men, comfortable as leader
- B page 201 comfortable with military leadership
- B page 203 From the beginning she enjoyed the guard
- C page 216 Comfortable in a male environment
- D page 237 She was always comfortable in the military. Age and Experience
- E page 266 did not feel comfortable until she was a senior Captain and had an Engineering Degree

#### Tested by NCOs

- A page 181-183 Company Commander and first Sergeant
- D page 239 soldier needed marriage counseling

#### Hard worker

- A page 182 She worked hard putting in 16 hour days
- A page 190 She worked right up to delivery and then finished project before going on maternity leave
- B page 206 work paved way for Army Community of Excellence award for 2008
- B page 211 worked full time in addition to WVARNG
- C page 220 I fit in because I do good work. Has strong work ethic
- D page 240 I knew if I just demonstrated I was here to do a job
- D page 255 Do the best damn job you can do in any job they give you
- E page 268 I worked hard. Not one sick day in 28 ½ years
- E page 268 Lost leave. Worked long hours

#### Hard jobs early

- C page 219 Brigade XO Major's job as a Captain
- E page 265 commanded as 1LT instead of Captain

#### Military Education did not prepare for assignment

- A page 180 Because of immediate needs did not go to MI Basic Course until after first two duty assignments
- C page 216 did not have an engineering degree
- D page 237 Signal Officer Basic didn't prepare her for first assignment
- D page 246 signal Basic and Advance did not prepare her for tactics of CGSC

#### Honesty

- A page 189 told future BN commander she was pregnant
- A page 189 wouldn't tolerate being lied to by BN Cdr who didn't give her operations job
- A page 192 had cdr's call about breastfeeding when soldiers wondered what was going on
- A page 192 kept word to Bn Cdr about not letting child interfere with job performance
- E page 270 Leads team that try to be honest brokers

#### Humor

- C page 218: Uses humor as defense. Gives one-line zinger when sexually harassed

#### Mentally prepared to work in a skewed system

- A page 185 need to be prepared, need to man up, know what you are getting into
- D page 256 It is a man's world. There is a brass ceiling

#### Made wives feel comfortable

- A page 186 made a point of socializing with the wives
- B page 209 WVARNG is like large family. She knew the wives, she knew the children

#### Marriage

- A page 186 married three years to an NCO
- A page 188 paper marriage to son's father for 6 years
- B page 212 married for 34 years to another officer in the WVARNG
- C page 217 married fellow Engineer Officer for 6 years 1979-1985
- C page 220 married Navy Officer 1986-present
- D page 246 married Army officer in 1989. Knew each other for 7 years
- E page 270 married Navy Officer in 2005. Dated 14 years

#### Discrimination/Sexual Harrassment

- A page 187 denied command because she was a woman
- A page 189 denied Operations job because she was pregnant
- A page 190 asked inappropriate questions about child care
- B page 204 men got command almost immediately, she waited 14 years
- B page 204 senior officers didn't want to give a woman a command in WVARNG
- C page 217 as a single woman made to attend Officer's Wives Club functions
- C page 218 sexually harassed with off colored joke
- D page 235 (outside Army) Couldn't work football game because she was a girl
- D page 238 couldn't get platoon she wanted because she was a woman
- D page 241 didn't get dinner invitations from family because she was single female (social discrimination)
- D page 241 Can't send women to Alaska because it's an Infantry division
- E page 264 did not have engineering degree and a woman
- E page 265 rejected for 1<sup>st</sup> job because she was a woman
- E page 265 made to go to Officer's Wives Club functions
- E page 266 selected for fully funded graduate school (looking for women to send to school)

#### Family Stability

- A page 191 Nanny was with them for 6 ½ years
- A page 196 retired and moved to Clarksville so son could go to one HS
- B page 209 lived in the same home since 1979

- C page 220 did not graduate from NPGS so could be stationed with husband
- C page 222 did non-resident CGSC in order to be stationed with husband
- C page 224 retired at 20 to keep boys in same location
- C page 225 both made many sacrifices for family stability

#### Worked on marriage relationship

- D page 2477 would not talk about work
- D page 249 wouldn't do chores when they were together
- D page 250 Check in

#### Supportive Husband

- D page 248 Husband SERBed Insists she take PM job
- D page 249 Husband moved to New jersey and to Texas for her career

#### Made children fit Army lifestyle

- A page 191 dressed son up in military uniform. Other soldier in family

#### Took care of soldiers

- A page 191 fed soldiers at her reception
- A page 182 get to know soldiers and help them with their problems
- A page 195 In the pentagon there were no troops. I didn't feel needed
- B page 207 boring being away from command and from troops
- C page 219 soldiers know who cares about them
- D page 243 didn't matter what I was doing it was all about people
- D page 255 It is all about taking care of soldiers. Everything goes back to soldier

#### Accepting Challenges

- A page 194 Weapons qualification for US Element Turkey
- B page 204 if they ask you to command say "YES"
- B page 207 No problems just challenges
- C page 221 Tell me I can't do something and I'll show you I can
- D page 244 Army wouldn't send her to graduate school so she paid her own way

#### Remain Feminine

- A page 195 still wore lipstick and did hair

#### Further Career Aspirations

- A page 195 thought she had shot at making full colonel
- B page 207 wanted to become AG
- B page 208 wanted to command at Colonel level
- C page 226 would have liked to have been bn cdr and been promoted to Colonel

- D page 256 wanted to go further.
- E page 268 would have liked to command at the LTC or COL level

#### Not bitter

- A page 196 I was never bitter, never felt like I had been cheated

#### Reason for not making it farther

- A page 195 did not get division time as a woman
- B page 207 Not many general positions in WVARNG
- C page 220 Did not graduate from Naval Post Graduate School
- C page 222 non-resident CGSC
- C page 223 butted heads with Bn Cdr & didn't get recommended to command bn
- D page 255 limited opportunity to make GO
- D page 256 timing off
- E page 268 didn't have the right jobs to make it to General

#### Volunteer work

- A page 196 Veteran's Nursing home Board, ft Campbell Retiree council, Crime stoppers Council, PTO
- B page 13 Sec to Mental Health Assoc, Membership Co-chair of local pool, treasurer for WV officers Assoc, Secretary and grant writer to local youth ballet

#### Pioneer

- A page 192 Got job as US Army Element Turkey Cdr. Usually went to up and coming Infantry officer
- B page 207 first husband and wife officers in the WVARNG
- B page 207 first female to become pregnant and remain in WVARNG
- B page 207 first woman to command at any level in WVARNG
- B page 207 first woman to command a company in WVARNG
- B page 205 only woman in briefing room
- B page 207 first woman to command battalion in WVARNG
- B page 211 first woman to attend and graduate in the WVARNG from the Army War College distance education program
- C page 226 first senior woman in Corps of Engineers to become pregnant and remain in military
- D page 239 one of the first women in a division
- D page 238 the first woman her soldiers had ever worked for
- D page 251 first woman Director of Army Acquisition Support Center
- D page 251 first woman to serve as Chief of Staff to Assistant Secretary of the Army
- D page 257 We were the experiment. We paved the way for West Pointers

### Leadership

- B page 210 seek first to understand, deliberate style
- B page 210 listen
- B page 212 likes being in charge. I created it, I run it.
- C page 219 likes to make others look good. Get things done behind the scene
- C page 219 praise and reward staff
- D page 239 realized soldiers relied on her for advice and guidance
- D page 253 I am here to help you. If you are successful, so am I Make subordinates successful
- D page 253 leading by Walking Around
- D page 253 Take the boss to Lunch day get to know subordinates personalize leadership
- E page 267 hands on involved
- E page 268 deliberate
- E page 268 continue to hone leadership skills; looks for ways to improve
- E page 268 likes to lead, I like to be in charge
- E page 268 women are better leaders than men because they spend so much time gaining skills.

### Mentor

- D page 255 Linda mentors many people
- E page 267 had mentor who was a civilian working for DOD
- E page 267 mentored others
- 

### Continued Contribution

- B page 211 Safe Routes to School, working for state is form of service, service to others is honorable
- C page 227 Haven't stopped. Making more significant contributions now.
- C page 227 Ensured Individual Navy Augmentees receive training needed
- D page 259 Still doing much the same but other people are paying her
- E page 269 Now working to implement BRAC changes. Change management, organization transformation

### Placed husband's career before own

- C page 217 did not interview for Aide position as she was newlywed and it was long hours
- C page 220 chose not to complete Naval Post graduate school so she would not be separated from husband
- C page 222 chose to do CGSC by correspondence so as not to be separated from husband
- C page 225 took the backseat but still had great jobs
- C page 225 changed names with both marriages
- D page 246 Believed husband's career would take priority

### Equal Pay

- C page 226 not equal playing field but there is equal pay
- E page 273 equality in equal pay

### Increased Opportunity

- D page 256-7 Army gave women opportunities. They were available but not everyone got them.
- E page 273 I have had opportunities I wouldn't have as a civilian
- E page 273 The equality is in the increased opportunities.

### Strong relationships with people you served with

- B page 209 WVARNG like a large family
- C page 226 relationships are stronger than family

### Biggest contributions

- E page 269 last job working BRAC issues.

### Sacrifice

- D page 240 lonely did not receive dinner invitations
- E page 271 Personal marriage and family
- E page 271 Difficult to get to know one another when always separated
- E page 271 Regrets not having children – you know it is going to happen and it doesn't
- E page 271 Looked at HS boyfriend and his life wonders which was better
- E page 270 Owns first home

Appendix G  
Pattern Matching

Emerging Patterns

Patterns	Cases				
	A	B	C	D	E
Grew up in middle class family	X	X	X	X	X
Parent served in military	X	X	X	XX	
Hard working parents	X	X	X	X	X
Worked their way through college	X		X	X	X
Initially planned to stay in Army 3 years	X		X	X	X
Hard worker	X	X	X	X	X
Took care of soldiers	X	X	X	X	
Accepted challenges	X	X	X	X	
Comfortable in Army	X	X	X	X	X*
Willing to fight for what is right	X	X	X	X	X
Desire to learn, to be better officer	X	X		X	X
Pioneer	X	X	X	X	
Faced discrimination	X	X	X	X	X
Family/relationship stability	X	X	X	X	
<u>Continued contribution</u>		X	X	X	X

\* Engel reported not feeling comfortable in the military until after receiving her Engineering degree which happened around her 12<sup>th</sup> year of service.

*Predetermined Pattern-matching*

Table

Predetermined Pattern-matching

Question	Cases				
	A	B	C	D	E
Siblings b=bro s=sis >	bbxb	xbb	xsbbbsb	sbxb	xs
Parents exp high grades	do best	A	A/B	do best	A/B
Impact of expectation	thrived	met exp	no pres	no pres	no imp
Supportive parents	m/f	f/m?	m/f	m/f	m
Talk at meals	par/sib	?	par/sib	none	par/sib
Subject of talk	daily act.	?	daily act.	--	daily act
Public/private schools	pub	pub	pub	pub	pub
All female school	no	no	no	no	no
Best Subjects	Eng/othr	Eng/sci/othr	all/othr	other	math/sci
Enjoyed family travel	yes	yes	day trps	no trvl	no trvl
Enjoys travel now	yes	yes	yes	yes	no trvl
Rebellious as teen	no	no	no	no	no
Relationship with family	good/strained	severed	good	good	good
Mom worked	off & on	always	9-12 gr	off & on	gr 1-12

*(table continues)*

Table (continued)

---

 Predetermined Pattern-matching
 

---

Question	Cases				
	A	B	C	D	E
Tobacco, drug, alcohol use	none	none	none	>10	alcohol
Early work experience	a/b/c	a/b/c	a/b/c	a/b/c	a/b/c
Reasons for joining military	a/d	spouse	a/b	a/c/opp	a/b/job
Relative in military	f/b	f/spouse	f	f/m/b/unc	none
Reason for leaving	ret	ret	ret	ret	ret
Marriage	md3/md6	m/34	md6/m22	d7/m19	d14/m3
Spouse in military	y/n	y	y/y	y	y
Significant relationships	n	y	y	y	y
Children	1 boy	2 girls	2 boys	--	--
Education at commissioning	BA	MA	BS	BA	BS
Education at retirement	MA	2MAs	MS	MA	MS
Current Education	MA	2MAs	MS	MA	MS
Post ret. employment	none	state	fed/priv	self	fed
Volunteer work	yes	yes	no	no	no
Personal monthly income	3-5k	3-5k	10k+	10k+	10k+
Mil contr. to career	d	c/d	a/b/c//d	a/b/c/d	a/b/c

(table continues)

Table (continued)

Predetermined Pattern-matching

Question	Cases				
	A	B	C	D	E
Gained from Army	c/d	all	c/d	c	all
Earn subordinate respect	auto	entire	entire	entire	entire
Earn peer respect	entire	auto	entire	entire	entire
Earn superiors respect	entire	auto	entire	entire	entire
Exceeded performance stnds	100%	100%	100%	100%	50%+
Ease at peer relations	easy	neutral	easy	easy	easy
Ease at mentoring relations	easy	diff	easy	diff	neutral
Networked with women	infreq	often	infreq	often	often
Adapted leadership style	no	no	no	no	no
Had mentor or sponsor	male	none	male	none	m/f
Atypical assignment	no	no	no	no	ROTC
Aspired for General	no	yes	no	yes	no
Made decision to opt out	no	no	no	no	no
<u>Delayed rel/mar/children</u>	no	no	y/ch	n	yy/ n

Note: Actual questions with lettered responses are found on page 82-91 in Chapter 3. When possible responses were put into words for chart. .

## Appendix H

### Themes

#### Growing up

- 3 were oldest children
- Middle class
- Attended public schools
- 4 participants had a total of 8 immediate family members who served in military
- All did chores at home/worked in the neighborhood and held formal jobs as teens
- None were rebellious as teens
- All parents were hardworking
- All mothers worked outside of the home at some time
- 4 participants worked their way through college
  - 6 years
  - Took a year off to make money, Finished early to save money
  - Had to change colleges to be able to afford

#### Marriage and children

- All were married
  - 3 for @20 years or more
  - Total of 3 divorces
- All were married to other service members
- 3 participants have children 1, 2, 2 small number of children

#### Military Experience

- All active duty participants did not expect to remain in Army beyond 3 year commitment
- Had to earn the respect of their subordinates, peers, and superiors throughout career
- Forming peer relationships was easy
- They did not adjust their leadership style to make men feel more comfortable
- Hard working
- Physically competent
- Technically competent
- Self confident
- All wanted to go farther in their careers, all had unmet goals of command and/or rank
- Liked challenges
- Taking care of soldiers
- All were pioneers
- All faced discrimination

- 4 participants were initially comfortable in military. One participant was not comfortable until about the 10 year mark
- All hard workers
- All willing to fight for what is right
- Stability

### Major themes

- Competent, confident leaders
  - Physical competence
  - Technically competent
  - Self confident
  - Comfortable in Army
  - Deliberate style
- Personal Code of Ethics
  - Highly developed sense of ethics
  - Willing to Stand up for what is right
  - Take care of soldiers
  - Strong work ethic
  - Overcome challenges
- Search for Stability
  - Stability in relationships
  - Stability for children
- Pioneers
  - Many firsts
  - Faced discrimination
  - Had to earn respect of subordinates, peers, and superiors throughout career
  - Worked within skewed system
  - Increased opportunity – equal pay
  - Foundational work for women who followed, including first West Pointers
- Vocation
  - Continued Contributions
    - In their careers after retirement
    - As a community volunteer
  - Sacrifice
    - Fake marriage
    - Putting husband's career first
    - Delayed marriages
    - No children
    - Loneliness

## Appendix I

## Biographical Survey

**Women Army Leader Survey****Family of origin**

1. Please list the number of brothers and/or sisters you have and the number of years they were older (+) or younger (-) than you. Example: Brother who is three years older than you would be listed as: *brother +3*
  
2. What grades did your parents expect you to get while in school?
  - a. My parents expected straight As
  - b. My parents expected As and Bs
  - c. My parents expected me to do my best and were happy with the results even if they were at times mediocre
  - d. My parents had no expectations for my grades
  - e. Other (please explain)
  
3. What was the impact of parents' expectations for grades?
  - a. I thrived under my parents expectations
  - b. I felt pressured to perform with no impact
  - c. I felt pressured to perform with negative impact
  - d. I felt no pressure
  - e. Other (please explain)
  
4. Schools attended during grades 1-12?
  - a. Public

- b. Private
  - c. Mixture of public and private
5. Did you attend all female schools?
- a. Never attended
  - b. Attended for a year or more
6. Subjects in which you excelled throughout schooling? Circle all that apply.
- a. English
  - b. Math
  - c. Science
  - d. Other (explain)
7. Were your parents supportive throughout your years at home?
- a. Especially father
  - b. Especially mother
  - c. Both mother and father
  - d. Neither were supportive
  - e. Other (explain)
8. Looking back at your nightly family meal, how would you describe the conversations?
- a. Mainly parents participated
  - b. Parents and siblings participated
  - c. No conversation
  - d. Other (explain)
  - e.

9. What were the main subjects of family conversations at meals?
- a. Daily activities of family members
  - b. Current events – news items
  - c. Other (explain)
10. Did you enjoy travel with your family of origin?
- d. I traveled and enjoyed traveling with my family
  - e. I traveled and did not enjoy traveling with my family
  - f. I did not travel with family
  - g. Other (explain)
11. Were you rebellious as teenager?
- a. I was very rebellious as teenager
  - b. I was moderately rebellious as teenager
  - c. I was not rebellious as teenager
  - d. Other (explain)
12. What was your relationship between you and your family as teenager?
- a. I maintained a good relationship with family as teenager
  - b. My relationship with family was strained as teenager
  - c. My relationship with family was severed at times as teenager
  - d. Other (explain)
13. Was your mother employed outside of the home? (Circle all that apply)
- a. My mother was employed during my preschool years (birth to five)
  - b. My mother was employed during my grade school years (1-5)
  - c. My mother was employed during my middle school years (6-8)

- d. Mother was employed during my high school years (9-12)
  - e. Other (explain)
14. What was your use of tobacco, alcohol, and drugs during high school?
- a. No use
  - b. Experimental use – less than 10 times overall
  - c. Minimal – less than once a month
  - d. Moderate – once or twice a month
  - e. Frequent – more than twice a month
15. What was your early work experience? Circle all that apply.
- a. Chores at home
  - b. Early neighborhood working experiences, mowing lawns, babysitting, housecleaning, etc.
  - c. Formal work during high school
  - d. Did not work during school years
  - e. Other (explain)

**Military**

16. Why did you join the military? Circle all that apply.
- a. Opportunity to travel or leave home
  - b. Serve their country
  - c. Obtain an education
  - d. Other (explain)
17. Did you have an immediate relative who was serving or had served in the military prior to your commissioning? Circle all that apply.

- a. Bother
- b. Father
- c. Sister
- d. Mother
- e. Other (explain)

18. What was your education level at commissioning?

- a. Less than BA
- b. BA
- c. MA
- d. MA+
- e. Terminal degree (Ph.D., Ed.D., M.D., J.D. etc.)

19. What was your education level at retirement?

- a. Less than BA
- b. BA
- c. MA
- d. MA+
- e. Terminal degree (Ph.D., Ed.D., M.D., J.D. etc.)

20. What is your current education level?

- a. Less than BA
- b. BA
- c. MA
- d. MA+
- e. Terminal degree (Ph.D., Ed.D., M.D., J.D. etc.)

21. What was your ease at forming peer relationships while in the Army?
- a. Easy
  - b. Neutral
  - c. Difficult
  - d. Other (explain)
22. What was your ease at forming relationships with a mentor while in the Army?
- a. Easy
  - b. Neutral
  - c. Difficult
  - d. Other (explain)
23. While in the military did you network with other women inside or outside of the military?
- a. Often
  - b. Sometimes or Infrequently
  - c. Not at all
  - d. Other (explain)
24. Did you have a male or female mentor or sponsor? Circle all that apply.
- a. I did not have a mentor or sponsor
  - b. I had a male mentor or sponsor
  - c. I had a female mentor or sponsor
  - d. Had both male and female mentors or sponsors

25. Did you have one or more assignments that were atypical and based on a need for diversity, i.e. ROTC, USMA staff and faculty, or equal opportunity?
- a. Yes (explain)
  - b. No
26. I had to earn the respect of subordinates
- a. During the initial part of career
  - b. Throughout career
  - c. Respect was automatically accorded due to rank
27. I had to earn the respect of peers
- a. During the initial part of career
  - b. Throughout career
  - c. Respect was automatically accorded due to rank
28. I had to earn the respect of superiors
- a. During the initial part of career
  - b. Throughout career
  - c. Respect was automatically accorded due to rank
29. Reason for leaving the service?
- a. Retirement
  - b. Illness or disability
  - c. Marriage or family
  - d. Discrimination or dissatisfaction
  - e. Other (explain)
30. Post retirement employment

- a. Private sector
  - b. State and local government
  - c. Federal government as civilian employee
  - d. Self employed
  - e. Not employed
  - f. Other (explain)
31. I have been involved or am currently involved in volunteer or charity work within my community.
- a. I have done volunteer or charity work in community since retiring.
  - d. I am currently doing volunteer or charity work in community.
  - c. I have not been nor am currently involved in volunteer or charity work since retiring.
  - d. Other (explain)
32. Service in the military was an important contributor to my success in the post-Army career. (Circle all that apply)
- a. Service in the Army was very important to my civilian career.
  - b. Military service helped me obtain my civilian job.
  - c. The skills I learned in the Army are critical to my current career advancement.
  - d. The Army made me more economically successful today than if I had not served.
33. The most important thing I gained from service in the military was...
- a. Self-confidence

- b. Discipline and responsibility
- c. Skills and knowledge
- d. Unique life experiences
- e. Other (explain)

34. I enjoy travel as an adult

- a. I travel and enjoy travel as adult
- b. I travel and am neutral or do not enjoy travel as adult
- c. I do not travel as adult

### **Marriage, Significant Relationships, Children**

35. Marriage. If you were married at any time while in the Army, please list the dates of your marriage or marriages. (Example: 1972-1981)

36. Were any of these marriages to other service members?

- a. Yes. If married more than once, please indicate which ones.
- b. No

37. If you were not married, did you have a significant relationship while you were in the Army?

- a. None
- b. Started during service and continues today
- c. Started and ended during service
- d. Started, ended, and another began during service
- e. Other (explain)

38. Children (circle all that apply)

- a. I did not have children of my own or children I raised as my own during service
- b. I had children of my own I raised during service
- c. I had children I raised as my own during service
- d. Other (explain)

39. Did you intentionally delayed marriage/significant relationship and/or children while in the Army due to career?

- a. Yes, I delayed marriage/significant relationship
- b. Yes, I delayed or determined not to have children
- c. No, did not delay or postpone either

**Current Income** – *The purpose of the income information is to compare to the national average income for women and to draw comparisons to a previous study of Army women veterans of all ranks.*

40. My current monthly income including retirement is:

- a. Under \$3,000 per month
- b. \$3-5,000 per month
- c. \$5-8,000 per month
- d. \$8-10,000 per month
- e. Over \$10,000 per month

## Appendix J

## Interview Questions

**Pre Army**

1. Tell me how you would describe your family as you were growing up.
  - a. How would you describe your family dynamics?
  - b. Tell me about the expectations your family had for you and your siblings.
  - c. What were the family values and how did you see those played out in your family?
2. How would your parents have described you as you were growing up
  - a. What activities would they talk about you being involved in?
3. Can you think of some ways that even as a child, you demonstrated leadership?
  - a. What things would your parents or teachers have seen in you or have seen you do that would have made them believe that you would be a leader when you grew up?
4. Tell me about the first time you realized you had leadership ability or had the opportunity to lead a group?
5. If I were your college room mate how would I describe you?
  - a. What activities would I say you were involved in?

**Army (general questions)**

6. Tell me about your decision to enter the Army.
7. Tell me about the first time you felt truly comfortable with your role in the Army.
8. At what point did you determine that the Army was a good fit for you?
9. What was the most interesting aspect of the Army for you?
10. Tell me about your most satisfying assignment.
11. What is your favorite military memory?
12. What was your biggest disappointment in the Army?
13. Tell me about your most significant contribution to the military.
  - a. Where and how did you make a difference? *Follow up question if needed*

**Pioneer**

14. Tell me about any pioneering experiences you had, where you were the first woman to be assigned to a unit or to do something?

**Leadership Style and Accommodations**

15. How would you characterize your leadership style?
16. How comfortable were you with your leadership style?

17. What did you do to make senior male officers and male subordinates comfortable when around you?
18. What did you do to make the wives of senior male officers and male subordinates comfortable when around you?

### **Mentoring**

19. What contributed or made you successful as an Army officer?
20. Tell me about any mentoring relationships you may have had either as a mentee or a mentor.

### **Career Expectations**

21. Did you have the desire to go further in your Army career?
22. Where did you want your career to go?
  - a. If you were to design and orchestrate the perfect ending for your Army career what would it have looked like?
23. What things happened that your career did not go as far as you expected or hoped?
24. You were a Col/LTC when you retired. Did you desire or hope to be promoted to General officer? Why or why not?

### **Marriage and children**

25. Some people say that for a woman Army officer, husbands and children are a deterrent to a successful career. What would you say to them?
26. *This question needs to be phrased based on their responses to the survey.* In what ways was your spouse or significant other supportive of your career?
27. *This question needs to be phrased based on their responses to the survey.* If you were part of a dual military couple, how did you balance assignments and career requirements?
  - a. Whose career took precedence?
28. *This question needs to be phrased based on their responses to the survey.* How did you balance the roles of wife/partner with your role as an Army officer?
29. *This question needs to be phrased based on their responses to the survey.* How did you balance the roles of mother/parent with your role as an Army officer?
30. *This question needs to be phrased based on survey response.* Tell me about postponing marriage, significant relationships or children while in the Army.

### **Barriers**

- 31. Some people say that the Army provides an even playing field for both men and women officers. What would you say to them?**
- 32. What would the ideal situation for women Army officers be like?**
- 33. What other kinds of barriers or obstacles did you encounter during your Army career?**

#### **Opting out**

- 34. Tell me about a decision that you made that might have limited your career.**
- 35. Why did you choose the path you did?**

#### **Continued Service**

- 36. What are you doing now?**
- 37. How does it link to your Army experience?**
- 38. As an Army officer you spent your entire career in service to the nation. How are you translating your passion and commitment to service into your new life?**



## 2. Conflict of Interest Statement

Can the results of the study provide a potential financial gain to you, a member of your family, or any of the co-investigators that may give the appearance of a potential conflict of interest?  Yes  No

*If YES, provide a copy of your completed conflict of interest statement to the IRB, and include a provision in the informed consent document notifying potential subjects of your conflict of interest.*

**3. Expedited Review Category**—Identify the expedited review category (or categories) of the proposed research. See the Federal Register, Vol. 63, p. 60355 (63 FR 60355) for additional details on each of the following categories.

- a. Research on a drug for which an investigational new drug application (IND) is not required, as long as the proposed research does not significantly increase the risks or decrease the acceptability of the risks associated with use of the drug.
- b. Research on a medical device for which 1) an investigational device exemption (IDE) is not required; or 2) the medical device is cleared/approved for marketing and the medical device is being used in accordance with its cleared/approved labeling.
- c. Prospective collection of biological specimens for research purposes by noninvasive means. Examples include hair and nail clippings; deciduous teeth and permanent teeth extracted for routine care; excreta and external secretions, including sweat; uncannulated saliva; placenta removed at delivery; amniotic fluid obtained at the time of rupture of the membrane prior to or during labor; supra- and subgingival dental plaque and calculus; mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings; and sputum.
- d. Collection of data through noninvasive procedures, excluding procedures involving general anesthesia/sedation, x-rays, microwaves, or non-approved medical devices.
- e. Research involving materials (data, documents, records, or specimens) that have been collected or will be collected solely for nonresearch purposes, such as medical treatment or diagnosis. NOTE: Some research in this category may qualify for exempt status [45 CFR 46.101(b)(4)].
- f. Collection of data from voice, video, digital, or image recordings made for research purposes.
- g. Research on individual or group characteristics or behavior or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. NOTE: Some research in this category may qualify for exempt status [45 CFR 46.101(b)(4)].

NOTE: Genetic studies require full board review, even if they otherwise would be in a category listed above.

**4. Data Storage and Confidentiality**—Please state where study data and records will be stored, both during study and when the study has been completed, to ensure subject confidentiality.

Data records will be stored in my home office in a locked filing cabinet. Certain files are stored on my personal computer which is protected by pass code.

**5. Consent/Assent Process**—Please briefly describe your consent/assent process.

Participants will initially be contacted via email. They will be provided with the purpose of the study, the amount of time estimated to complete both the survey (30 minutes) and initial interview (two hours). They will be provided the purpose of the study, the researchers intent to provide anonymity to the participants, as well as the researchers plan to publish the findings of the study.

Once I have obtained initial email agreement, I will email or fax the complete consent agreement and offer to speak with them over the telephone to go over the agreement and discuss any questions or concerns that they may have. After the consent agreement has been signed, I will insure that they have a signed copy. I will then send them the actual survey document for completion.

When we meet for the interview, I will once again go over the consent documents and have them initial and date them showing their understanding and continued consent to be a participant in the study.

**6. Recruitment Process**—Please briefly describe your recruitment process, including compensation.

In 1977, 129 women received direct commissions in the Women's Army Corps and attended the last Women's Officer Orientation Course at Fort McClellan, Alabama from July through September. Over the past 9 months, I have located 30 of the 129 women. I intend to recruit my participants from this list of found members. My goal is to have the five most senior women who provide consent as participants.

I will be providing the participants with a bottle of Iowa wine and a small jar of Iowa jam as a token of my thanks. The overall cost of this will be less than \$30.

**7. Submission Requirements**

Submit a copy of the following electronically to the IRB ([irb@drake.edu](mailto:irb@drake.edu)). If all materials are submitted via mail, submit 3 hard copies. Please note that if you do not have an electronic signature, a hard copy of the signature page will need to be sent via campus mail to the IRB:

- Completed Application for Expedited Review
- Protocol or study design
- Informed consent document
- Assent document(s), if minors less than 18 years of age are involved
- Parental consent document, if minors less than 18 years of age are involved
- Questionnaires/surveys
- Interview questions
- Other (explain):

Submit *one copy* (electronically and/or hard copy) of each of the following, as applicable:

- Investigator's brochure, if any
- Advertising materials, if any
- If the research project being submitted has been previously reviewed by a local IRB other than the Drake IRB, a copy of the approval or disapproval letter from that IRB

**8. Principal Investigator's Assurance**

The following signature certifies that the principal investigator (PI) understands and accepts the following obligations to protect the rights of research subjects. It is the PI's responsibility to:

- a. Ensure that the submitted protocol provides a complete description of the proposed research (contains adequate information regarding subjects' rights and welfare and ensures that all applicable laws and regulations will be followed).
- b. Ensure that the consent/assent documents meet all requirements set forth by applicable federal regulations (DHHS, FDA) and Drake University IRB policies.



## Consent Form

Dear prospective participant:

Thank you for agreeing to participate in this research study. The purposes of this study are:

- 1) To provide information concerning women Army officers and the challenges they faced during their careers.
- 2) To form the basis of my doctoral dissertation on women Army officers.
- 3) To add to the body of information available on women Army officers and women leaders.

Participants for this research project were selected from the found members of the last Women's Officer Orientation Course. You were asked to participate in this research because of the length of time you spent in the Army and the rank that you achieved. As a participant you will be asked to **furnish a copy of your official Army biography, to respond to survey questions, and to be interviewed** by the principle researcher.

As a participant in this research, you and I will be audio taped while I ask you a series of questions dealing with your career as a woman Army officer.

The information from your official biography, your completed survey and the audio taped interview will provide the basis for the development of a case study about you, your career, your successes and the challenges that you faced.

The following are the terms of participating in this research study:

- Although it is the intention of the researcher to provide a positive opportunity in which to reflect on your career, the interview process may pose a risk of discomfort to the participant, if the memories involve discrimination, sexual harassment, or cover other aspects of your career that are unpleasant or painful to remember.
- Participation in this research study is entirely voluntary and refusal to participate or a decision to withdraw from the research at any time results in no penalty to the participant.
- You will be accorded confidentiality. A pseudonym will be used to refer to you in all written documents (in fact, you may help me to select a name that will be used to refer to you in all transcribed documents and completed written projects). Your name will not be used during the audio recording and therefore will not appear on the written transcript.
- After receiving a copy of your official Army biography, it will be placed in a word document. The pseudonym will replace your name throughout the document. If a hard copy of the biography was provided, it will be returned. If an electronic copy of the biography was received, the original file will be deleted.
- This release document, your official Army autobiography, your completed survey, and the audio file of the interview as well as the transcribed interview will be maintained by the researcher for a minimum of five years. The only place your actual name will appear is on this release document, which will be maintained by the researcher for a minimum of five years. All other documents will bear the pseudonym agreed upon by the researcher and participant. Hard copies of these documents will be stored in a locked filing cabinet in the researcher's home. Data files will be maintained on the researcher's computer which can only be accessed through user name and password.
- It is the intention of the researcher, at some point in the future, to transfer the original audio files and the transcribed interviews to either the US Army Women's Museum or the Women In Service for America Memorial collection. This will not be done until each participant has agreed in writing to the transfer.

- The information obtained during this project will be used by the researcher to write a dissertation about women Army officers. Information may also be used for journal articles or other written accounts.
- The final dissertation will be available at Drake University. It is also the researcher's intention to make copies available to the Army War College Library, the Command and General Staff College Library, the Women in Service for America Memorial Collection and the Army Women's Museum Collection.
- The participant has the right to see the questions that will be asked in the survey as well as the interview prior to agreeing to participate. Questions will be provided to the participants after the initial contact.
- The participant has the right to withdraw at any time from this study, for any reason, and the data will be given to the participant upon request.
- The participant has the right to request and receive a copy of the participant's case study prior to the final draft of the dissertation being written and to negotiate changes with the researcher.
- The participant will receive a final copy of the paper.
- The researcher can be contacted for any questions regarding the research or participant's rights by:
  - Calling Mary Lou Nosco (515) 554-7210 or
  - Emailing Mary Lou Nosco via [mnosco@prodigy.net](mailto:mnosco@prodigy.net)
- Drake University's Institutional Review Board can be contacted for any questions regarding the participant's rights or comments regarding the conduct of the researcher by:
  - Calling 271-3472
  - Emailing [irb@drake.edu](mailto:irb@drake.edu)

\_\_\_\_\_ Please initial to show that you are aware that the interview is being audio recorded and that you consent to the same. Because of the nature of this project, if the researcher is unable to audio record the interview, this would preclude you from participating.

If you agree to participate in this research project according to the above terms, please sign and date below. Signature by the participant indicates s/he has decided to participate having read and discussed the information presented on this form.

Participant: \_\_\_\_\_

Date: \_\_\_\_\_

Researcher: \_\_\_\_\_

Date: \_\_\_\_\_

## **Completion Certificate**

---

This is to certify that

### **Mary Lou Nosco**

has completed the **Human Participants Protection Education for Research Teams** online course, sponsored by the National Institutes of Health (NIH), on 04/08/2007.

This course included the following:

- key historical events and current issues that impact guidelines and legislation on human participant protection in research.
  - ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants.
  - the use of key ethical principles and federal regulations to protect human participants at various stages in the research process.
  - a description of guidelines for the protection of special populations in research.
  - a definition of informed consent and components necessary for a valid consent.
  - a description of the role of the IRB in the research process.
  - the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.
- 

National Institutes of Health  
<http://www.nih.gov>