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Women, Leadership and the Enlisted Military

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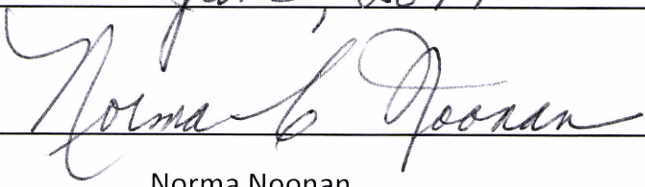
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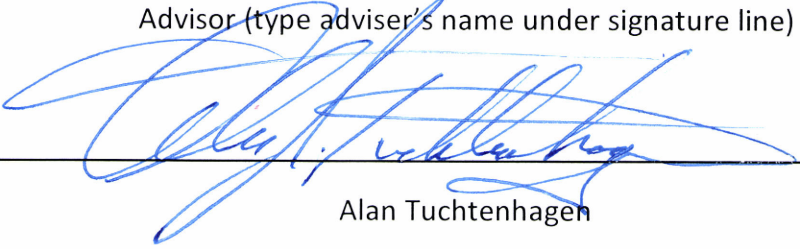
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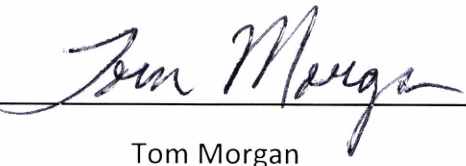
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Abstract

Women, Leadership and the Enlisted Military

Nicole Lillis

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Thesis X

Abstract

The military has changed dramatically over the years involving more active roles for women in leadership positions, regardless of combat experience. According to the Department of Defense, 1.4 million people serve in today's military and 15 percent of them are women (DOD, 2013). There are 1.2 million enlisted personnel, 250,000 of that number are officers (Bureau of Labor Statistics, 2013). Yet, relatively little research has been conducted on enlisted personnel in leadership roles, and virtually none regarding female enlisted leadership. Recent studies have shown that females face barriers in the military due to their gender and perceived stereotypes. Current literature often focuses on gender stereotypes, leadership competencies, and high ranking officers. Current research focuses on women in the officer ranks without regard to enlisted women in leadership positions, ranks E-5- E-9. Many studies are conducted at military academies, which train the future officers of the military. Enlisted personnel reach high ranks in today's military, however, relatively little data has been collected on enlisted females in regards to their leadership experiences.

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Introduction

The military has changed dramatically over the years involving more active roles for women in leadership positions, regardless of combat experience. According to the Department of Defense, 1.4 million people serve in today's military and 15 percent of them are women (DMDC, 2013). There are 1.2 million enlisted personnel, and 230,000 of them are officers (DOD, 2013). Yet, relatively little research has been conducted on enlisted personnel in leadership roles and virtually none regarding female enlisted leadership.

All of the branches require basic training; the Marines have the longest training at 12 weeks followed by the Army at 9 weeks, the Navy at 8 weeks, and the Air Force at 6 weeks. The main focus of training is to train individuals to work as a team and understand the necessity of mission accomplishment. Respect, discipline, weapon understanding, and physical fitness standards are gained after completion of training (U.S. Army, 2014).

The experiences of women in the military vary greatly. A woman entering enlisted service is given the same training as her male counterpart. If she experiences great leadership, she's likely to excel, perhaps with high scores on physical fitness tests, a consistently impeccable uniform, understanding her job and completing her tasks in exemplary fashion, and in doing so, she will earn the respect of her unit, male and female members alike. If her commanding officers encourage and support her, she will be given the chance to attend specialized schools and train to become an effective leader, all of which will allow her to be promoted. After an exemplary military career,

this woman will likely retire from the military after twenty years and continue to lead in the civilian workforce.

Contrarily, during and after training, this same female service member may receive poor leadership, lack of encouragement, and harassment. Attempts to gain the respect of her superiors with high physical fitness scores, an impeccable uniform, understanding her job, and completing tasks in exemplary fashion may fail and be rewarded instead with resentment. Without recognition for her superior performance, her resulting apathy will find cohorts within her unit and cohesiveness will break down. Without additional schooling, promotion is unlikely. This woman will probably leave the military at the end of her contract and enter the civilian workforce in five years, and without leadership skills, she is less likely to lead in the civilian world.

Without question, leadership experiences shape service members and their post-military careers. According to the Department of Labor, women make up 47 percent of workforce and may become the majority as soon as 2020 (DOL, 2013). The increase of women in combat roles is pushed by the civilian population who want people qualified for the job, regardless of gender (Arnold & Loughlin, 2007). According to a report by CNN, over 200,000 women are on active duty, and nearly 167,000 women were in the enlisted ranks, making up 14.2% of that force. Female officers make up 36,000 or 16.6%. Female make up 18% of the 722,000 enlisted reservists and National Guard soldiers and 19% of the total 113,000 officers are women (CNN, 2013). In addition, women make up almost 3% of the front line units, among those enlisted ranks women were most represented in the medical (30.5%) and administrative (30.1%) specialties. They made up about 17% of supply units, 14% of communications staff, and 10% of

electronics technicians (CNN, 2013). In addition, female service members work on humanitarian missions and in all-female engagement teams in Iraq and Afghanistan (Walker, 2012). Leadership capabilities of female enlisted service members impact society as a whole around the world, as evidence by the depiction of women in today's new media. We should not leave their success to chance.

Recent studies of women in the military have pointed out that females face barriers in the military due to perceived gender stereotypes. The research usually focuses on high ranking officers, leadership competencies, and gender stereotypes and, in general, ignores the enlisted ranks, such as enlisted rank 5 through enlisted rank 9 (E5 through E9). Many of the studies are conducted at military academies, which train the future officers of the military and the leadership abilities of those cadets. Research on officers ignores the majority of the military force. Enlisted personnel do reach high ranks in today's military; however, relatively little data has been collected on the leadership experiences of enlisted females, such as Non-Commissioned Officers (NCOs), and how those experiences shape the ways in which they lead. Females will experience different treatment, mainly negative, once they reach NCO status from peers due to perceived gender stereotypes of females in the military. Females in leadership positions face barriers and negativity in the civilian world too. Those same barriers and negativity effect females in the military, however it is more prevalent, intense, and overt because male peers are more likely to verbalize their opinions about females of rank.

Methodology

This qualitative study examines the leadership experiences of enlisted women in the military and whether their gender affected their overall success. Success for purposes of this study is defined as rank attainment (promotion), unit effectiveness, and carrying out the core values Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage (U.S. Army, 2014). The study composed of a brief demographic survey, a self-reported leadership skills assessment, and recorded in-depth interviews including the observations and personal recollections of the participants.

Ten women between the ages of 24 and 48 serving in the Active National Guard, Reserves, and Air National Guard made up the participants at the time of data collection participated in this study. For purposes of this study and the participants association with the Army, Army identifiers will be used. Subjects held ranks between enlisted rank 5 (E5) and enlisted rank 9 (E9). Enlisted ranks range from E1 to E9, a rank of E1 carries no insignia and is typically held for recruits when they enter basic training, E2 is a private, E3 is a private first class, E4 is either a specialist or corporal. Rank E5 is Sergeant, E6 is Sergeant First Class, E7 is Master Sergeant, E8 is either Master Sergeant or First Sergeant, and E9 has three levels: Sergeant Major, Command Sergeant Major, and Sergeant Major of the Army. For purposes of this study, rank was used from the U.S. Army Ranks. Participants must have served at least two years at their current rank to qualify for the study.

Each subject was recruited by word of mouth on Active National Guard and Reserve bases around the United States by a trusted source. The trusted source was a high ranking officer that proposed the study to females in the NCO ranks. If the female NCOs

were interested in participating, they contacted the researcher directly, leaving out the chain of command. This method protected participants from notification to others in their respective units. Due to the time constraints, convenience, and location of the participants, nine were interviewed by phone and one was interviewed in person.

Each participant completed a ten-statement leadership assessment using a likert-type scale in which 1 indicated “not at all like you” and 5 “very much like you.” High scores indicated a leader with confidence in her abilities and followers who understood her directions. In addition, demographics were collected on gender, age, marital status, and race.

The in-depth interview segment was comprised of 14 questions on the participant’s leadership experiences while serving in the military with some additional follow-up questions at the interviewer’s discretion.

The interview recordings were destroyed after transcribed and completion of the research. The participants were informed that they could leave the study at any time for any reason without repercussions. Only a random number was assigned to each of the surveys and interviews. At no time were the participants identified by rank and branch of service. No units, missions, or bases were identified during the course of the study to protect the identity of the participants. All surveys and recorded interviews were kept in a safe location under lock and key only available to the researcher.

The data was analyzed by the researcher and focused on emerging themes from each of the participants’ responses.

This paper identifies why it is important to study female enlisted leadership and makes its case using the overall number of officers in the military and the percentage of enlisted personnel. The quality of leadership that support females receive while in the military and the effect those experiences may have on females who are faced with barriers in relation to perceived gendered stereotypes are also examined.

In addition, this paper discusses the effect of gendered stereotypes of females as NCOs in the military, and the leadership attributes that are expected by society as a whole in order for one to lead successfully. Leadership studies regarding high-ranking officers in the military and the associated attributes are reviewed. Lastly, the training of future officers/cadets in military academies is examined.

For purposes of this paper, the term soldier will be used as the gender-neutral pronoun when referring to military personnel across all the branches of service, even though each branch has its own proper term.

Review of the Literature

Gender Stereotypes

Stereotyping women into simplistic generalizations can have positive and negative effects on those being stereotyped into certain roles. In general, stereotypes are not accurate because they are based on generalizations; this is especially true about women that work in male-dominated professions.

Perhaps the best way to explain women and the military and the gender roles that they may take on while serving in the military is to discuss the following aspects of the military: an overview, socialization, the roles expected, and stereotypes.

Basic Training is Socialization Into Soldierhood

Socialization of recruits into the military culture begins in basic training. According to the Army's webpage, basic training transforms civilians into soldiers along with learning the seven core values, working as a team, and how to be successful (U.S. Army, 2014). All branches of service require enlisted recruits to go through boot camp or basic training. The length of training time depends on the branch of service.

There is much less combat training than one would think in training and more emphasis on learning to function as a soldier (Lillis, 2008). Training efforts are focused on turning out individuals who work as a team, display respect and discipline, and innately understand that mission accomplishment is a necessity. When recruits arrive for their initial training, they are civilians and bring with them all of their various and overlapping socialized roles, such as son, daughter, student, mother, or father. The Drill instructor's mission is to break those roles down and build recruits up to fulfill the military standards,

norms, and values to which they must conform in order to become a soldier. Part of conforming includes the appearance in uniform since there are standards for both genders.

Appearance is highly regulated. Female soldiers must maintain a feminine appearance at all times, including the length of their hair, minimal makeup, and clean and trimmed nails. Men must be clean shaven and maintain a short hairstyle (U.S. Army, 2014).

Recruits learn quickly to adapt to this environment by not being noticed by a drill instructor. Fearing physical punishment, verbal humiliation, and loss of already limited privileges, each recruit learns to conform to the expectations of the Drill Instructors and abide by the group norm (U.S. Army, 2014).

“The individual action is a construction and not a release, being built up by the individual through noting and interpreting features of the situations in which he acts; that group or collective action consists of the aligning of individual actions, brought about by the individual’s interpreting or taking into account each other’s actions.” (Farganis, 2008).

While in basic training, behavior, speech, and action are monitored and compared against the standard. Everything is controlled, from sleep schedules to meal times. Recruits are taught how to behave when around officers and higher enlisted personnel, how to walk, and how to talk. When the group acts together, it is the elements lodged in that group, such as cultural demands, societal purposes, and social values in institutional stresses, that cause them to act in a certain ways (Fargainis, 2008).

Once a recruit graduates, he or she is integrated into the military, having succeeded in fulfilling the soldier identity standard. The role of “soldier” is maintained when speaking

to civilians, other units, or higher ranking officials not directly involved with their group. If a soldier should say something wrong or give information that should not be disclosed, other “soldiers” will step in and correct the faux pas (Fargainis, 2008). The erring soldier may also be reprimanded a reminder of his or her place within the group. A soldier who maintains the identity standard may be rewarded with time off, promotions, and the respect of others.

The soldier’s identity standard and the role that soldiers take on regardless of gender have implications. However, for females serving in their units, they must conform not only to the soldier standard but must also conform to a gender standard conditioned from childhood. These two standards are often in conflict. From an early age, girls are taught to play in the house, not to get dirty, to be kind and not aggressive, and to be forgiving and accommodating, or “ladylike” (LeMoyne, 2008). The male gender role aligns reasonably well with the soldier model. Boys are given toy cars and trucks and encouraged to play aggressive sports, not to cry, not to fear, and not to be forgiving but to be assertive and strong. This makes it easier for males to fulfill the role of “soldier,” which is a predominately masculine occupation (LeMoyne, 2008).

“Traits of dominance, assertiveness, aggressiveness, independence, self-sufficiency, and willingness to take risks are encouraged in the military; compassion, understanding and sensitivity are discouraged” (Titunik, 2008).

In addition to females conforming to the soldier and gender standard conditioned from childhood, they must also face segregation among each other. This includes certain jobs and schools in the military that are closed to the females, reinforcing the separation of the sexes.

Segregation of the Sexes, Reinforcement of Original Gender Roles, Cross-Gender Issues for Female Soldiers

In the Marine Corps, the sexes are highly segregated during basic training and absolutely no interaction is allowed if the males and females were to come into contact with one another (Lillis, 2008). Respect and discipline will be traits a Marine recruit will be well versed in. There is much less combat training than one would think and more emphasis on learning to function in the Marine Corps (Lillis, 2008).

Not all branches of service segregate the sexes during initial training; it will depend on the type of occupation the recruit chooses. For instance, some recruits will not see the opposite sex until they reach their occupation training or they will never see the opposite sex at all during any type of training.

It is important to keep in mind that certain MOS's (Military Occupational Specialties) will allow for the integration of genders, including any course or job that is directly related to combat. According to the military, the integration of women into combat roles causes inefficiencies such as physiological issues, pregnancy, and rape as POWs, and distraction by other male soldiers (Sasson-Levy, 2003). While women are not allowed in direct combat units, they are involved in combat support units-running convoys, getting shot at, and shooting back (Yeager, 2007).

Females are excelling in the military in the jobs and schools that are open to them.

Physical fitness is a huge component on whether or not females should be allowed in combat units and specialized schools that have been closed to women.

Each recruit is required to pass the phases of training; this includes physical fitness standards, weapons knowledge, and core values. Requirement for each branch of service varies. Physical fitness standards are the only difference between the sexes in training. Physical fitness standards are based on age and sex, typically females are allowed more time for the run and are not required to do as many push-ups. One physical requirement that females must do more of than the males is sit-ups. Females have proven their ability to fulfill the male standards and often max their own PT requirement, thus reaching male standards. A reduced physical fitness standard, i.e., a lowered expectation, is one of the first ways the female soldiers are separated from the males. This separation reinforces gendered stereotypes recruits bring in with them to the military.

The military is a predominantly male-dominated institution in which women have recently been allowed to participate in (LaGuardia-Kotite, 2012). Some military occupations still remain closed to females. It is important to understand that in four of the five branches of service, men and women train side by side during classroom, weapons, field, and physical fitness training. Recruits are taught chants that involve killing the enemy; these chants vary depending on the branch service. One Marine's chant is "blood makes the green grass grow. Marines make the blood flow. Kill, kill, kill." This tactic is used to desensitize recruits, a method to prepare them for combat (Lillis, 2008). Females learn to be aggressive and physical and not to feel pain, or to hide that pain. Previous research and interviews with currently serving females indicate that female soldiers have to be twice as good to be seen as equal to male peers. There is

tension for female soldiers that take on masculine behaviors, while being required to maintain a feminine appearance.

When female soldiers express masculine behaviors as necessary parts of the soldier identity standard, they are not living up to normative conceptions of femininity or what a soldier is. They are engaging in behavior at the risk of gender assessment (Fargainis, 2008). One female commented on her experience in the navy, "I acted aggressive and assertive. It was much easier than the later, acting weak by crying or showing emotions. One woman in my unit had a difficult time because she showed emotions and cried to me weekly" (Lillis, 2008).

It may be easier for females to act out of expected gender roles by acting in the normative conceptions of what a soldier is. However, they may get an advantage from doing so. One cannot understand her experienced world by staying within comfortable feminine boundaries (Fargainis, 2008). To fit the soldier mold, including its masculine components, females try to gain perspective by seeing themselves through the eyes of the other soldiers and their drill sergeants. They soon develop a sense of self-awareness. Males, on the other hand, "simply do not aspire to be women or to emulate women, and whatever women are, men will seek to be anything other" (Sasson-Levy, 2003). This is to say that men have no need nor is it a necessity for their advancement or survival in the military to understand the female perspective.

The misconceptions of how females should carry out their prescribed gender roles can be difficult to navigate and may affect their rise through the ranks in the military if they are not well liked by superiors. Superiors are responsible for their performance reviews and influence whether or not their subordinates can advance to the next rank.

Gender stereotypes can be detrimental to a woman's rise along the organizational ladder in the civilian world (Ayman & Koribik, 2010). Movement through the organizational ladder in the civilian world is comparable to the attainment of rank in the military. According to a study conducted by Ayman and Koribik, gender and culture affect the identity of the individual, group cohesion, interpersonal interactions, and access to power and resources. Gender is an ascribed status characteristic, meaning that men typically have a higher social status and greater access to power and resources, their opinions hold more value than women, thus giving them more privilege (Ayman & Koribik, 2010). Power can be equated to rank and access to power and resources can be equated to deployments and specialized schools in the military, all of which are more readily available and offered to men more often than to women in the military. When women step into leadership positions, especially in male-dominated settings or in positions that seem to require masculine traits, they are often viewed as less effective when they are in male-dominated settings or in leadership roles that are considered more masculine (Ayman & Koribik, 2010). The military is a male-dominated environment rich in historically masculine ideologies.

Other literature on gendered stereotypes includes studies of men and women in the United States Marine Corps (USMC). A study conducted by Archer (2012) reveals that women in leadership roles continuously encounter resistance to their leadership abilities due to gender stereotypes and expectations. These expectations are thought to stem from societal beliefs of appropriate behavior for each gender that are learned at an early age and occur in various settings. Leadership qualities that are generally associated with men are dominance, authority, and assertiveness, whereas women are viewed as

being collaborative and cooperative. If women take on more masculine or agentic qualities, they are often seen as abrasive and are likely to be rated lower by superiors and peers (Kellerman & Rhode, 2007).

The military, then, cannot solely be blamed for gender role expectations among its ranks. Gender roles are brought into the military and are reinforced by norms and values that are instilled early in one's military training. The USMC reinforces this ideology. In one particular study, female Marines describe their personal image as being "Easy," "a Bitch," or "a Dyke" and told by leadership to decide how they want to be viewed (Archer, 2010).

A 2012 study conducted by Archer examined whether gendered stereotypes existed among female Marines, and if so, their effects on those females. Archer found that stereotypes exist and they have a negative impact on the relationship between males and females, and also that they have negative implications among women, damaging camaraderie, a shared sense of mission, and leadership (Archer, 2012). The negative implications were caused by the competitive nature of being just as good as one of the male Marines.

A study conducted by Kellerman and Rhode discovered that gender stereotypes internalized by women can impede their growth as leaders. Women will view themselves as less deserving of advancement and awards and they may feel they lack the competence that is seen in their male counterparts (Kellerman & Rhode, 2007). Although this study was conducted in a civilian setting, the findings are similar to situations in the military and are noteworthy.

Leadership Abilities

There are many studies that address the types of attributes a leader should possess to be a successful leader. Common themes include transformational leadership styles, self-awareness and efficacy, and culture. It is important to acknowledge leadership theories and competencies that come with being a successful leader in the military and in the civilian world. The traits that are associated with leadership vary and depend on a particular organization or professional field one is associated with, for example, a manager, a military officer, or a politician (Ayman & Korabik, 2010). Attributes of a successful leader vary by organization and profession.

Common themes involving leadership in the military include transformational leadership styles, self-awareness and efficacy, and culture.

Transformational Leadership

There are several types of leadership models that are studied. The transformational leadership style is commonly associated with military settings. It has four components: (1) Idealized Influence means that the leader will serve as a role model, and they will “walk the walk,” (2) Inspirational Motivation means leaders communicate their vision to their followers and inspire enthusiasm, (3) Individualized Consideration refers to the leader’s concern for the needs and feelings of their followers, and (4) Intellectual Stimulation means the leader will challenge followers to come up with new ideas and empowers them to make decisions instead of directing them (Riggio, 2009).

These elements are important to military leadership because the stakes are so high. Not anyone would run into danger and risk their lives for a cause outside of themselves.

While military tradition centers on following orders without question, modern military technology and the mindset of young soldiers can bring new perspectives and solutions. Leaders are empowering younger soldiers to make difficult decisions early in their careers so they are prepared when they become leaders. Transformational leadership values charisma and individualized consideration. Women will typically display these aspects more often than men (Walker, 2012).

A transformational-leadership study conducted by Karen Walker (2012) addressed the avenues for military women to influence the perception of positive and effective leadership in areas traditionally dominated by men, i.e., the military. The F-set model, Femininity, Self-efficacy, Emotional Intelligence, and Teamwork, was used to understand women in leadership positions on a deeper level and to describe their leadership strengths and weaknesses (Walker, 2012). Research conducted by Morgan (2004) parallels with Walker's study, a successful leader will demonstrate leadership qualities that are perceived to be both masculine and feminine in nature.

Findings from Walker's study states that a woman can lead men easily if she is recognized as being a good leader, rather than as being a good female leader. The participant's successes were due to their knowledge and ability, team-focused leadership, professionalism, confidence, femininity, and the ability to lead by example (Walker, 2012). Participants agreed that the elements crucial to their success were maintaining a certain level of femininity, confidence in one's abilities, to be respected as an officer, to lead by example, self-reflection, and how one is perceived by others.

Self-Efficacy & Self-Awareness

Walker's findings parallel the definition of self-efficacy, the belief in one's own ability to complete tasks and reach goals. Self-efficacy can then be correlated to the level of femininity one portrays while acting in a military environment. For example, the successes of the participants in Walker's study were due to high levels of self-efficacy due to the belief in their abilities, which then led to leadership effectiveness (Walker, 2012). If females have belief in their abilities and have the ability to reach goals without concern of how much femininity they are displaying in a predominately male environment (military), their success goes up.

Female participants in the studies conducted by Walker in 2012 and by Yeager in 2007 believed that their leadership ability through self-reflection and self-awareness was important to their success as leaders. The participants displayed high levels of Emotional Intelligence (EQ). EQ is composed of two elements: self-mastery, which is self-awareness plus self-regulation, and social intelligence, which includes empathy and social skill (Luoma, Leadership seminar 2014). In order for these participants to lead successfully, they had to effectively listen to subordinates and make decisions through collaboration while maintaining a team-oriented focus on the mission (Walker, 2012). Participants in these studies were able to adapt their leadership styles to their environment, taking into account both the context in which the decisions had to be made and the individuals involved. Other interpersonal skills exhibited by these leaders are expected from all leaders regardless of gender and include: keeping cool under pressure, the ability to maintain standards and priorities, the ability to see the big picture

by providing context and perspective, and the ability to make tough decisions on time (Yeager, 2007).

Culture

Within ranks of the military there are many cultures, races, and socioeconomic backgrounds. Leaders need to understand not only other cultures and perspectives, but they must consider their own leadership styles and behaviors and how they may differ from the preferences of followers and fellow or superior leaders alike (Ayman & Korabik, 2010).

High CQ (cultural intelligence) enhances effectiveness in dealing with various cultures and subcultures. CQ has been shown to contribute to teamwork, leadership, and overall group effectiveness (Ayman & Korabik, 2010). The military depends on High CQ to complete missions effectively; the belief in one's leadership abilities can make or break mission effectiveness.

Females serving in the military must maintain high levels of cultural and emotional intelligence in order to understand the world in which they live and to be effective in their leadership roles. Without this understanding and failure to see other perspectives, they may have a difficult time working with peers.

The ways in which women lead are scrutinized by those they work with, by the general public, and by the media. This is especially true for women in high-profile positions or in predominately male institutions, such as the first female Thunderbird pilot for the Air force, Lt. Col Nicole Malachowski. The Thunderbirds are an elite aerial demonstration team made up of a dozen officers and more than 120 enlisted air force members

(LaGuardia-Kotite, 2012). The selection process is highly competitive and requires credentials, several interviews, and letters of intent. Once Malachowski was announced as the newest pilot, she was showered with praise and with criticism regarding her capabilities and skills and her ability to represent the club, which has been exclusively male since its inception in 1953 (LaGuardia-Kotite, 2012). The media questioned her ability to represent a male club, not her ability to fly. Her gender and leadership ability were the main focus. Malachowski discovered that many were rooting for her to fail, mainly people who knew nothing about her. In the end, Malachowski succeeded as a Thunderbird pilot, and in doing so, her accomplishments indirectly furthered future career opportunities for women in the military (LaGuardia-Kotite, 2012).

The portrayal of women in the media and the social construction of women leaders in and out of the military are deeply ingrained at all levels in society. Research indicates that female leaders strengthen their organizations by providing alternative perspectives on the organization's values and methods. These insights can bring cultural and structural changes within the organization (Meyerson, Ely & Wernick, 2007). According to research by Wilson, seeing women more often in positions of leadership changes the mindset that women cannot lead based purely on their gender. When more women hold leadership positions, the perception of them as leaders will change from gender to agenda (Wilson, 2007).

Women in the military must consistently strike a balance between various leadership styles to appease those around them. Women can then be targets of prejudice if they are perceived to display behavior that is threatening or directive or if their behavior only seeks leadership, influence, or status (Carli & Eagly, 2007). Women who display agentic

behaviors in the military are often ridiculed when they display more masculine traits and are referred to as butch or bull dyke (Loughlin & Arnold, 2007). Male and female leadership styles have relatively consistent patterns, both in the range of behaviors and the ability to change leadership styles with the situation. Women may use different styles of leadership to accommodate the conflicting demands of their roles as leaders and as women (Carli & Eagly, 2007). The resistance to female leaders may result in sexual harassment, especially when the percentage of males within the organization is high, such as in the military. Women in these environments may have no alternative but to lead or emulate male leadership styles. Their typically democratic styles disappear in more masculine environments (Carli & Eagly, 2007). In more masculine cultures, women will carry disproportionate workloads (Loughlin & Arnold, 2007). This effects morale and consumes more time than necessary by negotiating with subordinates and collecting their opinions (Loughlin & Arnold, 2007).

The culture of the military reinforces men's beliefs that they need to protect female soldiers. One particular participant in a study conducted by Archer stated that "women are wired differently; they are not a force in readiness because it is not in their nature, and males are protective of the females" (Archer, 2010). From this perspective, women fall into two archetypes, one that is sexualized and one that is protected. With this mentality, women cannot be seen as leaders by males (Archer, 2010).

Women will start rising to leadership positions when public opinion shifts to accept and support women serving in combat positions and the perceived need to protect women starts to wane. The Canadian government fully integrated women into military combat units only when public support demanded it (Loughlin & Arnold, 2007). It has been

argued that racial and homosexual integration in the military would hurt unit cohesion and would lead to more harassment, all of which has been unfounded (Loughlin & Arnold, 2007). This is confirmed by a similar study conducted by Rand in 1997 that studied gender integration in the military units. It was discovered that gender integration "had a relatively small effect on readiness, cohesion, and morale, a unit's leadership, training, and workload had a much deeper impact" (Harrell & Miller, 1997).

A study conducted by Wong, Bliese and McGurk in 2003 on military leadership determined that the unique characteristics of the military must be studied to understand the nature of leadership within its context (2003). Stereotypes and culture are specific to each of the branches of service, all of which are rooted in tradition, were examined. Power is indicated by rank and that determines how leaders and subordinates should interact with one another (Wong, Bliese & McGurk, 2003). The power structures in the military are relatively straight forward and are based on rank.

NCOs answer to other higher ranking NCOs or officers. Officers are trained separately from the enlisted ranks and most often are trained at military academies.

High Ranking Officers/Military Academies

Research conducted at military academies focus on cadets in training and the development of leadership abilities. Other studies offer insights of high ranking officers and the complex political and social implications of their decisions. Officers make the high-level decisions that affect subordinates such as NCOs (non-commissioned officers), and in turn NCOs carry out those orders to subordinates. To be an effective leader, officers must demonstrate a high level of resiliency, adapting to change in highly

stressful environments and making decisions regarding the life and death of their subordinates as well as civilians. In the following study conducted by Hunt (1991), strategic leadership capabilities were examined. The traits consistent with strategic leadership parallel those of resiliency, a trait that is rewarded and often found at all levels in the military. The ability to adapt effectively to constantly changing environments and to be effective within those environments is a crucial skill to be a successful leader.

Hunt looked at military leadership from a multilevel model; the study focused on a hierarchical system of leadership among higher ranking officer levels, opposed to the direct face-to-face interaction found in the NCO ranks. The study examined the performance of officers at various levels of leadership, the long-term viability of the organization, and gaining and assessing leadership knowledge. The study focused on the overall environments that may affect the leaders' ability to operate effectively when working with different culture and organizational systems (Wong, Bliese & McGurk, 2003). The officers examined in the Hunt (1991) study work at the highest levels and interact with politicians and other high-ranking officers, such as generals, and typically have over 30 years of experience in the military. Research of strategic leadership capabilities at these high ranking officer levels focused on three areas: (1) the absorptive capacity, which is the ability to learn by recognizing new information, understanding the information, and then applying the information in a productive way, (2) the adaptive capacity, which is the ability to adapt to new information in a constantly changing environment, and (3) managerial wisdom, which is the ability to make good judgments (Wong, Bliese & McGurk, 2003).

High-ranking officers' positions such as Lieutenant Colonel, Colonel, and General have been typically occupied by males in the military (Iskra, 2008). Recently, women have achieved higher ranks due to being allowed in combat support units and engaging in combat activities. Women's ability to be promoted in the military is not due to their lack of leadership abilities but rather the restrictions the military has placed on them, such as the restrictions in combat MOS's closed to females. Once female soldiers could serve in supportive units and some women saw combat alongside men, more women was promoted (Barnett, 2007). The subject of much debate today is whether to allow females into special units such as the Rangers and Special Forces; however, the debate now is in regards to the physical requirements and whether women can attain the same standards as the males. The physical requirements for both men and women are based on age; requirements are then adjusted accordingly. In addition, the female's physical ability is grossly underestimated. Physical requirements were much more important when hand-to-hand combat was a regular occurrence in the military; however, technology has replaced the majority of those needed skills and any diminished physical capacity can be de-emphasized. For example, it was not until Title IV required schools to equalize money spent on sports for both genders did female athletes' achievements start to "catch up" with the men's (Loughlin & Arnold, 2007). Similarly, only when service opportunities for female soldiers are brought into parity with those of male soldiers can women's true physical abilities be evaluated.

For military personnel, the fastest way to gain rank and advancement is by acquiring combat experience. Allowing women to serve in combat support positions has allowed for women to gain rank more quickly than in years past. Another key way is by acquiring

command experience. Successful commands increase the likelihood of being promoted (Iskra, 2008). Effective leadership ability appears to be the constant for successful leadership of high-ranking officers.

The ability to reach the high-ranking officers positions within the military typically involves a program at a university commonly referred to as ROTC Reserve Officer Training Course. Students go through their regular college experience with the added ROTC experience, and if successful in the program, they will graduate with a commission as an officer in one of the branches of service. Another avenue to become an officer is to first enlist and then go through Officer Candidate School, which often requires an advanced degree from an accredited institution of higher learning. The final avenue is to be accepted to a military academy instead of a regular college or university and receive a commission when the rigorous four years of instruction are completed. For purposes of this paper, military academies will be the focus. It is important to keep in mind that individuals in military academies are not yet considered military personnel but are referred to instead as cadets.

A study conducted by Matthew Morgan (2004) at the United States Military Academy strove to identify the characteristics possessed by females as a minority that distinguish them from male counterparts at the academy (Morgan, 2004). The study examined 12 dimensions of leadership as assessed by three types of raters; these raters were peers and from the formal command structure. These dimensions were Duty Motivation, Military Bearing, Teamwork, Influencing Others, Respect for Others, Professional Ethics, Planning and Organizing, Delegating, Supervision, Developing Subordinates, Decision Making, and Oral and Written Communication skills (Morgan, 2004). Morgan

found relatively minimal gender differences in leadership performance or style among cadets (Morgan, 2004).

A similar study conducted by Boyce and Herd (2003) examined the perceptions among military academy students regarding gender roles associated with leadership positions at a military academy. Previous studies used role congruity theory to explain leadership positions and gender stereotyping (Eagly, Makhijani & Klonsky, 1992). Role congruity theory is prejudice toward female leaders and the discrepancy between the perceived female gender roles and leadership roles leads to prejudice (Eagly & Karau, 2002). Boyce and Herd (2003) discovered that the men's dissimilarity between women and leaders. Previous findings were supported by their finding that being led by female commanders did not change the men's masculine stereotype of successful leaders and that senior level cadets possess stronger masculine stereotypes of successful officers than do first year cadets. This may mean that over time a cadet's stereotype of masculinity was reinforced and perpetuated by their training, which may have led to rating successful female leaders lower due to gender stereotypes. In regards to male performance men maintain a masculine stereotype of leaders; however, successful female leaders perceived successful officers as having characteristics associated with both male and female leadership abilities. Poorly performing cadets believed that successful leaders possessed more feminine characteristics (Boyce & Herd, 2003). The leadership styles that an individual may prefer could be based on feelings of success. Some may need a more hands-on and less aggressive style of leadership.

It is helpful to examine cadets in military academies to understand the perceptions of female leadership and successful officers in general. Cadets in a military academy are

immersed in a system that is closed off from the rest of society, and their thoughts, actions, and behaviors are controlled by those running that institution. Additionally, cadets are not exposed to outside influences, and the cadets have not led in a real-life setting or in the active military. When more females are enrolled in military academies, the predominantly masculine nature of these institutions will start to adopt other leadership practices.

Research Findings

This research was conducted to examine the leadership experiences of female NCOs currently serving in the military and how those experiences shape the ways in which they lead. Females will experience different treatment, mainly negative, once they reach NCO status due to perceived gender stereotypes of females in the military. A qualitative study, including a self-reported leadership skills assessment, was conducted. Females that participated in this study were asked a series of questions regarding their leadership experiences and how those experiences shaped them as leaders. Leadership experiences are those experiences participants face while in their roles as NCOs (supervisors) over other NCOs and soldiers.

The leadership skills assessment survey (LDA) was taken from PBS Consulting online, a nationally recognized management consulting firm. Questions related to a leader's understanding of vision, purpose, issues, challenges and problems in their current positions. Questions were adjusted to fit military vernacular. For example, instead of using "department's purpose", the term "mission" was used, or instead of using "employees, "soldiers" were used. The survey was chosen to understand how the participants viewed themselves as leaders and then scored accordingly based on their responses. They were asked to evaluate themselves based on ten statements regarding their leadership abilities. Statements included; "I have a clear overall vision or concept of the mission objective, i.e., purpose, function, and responsibility (its contribution, mission, values, and focus)" and "I set a good example with my work habits." Participants used a five point Likert scale to assess their abilities. A rating of 1 corresponded to "not like you" and a rating of 5 meant "very much like you." Scores

were totaled and evaluated as follows. A total score of 45 to 50 points indicates the participants lead with confidence, 40 to 44 points indicates a leader is well on their way to effective leadership, 35 to 39 points indicates followers are sometimes confused on what to do next and lack direction from the leader, 30 to 34 points indicates the leader is ineffective, and a score under 30 indicates that followers are confused by current leadership and may look for a new leader if one is available.

The lowest self-reported score from participants was 39 with the highest at 50. The average score was 44.5, indicating that overall participants rated themselves as effective and confident leaders. The self-assessment survey corresponded to the in-depth interview questions from the participants, indicating that participants felt they were effective leaders.

The in-depth interview questions asked participants a series of 14 questions. The in-depth interview questions were based off of a study conducted by Archer (2012), *The Power of Gendered Stereotypes in the US Marine Corps*. Questions were adjusted and simplified and focused on leadership rather than perceived stereotypes that were focused on in Archer's study. The in-depth interview questions asked participants a series of 14 questions. Responses ranged in length, and it took participants an average of 60 minutes to answer questions fully. The in-depth interviews took place over the phone due to the location of the researcher and the participants. The question topics included: current rank, how long it took to reach current rank, total time in the military, reasons for joining the military, experience overall as a female in the military, how they viewed themselves as leaders, being challenged as a leader, what they thought made a good leader in the military, deployment and leadership, largest group led, positive and

negative leadership experiences, and the differences between male and female leadership. The participants' experiences differed, but themes within their responses were striking. Themes that emerged included the reasons for joining, experience as a woman in the military, leadership styles, and the way men and women lead differently.

Reasons for Joining

When participants were asked why they decided to join the military, four of the ten participants indicated that college incentive was the driving force for their decision to join the military; without the military they could not have attended school to better themselves. Servicemen and women are given the opportunity to enroll in an education program, and based on the time in service and deployments; the cost of education could be covered in full. The remaining six participants stated that they joined the military out of a sense of patriotism. Participants that indicated patriotism as their reason for joining typically had a family member(s) that had served or had family that were in public service such as police or fire. Participants indicated they received strong family support for their decision to join and that they did not regret their decision to join the military.

Experience as a Woman in the Military: Promotion, Deployment, Harassment

Participants were asked what their overall experience as a *woman* was like in the military. Overall, they had good experiences and in general had good leadership who supported them. General consensus among participants was that they initially were not treated differently than males in their day-to-day routine until they attained rank. Nor did they have difficulty attaining rank because they followed clearly laid out guidelines to be promoted. However, after rank attainment, male peers expressed jealousy and envy

and would often make comments such as “It is because you are a woman and your PT standards are lower so it is easier for you to gain rank” or “You slept your way to that rank.” Previous studies have indicated negative treatment but attributed it to their gender, not on the attainment of rank. Participants in this study related their ill-treatment based on obtaining rank more quickly than their male peers and jealousy. This proves the hypothesis that females will experience different treatment, mainly negative, once they reach NCO status due to perceived gender stereotypes of females in the military. Participants in this study attributed their successes as effective leaders by following clearly delineated guidelines for promotion. A higher ranking NCO participant stated that “in my opinion females will apply for a position only when they are 100% qualified, compared to men who will apply when they are 60% qualified.” This statement coincides with a study by Kellerman and Rhode (2007) that women view them as less deserving of advancement and awards and they may feel they lack the competence of their male counterparts. Hence the reluctance of women to put a promotion packet in to supervisors if they felt they were not in good favor with them.

Other participants contributed their rise through the ranks to good command positions participants held and support from their units. Participants that were given opportunities excelled quickly by moving through the ranks more quickly compared to those participants that were not given opportunities to participate in deployments or schools related to their MOS's. Participants that were not given the same opportunities or support from their units have moved significantly slower in rank attainment and in general had more negative experiences. Those that had negative experiences stated it taught them how not to lead and how they wanted to be different when they became

leaders. Negative Experiences, such as not being taken seriously and harassment, according to the participants did not deter them from being a good leader or the desire to attain rank; if anything, it encouraged them to continue.

Participants were asked if they had ever been deployed. Nine of the ten participants had been deployed, some multiple times, to various places around the world. Deployments included areas in Iraq, Afghanistan, Kuwait, and Kosovo. All participants commanded mixed-gender units with the majority of their soldiers being male. Participants that were deployed stated being in a combat environment had made them better leaders. When participants were asked how deployment made them better leaders, responses included, "It showed me what I was capable of," "It forced me to grow up," "It taught me what good and bad leadership was and how to lead," "It forces you to think outside the box," "You have to learn to work with people on a different level," and "I had to learn to see others' weaknesses and strengths." Participants that were deployed stated that overall it made them grow not only as leaders but personally, by helping them understand what is truly important. Participants recognized the deployment as an opportunity to become better leaders.

Participants who were deployed gained combat experience, and those that were viewed as effective leaders were given promotions. A study by Iskra (2008) concluded that successful commands and serving in combat support positions increased the likelihood of being promoted.

Overall negative experiences participants faced as a *woman* in the military included gender-related difficulties. These included not being taken seriously by peers and higher ranking officers and overcoming stereotypes and harassment from peers. Participants

stated that when they would voice their opinion about carrying out mission objectives or try to contribute to the mission, they felt peers and higher ranking NCOs and Officers ignored or laughed off their suggestions. This was more prevalent when participants were attached to predominantly male units or occupations or the majority of their peers were males. This coincides with a study by Ayman & Koribik (2010) that women are viewed as less effective when they are in male-dominated settings or leadership roles that are considered more masculine.

One participant recalled an experience when she was pregnant. "I needed to be tough on an issue with a soldier. It was implied that I was being a bitch and hormonal, that my decision in some way was related to my pregnancy. In general my male peers looked at my pregnancy like a crutch and questioned why I was going to stay in instead of staying home and taking care of my child. I had an excellent family care plan in case of deployment. The men were treated differently when they had children. They were patted on the back and given kudos." A study conducted by Archer (2012) states that a woman in a leadership role will experience resistance to her leadership abilities due to gender stereotypes and expectations. Peers viewed this participant as abrasive and going against the expected behaviors of women, rather than viewing her as a NCO carrying out a disciplinary action.

Harassment and sexual assault are frequently discussed in the media regarding women and the military. Participants in this study were not asked if they were ever harassed or assaulted here; however, participants shared this information freely when discussing their experiences. The majority of the participants experienced some form of harassment - this means disparaging remarks or outright comments about how they

looked. Four of the ten participants experienced a more direct form of harassment or assault from peers or higher ranking NCOs and Officers. None of the participants that experienced harassment reported the incident(s) inside the military for fear of retaliation from the unit and peers. Some participants commented that deployment was a source of uneasiness as male peers and higher ranking NCO and Officers would look for “desert girlfriends” (someone they could sleep with on a deployment), this offer was usually offered to the younger, inexperienced female soldiers E1-E4. One participant commented that she would try and prevent this by showing her female subordinates the bathroom walls with their names on them: “I wanted them to be known for the knowledge in their head, not the smile on their face.” Participants learned from their harassment experiences and were determined to protect their female soldier, by teaching them to be resilient, self-reliant, and self-aware. They did not want them to be labeled as “sluts” because they were seen speaking with a male peer, as this is often how rumors and labels begin in the military. Archer (2012) discovered that when stereotypes exist, it can create a negative impact among women by damaging the mission, camaraderie, and leadership. The majority of female participants stated that although they know that they live in an environment that is rich in harassment and male ideology, they wanted to be clear that it does not define them nor does it occur all the time; they stated there are good men in the military. Participants were clear to state that they wanted to be known for their leadership abilities rather than the negative issues that often surround the military involving sexual assault and harassment. One participant commented “I and my fellow female peers are so much more than helpless women that need protection, we are more than sexual assault victims...we are leaders

too.” This statement coincides with participants in a study by Archer in 2010, that women fall into two archetypes, one that is sexualized and one that is protected. With this mentality, women cannot be seen as leaders by males.

Leadership: Viewing Themselves, Challenges, Good Leadership

Participants were asked how they viewed themselves as leaders, what they thought good leadership was and the challenges they faced, both positive and negative in their positions. According to the self-reported leadership skills assessment, participants viewed themselves as effective and confident leaders. They attributed their success as leaders not only attaining rank but the effectiveness of their unit and by living up to the core values of the Army, those that include, loyalty, duty, respect, selfless service, honor, integrity, and personal courage in addition to being direct, fair, disciplined, compassionate, and open-minded. All participants have been challenged in their roles as leaders by subordinates, peers, and superiors. When participants were challenged by subordinates, it typically involved them being disrespectful or challenging an order; participants attributed this to testing boundaries and how far they could take something before they were reprimanded for it, often-times they were scared or didn't understand the necessity of an order. When peers and higher ranking NCOs and Officers challenged them, participants stated it was typically a power struggle or questioning their ability as a leader. More than one participant commented, “every single position you need to prove yourself; once you do, everyone accepts you.”

Participants were asked what they thought made someone a good leader, all stated a good leader must lead by example, have values and integrity, keep an open-mind, and empower soldiers. Participants' responses lined up with the core values of the Army:

Loyalty-allegiance to the unit and other soldiers, Duty-carrying tasks out as a team, Respect-treating others with respect and dignity, Selfless Service-no thought of recognition or personal gain, Honor-carrying out the Army values, Integrity-doing what is right, and Personal Courage-facing fear and acting honorably.

From the study by Riggio in 2009 on transformational leadership, a successful leader will “walk the walk,” communicate their vision, inspire enthusiasm, have concern for the needs and feeling of their followers, and empower followers. All participants mirrored transformational leadership qualities. Motivating soldiers was difficult for the majority of the participants, but they felt that finding what makes soldiers tick was important in getting the soldiers to believe in the mission. One participant commented, “I let them know why we were doing something, especially if it was not a particularly enjoyable task or lives were at stake. After that, I found my soldiers were more willing and eager to do something.” Many participants displayed concern for their soldiers’ well-being and often encouraged them to do more and pushed them. They empowered them to make difficult decisions by placing them in leadership positions. Women will display qualities associated with Transformational Leadership more often than men (Walker, 2012). Participants stated that they created a closer unit and improved team effectiveness by showing concern for their soldiers, mentoring them, explaining mission objectives, and empowering them to make decisions. They believed that their success was directly related to their soldiers’ success. To accomplish this, participants kept an open mind when dealing with difficult situations between soldiers, clearly explaining the mission and answering questions.

Differences in Leading, Men and Women

Participants were asked if they noticed any differences in the way men lead in the military compared to women. All the participants agreed that they lead with more compassion and emotions than men, and that this was seen as strength, not a weakness. Participants believed this made them well-rounded and gave them the ability to see things from outside perspectives. One participant elaborated, saying, "I think we need to have that flexibility to see both sides. It makes the whole picture clearer. It makes me a better leader and my soldiers trust me more. In fact, they will come to me, both males and females, before going to my male peer with an issue." Due to male and female subordinates going to them before a male colleague, participants concluded that male colleagues often did not see both perspectives, took the side of the male soldier, and showed favoritism more often than female NCOs. This notion coincides with the Sasson-Levy study (2003) that states "males simply do not aspire to be women or to emulate women, and whatever women are, men will seek to be anything other." Participants stated that male peers scorned compassion shown by a man more intensely than by a female leader. These findings parallel the Titunik (2008) study that states that compassion, understanding, and sensitivity are discouraged in the military.

Overview

The military has changed dramatically over the years involving more active roles for women in leadership positions (Lowewer, 2005). Previous research regarding women in the military has been limited by focusing on gender stereotypes, leadership competencies, and high ranking officers. This study focused on leadership experiences of females at the NCO level and discovered that females are treated differently by their

peers once they attain rank and are put in positions of leadership. Females in the military, whether enlisted or officer, experience similar barriers in and attaining leadership positions. Females reach and attain their desired ranks by pushing through gender stereotypes, harassment, and barriers to specific schools. Overall participants that had a good command (superiors) and that had support from their superiors and from peers have had the most positive experiences in their military careers. The majority of participants stated that the military is changing and is allowing for more active roles of women in more and more MOS fields that were previously closed to women; they see a positive shift in this direction.

In terms of men and women leading differently, participants did not necessarily view themselves as being separate or different. They viewed themselves as more willing to show emotions and have more compassion compared to male peers. Participants agreed that compassion is needed when leading, but there is a proper time and place for it. Additionally, participants viewed compassion and understanding as equal to the level of trust their team had in them. They also viewed themselves just as strong emotionally and confident as their male peers. Women are more likely to make moral judgments based on caring or personal views rather than on abstract justice (Kellerman & Rhode, 2007). Theories have been based on this idea that caring is distinctly a female trait and that mothering is the source of female mortality and is then linked with caring; these theories suggest that women will approach power differently than men (Kellerman & Rhode, 2007).

Leading by example, having integrity, and abiding by the Army values are of the utmost importance to being successful in the military, according to the participants. Participants

displayed transformational leadership qualities along with high emotional and cultural competence. Participants in this study had an awareness of others cultures and a belief in their abilities in order to lead successfully. Once in positions of leadership, participants associated their success with the success of their soldiers.

In general, participants in this study believe that leadership is not about being a good *female* leader, but about being a good overall *leader*, and they viewed leadership as ability rather than something associated with gender. The majority of participants could not understand why gender is an issue in leadership positions because they believe that being a good leader is the most important aspect and they wished that feminine identifiers could be removed. Identifiers include **female** drill instructor, **female** soldier, and **female** NCO as opposed to drill instructor, soldier, and NCO.

Conclusions

When women are placed in leadership positions within civilian organizations or the military, consideration of leadership abilities often focuses on gender, not skill. It is not a matter of simply being an astronaut or a CEO or a NCO, gender labels are assigned: female astronaut, female CEO, and female NCO. Feminizing the titles adds to the stereotypes associated with women.

Less emphasis should be placed on the leader's gender and more on their leadership skills. Participants in this study agreed that women may lead with more emotion and compassion in certain situations but do not believe it is a negative trait or necessarily associated with their gender, but unique personalities. Personalities, situations, and organizational culture will influence leadership style, regardless of gender. Each person

comes with a history, experiences, socioeconomic status, education level, mentorship, and several other factors that influence how they lead. If leaders are under constant scrutiny, it is important to look at all of the other factors that may affect how someone leads such as skills, methods, and their effectiveness rather than focusing solely on their gender.

Kellerman and Rhode (2007) suggested that if women lead in more agentic ways they may face backlash from those who misinterpret their assertiveness as rudeness or going against the established belief system of how women should behave within an organizational setting. For this reason, women who display agentic characteristics may be competent but not well liked. As these women rise to higher ranks, they may find they have sacrificed opportunities for a family, a partner, or children. However, a woman of rank who chooses to have children may find that her parenting skills, her choice to be a parent, or her commitment to her career are questioned.

Female leaders and people of color can offer different perspectives for their organizations; the top leadership in these organizations can learn from different cultural perspectives by looking internally at what it values and how it accomplishes its work. Affinity groups are a start; however, top leadership and all employees should be encouraged to attend. These insights can be useful in making cultural and structural changes to the organization (Meyerson, Ely & Wernick, 2012). Women need to be seen more often in positions of leadership to change the mindset that women cannot lead purely based on their gender. Once a woman in a leadership position or political office isn't a remarkable feat, the subject will change from gender to agenda (Wilson, 2006).

Women's advancement and treatment in the military is not due to gender, but is instead due to the restrictions placed on them by the same government that employs them (LaGuardia-Kotite, 2012). This includes not being allowed to serve in direct combat positions, physical fitness requirements, and a historically male ideology rooted in tradition. When females are allowed to serve in combat positions and specialized schools and physical fitness requirements become more equal and are not looked at as a weakness females may then be seen as just as capable as their male peers.

Limitations

These findings were valuable because they offered insight into the leadership experiences of women in the active National Guard, Reserves, and Air National Guard. However, because of location, the availability to survey females on active duty bases was limited or nonexistent; additionally, the availability of the other branches of service was also limited. Only ten participants were surveyed and only qualitative data was collected. Females from each of the branches of service, Air force, Army, Navy, Marines, and Coast Guard, ranks E-5 to E-9 would have been ideal to survey.

Future Research

Future research should continue to build on the experiences of female NCOs in the military and be conducted on active duty bases and from the different branches of the military. Studying females from each of the branches of services would provide valuable information to see if there are any similarities among the branches of services and the experiences of women in leadership positions across the branches of service; the findings could offer insight into military organizational structures.

Females that hold the rank of E-1 to E-4 (Private thru Specialist) should be studied to discover if they experienced any type of discrimination based on their gender and how often they are promoted to NCO ranks compared to their male peers and if this then causes resentment from male peers.

Males in the military should also be studied to discover whether their leadership experiences are similar to the females if they were to adopt a more communal leadership style than the typical agentic qualities. Findings could offer insight into the stereotypes that are placed on men and if those roles must be fulfilled in order to be successful in the military.

Physical Fitness standards of the sexes should also be examined, focusing particularly on the combat positions being opened to women. Findings could be useful to discover and/or to dispel the need to keep women out of specialized schools currently only open to males. Various reasons are given from top leadership in the military as to why these specialized schools remain closed; the main argument is that females cannot meet specific physical requirements in order to pass the course. Opening specialized schools to females would aid in breaking the stereotypes of women not possessing strength and or mental grit to handle specialized jobs. Additionally, if more women are seen in these positions, there will be more public acceptance of women leading and working in male-dominated fields and possibly the need to place a female qualifier before a title will start to wane.

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Appendix I

Participant 1-N

1. What is your rank?
2. How long did it take you to reach your current rank?

Promoted May 2012 8 years/ been in current role 1.5 years
3. How long have you been in (USA, USAF, USMC, US Coast Guard, USN)?

Active National Guard 8 yrs after graduating from AIT total 9.5 yrs
4. Do you have any specific reasons for joining the (USA, USAF, USMC, US Coast Guard, USN)?

Military family background father was a naval officer for 35 years.

Different from friends wanted to serve country, a calling no..was a dance team girl, I was very girly. I had one conversation with my mom when I was 16 years old, I told her I was joining the National Guard, mom fully supported me and told me to do anything I wanted to do, stuck with me, had encouragement from family. Very important that she go to college so did a split option summer Junior and Senior year military intelligence occupation in military.
5. Tell me about your experience as a woman in the (USA, USAF, USMC, US Coast Guard, USN)?

1st few years no difference in interaction with others felt safe, once promoted to SGT started to notice change in treatment, was treated as inferior... maybe not taken seriously. My demeanor was different professionally I was not timid- but not overtly aggressive. When deployed under her older soldiers than her, being in charge of them felt awkward, probably more friendly than I should have been. Started on deployment by NCO harassment, I laughed it off, I guess attention at that age should have taken it more seriously than I did. Officers treated me differently, commented on how good I smelled how did I stay looking so good, etc. Some tried to directly to sleep with me when alcohol was involved, I was asked out by my direct NCO. Then I moved to Bat. HQ's An E-8 had no tolerance for harassment no matter the rank or gender. I was the only full time female for many years, others noticed the harassment and would ask how she put up with it but stated better she put up with it than deal with the consequences.
6. How do you view yourself as a leader?

Care for soldiers two teams under her care for them individually.

I expect a lot on a professional level, must be responsible and not ask 20 questions.

Very direct leader, communicate the way I do, expectations clearly laid out, review initial counselings, ensure that expectations are aligned with mine, counsel soldiers quarterly on performance, step outside boundaries feel like I am a babysitter at times for the 19-21 year olds.
7. Has anyone male or female challenged you as a leader?

Yes-as a new E5 in Iraq same age or older challenged me, ensured that he understood after physical correction meaning making him push in front of others that his behavior would not be tolerated. No issue after that. Another was a female not respectful in general, did not secure gear properly and was counseled and explanation of why it is important. Sometimes I make soldiers cry not on purpose they just do. Later when they calm down I explain the areas they need to work on in a respectful manner.
8. What do you think makes a good someone leader in the military?

Reflect on Army has had leadership surveys, officers required but not enlisted/ need to lead by example have technical knowledge of job, mutual respect, need to foster a positive learning environment when you fail them they shut you off, just respect rank. Preparation and planning training plans and time to finish tasks on time. Been fortunate enough to work for good NCOs don't realize you get a good one until you get a bad one not organized, quiet, not a mentor or trys to help you get there. I try to help people get there have a plan or path to get them there.

9. Have you been deployed?
 a. If yes, do you think it has helped you in terms of leadership?
- Yes and yes. I was thrown into my position no clue what I was doing the 1st day. Had another NCO in company they helped each other and figured it out together, was a learning relationship. How to handle situations, tasks give time line, realizing that my way of leading is different from those that I lead. On deployment top down leadership, not room to make a lot of decisions it was this is the way it is from the top leadership.
10. What is the largest group of military personnel you have led?
- 13 2 soldiers in training. Females 4 1 sgt rest e4 below males 9 1 sgt, rest e4 below.
11. Have you been in charge of males? Of females? Mixed units?
- Yes, units work together in flt operations SSG now. In military intel has the floor doesn't matter the rank if you know the most about the topic then people respect that.
12. What have been your positive experiences leading?
- Working directly with soldiers, can tell what they need to work on hard part putting in a way they can understand. Earn respect to accept your guidance. Help improve and see differences, mentoring them teaching them skills along the way in their career don't want them to try to figure it out on the way lost.
13. What have been your negative experiences leading?
- Not purly negative, just a lot of energy to plan things out. I'm a perfectionist sometimes I just want to go somewhere and not be in charge.
14. What if any do you find are the differences in leading women vs. men?
- I have only ever worked for males 1 female but different. Males are expected to be direct when females are it is unexpected and off putting for others.

Participant 2-D

1. What is your rank?
2. How long did it take you to reach your current rank? 15 years
3. How long have you been in (USA, USAF, USMC, US Coast Guard, USN)? Active Guard Reserves-18 years
4. Do you have any specific reasons for joining the (USA, USAF, USMC, US Coast Guard, USN)? Patriotic, a family of Marines, brother convinced me to go into Army due to the male/female ratio 50:1 in the Marines and refused to let me join. I wanted to stand up to my country, was doing something I believed in and I liked the discipline, the military spoke to everything that I believed in
5. Tell me about your experience as a woman in the (USA, USAF, USMC, US Coast Guard, USN)? 1st female in my family to go in, didn't think much of it until I reached the higher ranks which was phenomenal for me to attain. As women we need to work twice as hard to be thought of as half as good. Gaining the confidence of subordinates around you is a struggle every day. Men in the military sometimes feel they need to protect women, which can help and hinder women as well. I have high standards for my soldiers especially my female soldiers I tell them "you want people to respect you for the knowledge in your head not the smile on your face." I explain to them if they don't watch what they do their names will end up on the bathroom wall in the men's bathroom, it happened in Afghanistan. Women must learn to be strong and self-reliant, sometimes females get caught up in sucking up to men to get what they want which causes EO leadership issues it creates favoritism sometimes when women stop getting their way they will file an EO complaint. In units being favored can create rifts must be addressed at the beginning so it does not continue
6. How do you view yourself as a leader? Grown a lot and continually learn and leaders need to learn everyday. Need to be fair, disciplined and compassionate. Believe in servant leadership I instill this in my daughters, being a leader is not about persona recognition, it is for the greater good of the overall mission. I rely on religion a lot and that helps me teach my girls and my troops. Leadership allows for respect and a wanting to follow not a forced follow.
7. Has anyone male or female challenged you as a leader? Yes, group of females filed an EO complaint was a leadership issue, they missed a movement so I lit them up said it was unacceptable...they didn't like it. Other issues are how females would dress and how others would perceive them, I wanted to protect her from sexual assault was for safety reasons. Former soldiers will call me now and say thank you "I get why you did it, I see it now."
8. What do you think makes a good someone leader in the military? Good Personnel Values, the Army values are on point, leaders must live up them everyday they must be fair, understanding, compassionate when needed. Resilient from above and from peers that talk shit about you. Must be open-minded and forward thinking. Important for leaders to listen to subordinates. I use to be stubborn I learned over the years to listen to them, to give them power to work on a project, this makes them work harder-empowers them. Letting go of power is important, we lose too much talent because of poor leadership.

9. Have you been deployed? Yes once to Afghanistan
 a. If yes, do you think it has helped you in terms of leadership? a. If yes, do you think it has helped you in terms of leadership? YES! One of the most trying experiences of my life, 1st 90 days, I had a great female boss, we supported each other without her and another male col. It would have been tough. I learned a lot about myself and the different personalities, exposing teams strengths and working on their weaknesses.
10. What is the largest group of military personnel you have led? 40 as a detachment NCO
11. Have you been in charge of males? Of females? Mixed units? Mixed 80% males 20% females
12. What have been your positive experiences leading? Soldiers coming back to me after Afghanistan, thanking me for what I did for them, setting them up for success giving them a knowledge base.

As a detachment NCO going the extra mile, helping others get promoted, sending soldiers to others to get promoted. A thank you is the biggest reward.
13. What have been your negative experiences leading? The girls that just don't get it. Most issues are with males, females come around and finally get it. Males, it seems can't get use to a woman in charge, will fight tooth and nail over little stuff, like children that don't want to get along, selfish and out for themselves.
14. What if any do you find are the differences in leading women vs. men? Women are more compassionate. Need to coddle the men more, sometimes more unstable emotionally on a deployment.

Every personality is different not neccesarrily a gender thing, it is more acceptable to show more emotion and compassion towards a female soldier than a male. However a leader needs to know when the situation calls for it. Women you can rely on to multi-task more than men who are straightforward more to the point and direct. But you need to be to be a leader. Both genders are confident, sure of themselves, and controlled.

Participant 3-D

- | | |
|---|--|
| 1. What is your rank? | |
| 2. How long did it take you to reach your current rank? | 16 years |
| 3. How long have you been in (USA, USAF, USMC, US Coast Guard, USN)? | Air National Guard 16/22 total Active Guard Reserve |
| 4. Do you have any specific reasons for joining the (USA, USAF, USMC, US Coast Guard, USN)? | Feeling of patriotism, wanting to do something good for my country, I started with the Army Reserve and went to the Air National Guard...suggestion from husband. |
| 5. Tell me about your experience as a woman in the (USA, USAF, USMC, US Coast Guard, USN)? | In the Army Reserve-worked hard kept doing course work to excel promoted in a short time, men would get upset cuz I would get promoted and they wouldn't. Went to drill sergeant school, always preface with good female drill sergeant, why can't I just be a good drill sergeant? Why does it need to have a female qualifier? |
| 6. How do you view yourself as a leader? | Direct, candid with my responses. Try to fix things within the chain of command, to know where we are headed, keep an eye out for their best interest. I do projects because its in the best interest of the unit where for some it is because of self-interest. If people need to talk they can come to me, I have an open door policy. |
| 7. Has anyone male or female challenged you as a leader? | Yes, peers and superiors, former commanders (female) a male was harassing young females and she wasn't doing anything about it. A male at one time didn't like my directness approach...very alpha male trying to throw his dominance around. |
| 8. What do you think makes a good someone leader in the military? | Core Values, high standards, integrity, helps other to achieve excellence in all they do, service before self. I see these values at times in others more common than not. |
| 9. Have you been deployed?
a. If yes, do you think it has helped you in terms of leadership? | ? No

a. If yes, do you think it has helped you in terms of leadership? Because I haven't I wondered if that would have changed her, from my observations people come back much more reserved they have changed. I am glad about the reintegration programs, they have gotten better over the years. |
| 10. What is the largest group of military personnel you have led? | Platton (40) as a Drill Sergeant |
| 11. Have you been in charge of males? Of females? Mixed units? | Both and typically an even split |
| 12. What have been your positive experiences leading? | So many opportunities to be a leader and experience need to apply yourself, doesn't always happen in the civilian world. Helping soldiers with financial issues that allowed them to stay in. Getting them the help they need, going outside of the box. |
| 13. What have been your negative experiences leading? | In a leadership role, the good old boys club still exists. In a meeting or discussion or input is not taken seriously. Have certain people only interested in the next promotion, they don't want to work would rather talk about a football game then help or address a situation. Lack of leadership, goes on way too much, I ask myself what are they really doing? |
| 14. What if any do you find are the differences in leading women vs. men? | Women are more compassionate, I try to find what drives the person I'm leading what makes them tick, it is a strength to get to know them, work better when you know about them and care. This makes women more well-rounded. Men spend less time getting to know their subordinates but are focused on unit and mission. Men focus more on who can tell a good story or joke. |

Participant 4-K

1. What is your rank?
2. How long did it take you to reach your current rank? 12 years/2 years as SFC/
3. How long have you been in (USA, USAF, USMC, US Coast Guard, USN)? Army Reserves full length of service in the Army Reserves 14 years 4-4 1/2 on active duty
4. Do you have any specific reasons for joining the (USA, USAF, USMC, US Coast Guard, USN)? College Benefits, joined when 17 senior year of high school, family of 5, parents couldn't afford to send her to school. College benefits, one weekend a month. Two weeks a year for training.
5. Tell me about your experience as a woman in the (USA, USAF, USMC, US Coast Guard, USN)?

At times difficult voicing my opinion, any type of activity. My performance getting into things I will regardless bring my ideas to the table. Personally I go too in depth, they want to do a walk and go.

First joined earlier in career lived and learned much better as time go on. People saw the potential in me and gave me new opportunities. If you have a bad chain of command you want it to change so if I could influence them into the positive would do the best I could for myself and my soldiers.
6. How do you view yourself as a leader?

I THINK I am a good leader, have experience overall job performance good grasp of everything and soldier interaction feels excels. People think I'm a nice person, but really I'm just trying to take care of soldiers. Strong leader yes. I will seek guidance from others if I need it I will seek out. Not afraid to ask for assistance.

In financial anagement/dispursing agent.

Feels rusty in land navigation and range training. Not our number one focus so I'm just familiar with it.
7. Has anyone male or female challenged you as a leader? No... just because the job I have done maybe because its one weekend a month and annual training. MOS schools I have attended allow me to be on the up. I'm not full force barking orders, so people are not intimidated by me. I don't like conflict, I look at others and see their point of view. I don't like people that throw rank around it has been rare if at all in my unit.
8. What do you think makes a good someone leader in the military? Attitude, a sense of purpose of wanting to be a good leader. If you can take care of yourself cuz if you cant then how can you take care of anyone beneath you. Education, how to handle conflict, open-minded, not being overly aggressive.
9. Have you been deployed?
 - a. If yes, do you think it has helped you in terms of leadership? ? Yes, going on 3rd Afghanistan. 4 total active duty one was stateside.
a.If yes, do you think it has helped you in terms of leadership? Yes, absolutely. Active duty you are working with them 7 days a week, you see the good and the bad and you can help them excel. You can tell who is going to get in and get out. The stress of being oversees everyone reacts differently. You realize how to work with people on a different. N-Do you think you become closer to them? YES due to shared experiences, making sure you get to know them one day they will pass you or get to you so you want them to do a good job.

10. What is the largest group of military personnel you have led? 11 soldiers when in Afghanistan on the last 2nd deployment 2012/13.
5 on the first deployment Iraq 2009/2010
Volunteered for this deployment. Volunteered for all 3, went to chain of command and requested. Been with this unit a second time...rocky at first and once into the routine...new experiences and new people.
11. Have you been in charge of males? Of females? Mixed units? Males 1st deployment all males I was the only female 2 NCOS on first for males Had one female out of the 11.
N-Did men push you on leadership. NO- because of the way I put information out I am very organized and detailed. No questions asked. Respected position and it wasn't questioned, they knew I would take care of them. It would have been disrespectful if I hadn't taken care of them. Goes back to leadership in the past, I want to make sure that my troops were taken care when I may not have been in the past. Learned from poor leadership in the past important to me to make sure they were taken care of.
12. What have been your positive experiences leading? An award that's given lets troops know that the job that they do will not go unrecognized, having troops get recognized is an amazing experience to watch. When they come to me and share an experience with me good bad anything. Knowing that they can come to me with random things it is worth it. People give me a hug later to see me. I want the younger soldiers to have that support.
13. What have been your negative experiences leading? Probably the lack of motivation from soldiers. Basic training has changed so much, not good structure in basic and AIT. They don't want to sit through the Power Points, I have to ask myself how I get through to this person. Finding ways to motivate them can be difficult. Physical motivation cannot be used the way it use to. I'm not a person that yells and it takes a lot to tick me off but when it happens I have to be creative.

There is not enough structure in basic and AIT, weekends off cell phones are permitted. No structure and then they come to drill and expect things, it makes it difficult. If they don't like it they just get out.

ON weekend drills, I expect them to work I will not complete a job for them, I will help but they need to be tracking.
14. What if any do you find are the differences in leading women vs. men? Thinking outside the box...I'm not sure if others do it, I've seen some leaders that don't. Females will fix it and look at it from a different perspective...I think we need to have that flexibility. If I have two soldiers underneath me I take both sides under consideration not just one. Where a male leader will take the males side over the females' side or listen to her.

Participant 5-K

1. What is your rank?
2. How long did it take you to reach your current rank?

Been in current rank since 2008
3. How long have you been in (USA, USAF, USMC, US Coast Guard, USN)?

Total 12.5 years Army Reserves
4. Do you have any specific reasons for joining the (USA, USAF, USMC, US Coast Guard, USN)?

October of 2001 17 years old always thought about it, and sept. 11 happened and parents signed off on my contract. Sought out the recruiter. Because people told me I couldn't do it so I said I could. My dad was a police officer and I wanted to give back in some way like my father.
5. Tell me about your experience as a woman in the (USA, USAF, USMC, US Coast Guard, USN)?

1st deployment was 19, being 1 of 7 or 8 females that were not married out of 130 people, men talking to you trying to get you to become their desert girlfriend. Undescribable. Unsettling experience. Say in second deployment saw as a leader what was really going on. Men trying to sell a dream to you on deployment they want to make sure they have a GF during deployment. Females have a hard time dating outside the military, don't quite get what I am all about. I don't rely on any one else. Makes it hard to have relationships in and outside the military.

View that females have slept their way to their rank. I've worked hard to get to where I am at.

Women feel like they need to prove themselves, constantly having to defend ourselves. I have to prove myself by working twice as hard. Stilled pulled out of leadership position because I was taking anti-depressants, cuz an old enlisted vietnam era decided I wasn't qualified and didn't believe in women being in leadership roles. IDK very frustrating. People having no clue about women in the military is frustrating. Men outside military are intimidated or men in military have their own set of issues they need to deal with.
6. How do you view yourself as a leader?

Strong with certain aspects. Emotional at some points...crying in situations where I shouldn't and it will come out when I'm frustrated which comes out in crying. I do treat my soldiers with respect, take into consideration that everyone is watching me. Make sure I am fair but I can have a temper too. Temper in stead of thinking about it first. Its part of my nature, when I make a mistake I get angry about it cuz people could die.

Back home it is not life and death anymore when I come back home need to remember that. Sometimes it is hard.
7. Has anyone male or female challenged you as a leader?

YES plenty of times. Both commander and 1st sergeant due to my medication and I had full psych evails. Didn't like that I stood up for my soldiers that I stayed strong and put my foot down when soldiers were being mistreated. I am respectful but not taking it from them. Told me I was damaged and would bring too many issues on deployment.

Soldiers always do, article 15 sold gear that he wasn't supposed to, overweight always late, tried to make an EO complaint. Tried to get him to physical labor. On last deployment my commanders gave me the special kids and I had to fix them, which was difficult, and couldn't fix them.

Now I am not challenged I am a platoon sergeant getting it from below and above made it very difficult.

8. What do you think makes a good someone leader in the military? Leading from the front never asking your soldiers to do something you wouldn't. Explain the why makes them feel included. 1st one there the last one to leave. Don't ask them to do the shit jobs. Know about their personal lives so you can help them and have a connection. It can be deadly if you don't know what is going from cheating to sickness in the family.
9. Have you been deployed?
a. If yes, do you think it has helped you in terms of leadership? Have you been deployed? Yes, twice, to Iraq and Afghanistan
a. If yes, do you think it has helped you in terms of leadership? Yes, I wouldn't be able to follow a leader if they haven't been deployed before. I think it takes a level of understanding and they get it.
10. What is the largest group of military personnel you have led? 35 Males:35, no females in that command.
11. Have you been in charge of males? Of females? Mixed units? Both
Females largest had a group of 15
It is easier to lead one gender or the other mixed emotions come in and can create conflict at times. If they are under 25 mixed soldiers conflict is higher older mixed units I've noticed not so much conflict. Younger they haven't figured themselves out quite yet.
12. What have been your positive experiences leading? Last deployment... worked with afghan men me and my guys had to lead and teach them things. At first men couldn't understand female in leadership role but by the end they respected me and we could get things done.
Soldiers that come back and email me and thank me for their career, fix personal problems, advance their career.
13. What have been your negative experiences leading? Difficult soldiers, tough leadership that does not believe in you. Micromanaging etc...
14. What if any do you find are the differences in leading women vs. men? Women leading in general emotions come into play than with male leadership, a lot of women can be vindictive and revengeful. Women will talk behind each others back but turn around and stab in back. Never know what you will get with female leadership. It is hard for females to rise above bad female leadership need to prove themselves move. Much more emotional. Amazes me that women will stab each other in the back to reach the top and out for themselves.
Males I think they do a lot better job from leading from the front. But because they lack emotions they can bully and can't connect or won't and show more favoritism, not vindictive, just a good old boys system. Have camaraderie, women sleep in separate quarters and can't have that networking so to speak that the men do.

Participant 6-L

1. What is your rank?
2. How long did it take you to reach your current rank? 13 years
3. How long have you been in (USA, USAF, USMC, US Coast Guard, USN)? Army Reserves...13 years, 2 years on active duty title 10
4. Do you have any specific reasons for joining the (USA, USAF, USMC, US Coast Guard, USN)? Wanted to have my civilian life and didn't want to have a full time job. Now if civilian doesn't work out I have this to fall back on. Can't really remember it may have been because of the college money. I never wanted the military to run my life fully I wanted to still have options
5. Tell me about your experience as a woman in the (USA, USAF, USMC, US Coast Guard, USN)? For the most part...good, always promoted ahead of my peers. A few instances, when I was in charge that I had some issues with authority. I always beat people on my PT test, I get those comments sometimes and they say its because of my gender I don't have to do as much as them as the males
6. How do you view yourself as a leader? Honestly as a mother, I need to make sure I am taking care of their basic needs. Sometimes they call me mom, and I know that isn't right but they do sometimes. I think leaders always need improvement, basic life saving skills. Need to make sure that I am up to date on the important things, which can be a lot. Constantly work on keeping an open mind with them...all of them are different why they do something different. Each has a different process for things. Then they will tell me about their problems, I try to help them give them advice.
7. Has anyone male or female challenged you as a leader? Yes, all the time. I did have one recently thought they were better and were arrogant. I do things differently cuz of my knowledge base, it came down to a communication issue. They could have spoken to me about it, it was a subordinate a male.
8. What do you think makes a good someone leader in the military? Knowledable about your job, an open-mind, understand everyone does things differently and communication it must be effective have good communication
9. Have you been deployed?
 - a. If yes, do you think it has helped you in terms of leadership? Yes, once Iraq
 - a. If yes, do you think it has helped you in terms of leadership? Absolutely. You watch others and see how they do things and experiment with your own leadership style and fit it to your own style and it matured me, made me grow up.
10. What is the largest group of military personnel you have led? 30 Platoon
11. Have you been in charge of males? Of females? Mixed units? Always mixed At least 20 males maybe the rest females

12. What have been your positive experiences leading?

Knowing that my soldiers can come to me and talk to me about anything. That I am there for them. That they are confident enough in me to help them.

13. What have been your negative experiences leading?

Dealing with soldiers that don't want to be soldiers, they have different expectations, you have to babysit some of them they act like children, very frustrating. They don't have any drive to be there on drill weekends.

14. What if any do you find are the differences in leading women vs. men?

Hard question... I don't think its specific. I think sometimes the men can be harder on the soldiers but it depends on the unit for discipline.

Females are a little tougher cuz they feel like they need to prove something, but I truly believe it is an individual thing, not necessarily a collective whole. Women would be more nurturing aspect type leadership style. While the male is the disciplinarian. Sometimes I feel like I am more understanding in situations than males have the suck it up and do your job thing.

I think it works out well being more nurturing, cuz then a lower enlisted will talk to me about their problems. They are more comfortable coming to me. I think it just balances it all out.

Participant 7-N

1. What is your rank?
2. How long did it take you to reach your current rank? Was an E-5 for five years...to get promoted. How long have been an e6 just over a year.
3. How long have you been in (USA, USAF, USMC, US Coast Guard, USN)? National Guard...full time AGR coming up on 10 years...9.
4. Do you have any specific reasons for joining the (USA, USAF, USMC, US Coast Guard, USN)? When in highschool straight a student...college didn't appeal cuz I needed a break. I saw a movie and saw a woman in uniform and thought okay. I was 17 got a waiver, just wanting to do something besides go to college and get a job
5. Tell me about your experience as a woman in the (USA, USAF, USMC, US Coast Guard, USN)? To be honest, being a female hasn't had a positive or negative discrimination. I've never felt excluded or included due to my gender. I haven't had a negative experience, I cannot categorize. When I started out at division level no one really pays attention to you, in November 2006 was asked to go on a deployment I accepted jump started my career. Changed everything for me in a good way. If I haven't said yes to that deployment I don't know where I would be right now...it has been such a positive experience.
6. How do you view yourself as a leader? My experience has been unfortunately this is what not to do. So I learned what not to do by bad leadership I have been witness. I think do I want to do it the way that my supervisor handled me. Was it a good tactic or a bad one. I try to have a combination of dictatorship and democracy. It depends on the situation.
7. Has anyone male or female challenged you as a leader? Yes, all the time. Mostly subordinates they like to test me, they are looking at me if I should follow her. Constantly looking at me for guidance for direction. I need to work with the soldier to work to fix it. It challenges me in a good way, how do I work with them to reach the end goal to fix the problem. I don't look at a challenge in a negative way its positive cuz I learn from it.
8. What do you think makes a good someone leader in the military? Making the decision the worst leaders are indecisive, you will not always be right or make people happy, but if you can explain yourself and it makes sense to the soldiers that is a good leader in my opinion.
9. Have you been deployed?
 - a. If yes, do you think it has helped you in terms of leadership? Yes to Iraq for a year
 - a. If yes, do you think it has helped you in terms of leadership? Came home to a full time national guard job...it was an easy transition. During that deployment experienced what leadership was for the first time...I was at a division level not a lot of guidance there. When I deployed got a first line leader and it was explained to me. At the time I didn't know it was poor leadership at first as the deployment went I learned that how my supervisor was treating me wasn't right I got examples of good and bad leaders.
10. What is the largest group of military personnel you have led? At one time 12 soldiers...nco missing from section so I got it. Given the circumstances it wasn't terrible...I delegated but as a leader I am bad at delegating letting go of control so a good experience. Managing was challenging...eye opening experience.

11. Have you been in charge of males? Of females?
Mixed units?

When the 12 mixed, right now 3 male subordinate and myself. **Do you think they challenge you? Yes. do you think they respect you? As a whole yes, some expected to get the promotion I got who are you taking that from us...prove yourself to me. I don't think it had anything to do with me being a female...I have helped them over the months I hope it has earned their respect.**

12. What have been your positive experiences leading?

We get the soldier what they need or want... so getting them into a certain school, active duty offers a course so we got him into the course. Its exciting to see them get what they want, to influence positively is extremely rewarding for me.

13. What have been your negative experiences leading?

Personal challenges to overcome, when soldiers have problems you can't fix so at home issues or people within the unit you just feel helpless. Some days you just don't want to be responsible for them, as a leader you just want your time. You can't let your soldiers know when you are having a bad day, especially on deployment. I became an NCO very young like 21 not sure if I was prepared at that time.

14. What if any do you find are the differences in leading women vs. men?

I think overall the biggest difference between the two whether an officer or NCO a female leader takes charge or takes the reins on something she is considered a bitch when a man does it oh he's just doing his job. It's one stigma that is with us, it's starting to go away slowly because people are starting to recognize.

Participant 8-C

1. What is your rank?
2. How long did it take you to reach your current rank? 16 years
3. How long have you been in (USA, USAF, USMC, US Coast Guard, USN)? Active National Guard 29 years
4. Do you have any specific reasons for joining the (USA, USAF, USMC, US Coast Guard, USN)? wanted to be a linguist in high school so the army offered that initially joined active duty then went to the active national guard
5. Tell me about your experience as a woman in the (USA, USAF, USMC, US Coast Guard, USN)? Specific guidelines army made it very hard to get promoted, it's the same for everyone whether male or female.
6. How do you view yourself as a leader? Strong leader, adversity contributes to that. I can see the strategic importance of the mission. Keeping up to date on what is happening
7. Has anyone male or female challenged you as a leader? Yes, absolutely. Every single position, when you are the only female you need to prove yourself every place you go. A female needs to prove herself but once you do everyone accepts you. When I went into the infantry unit, I was the only female in the unit. Men didn't know I could drive the vehicle I was the only one that knew how to fix and drive it...when none of them did.
8. What do you think makes a good leader in the military? Most important is character. Character cannot be taught but everything else can. By character means integrity, values, do your soldiers trust you those are the things that make people follow you.
9. Have you been deployed?
a. If yes, do you think it has helped you in terms of leadership? Yes to Afghanistan, Kosovo, and Iraq
a. If yes, do you think it has helped you in terms of leadership? Yes absolutely, things you face on deployment that you cannot imagine while home, forces you to think outside the box and stretches you beyond what you thought you could do
10. What is the largest group of military personnel you have led? Removed for privacy of participant
11. Have you been in charge of males? Of females? Mixed units? Yes
12. What have been your positive experiences leading? So many, when you see someone that you have mentored, making sure they are doing their job well that there are people doing well. When they turn around and are mentoring and doing a good job at it, it is very satisfying
13. What have been your negative experiences leading? Overcoming the stereotypes, being the first female in many of my positions outside of my job, being seen as competent. Travel can be difficult because my assistant is male, need to make sure that there is no appearance of fraternization. It can be difficult when all of your peers are males.
14. What if any do you find are the differences in leading women vs. men? A lot...even confidence that men and women have about leading are different. A female will apply when 100% qualified only a male will apply when have 60% in qualification. Males display more confidence than women. Must have a command voice very few females have that in a brigade where males have it. Need to project to large groups. How you are seen by your peers groups. Must establish relationships when working with males.

Participant 9-A

1. What is your rank?
2. How long did it take you to reach your current rank? 4years
3. How long have you been in (USA, USAF, USMC, US Coast Guard, USN)? active national guard
4. Do you have any specific reasons for joining the (USA, USAF, USMC, US Coast Guard, USN)? wanted to travel, didn't have any plans after highschool, thought it was ideal at the time. Joined while in highschool
5. Tell me about your experience as a woman in the (USA, USAF, USMC, US Coast Guard, USN)? I like it a lot its very you do this then you are qualified. Always potential of men to excel more than women, its just the norm for men to excel its more of a man to excel in the military to excel. to excel I've done things I would have never been able to do. Taught me leadership skills.
6. How do you view yourself as a leader? I'm very dependable ive have great leadership throughout my career. I think that working full time as far as education for soldiers as far as their benefits. Helping my soldiers. I had great mentors showing me how to do things so I learned a lot from them.
7. Has anyone male or female challenged you as a leader? Yes, last summer from one of my soldiers one of my females. Refused to be in the turret, only had to deal with non-compliance..she was a stubborn soldier being told what to do. When I spoke to her later on it was a safety issue she didn't feel safe.
8. What do you think makes a good someone leader in the military? Need to be knowledable have to follow through on what you say on what you wat when it needs to get done and to voice in a certain way.
9. Have you been deployed?
 - a. If yes, do you think it has helped you in terms of leadership? Yes Iraq-1 2008-09
 - a. If yes, do you think it has helped you in terms of leadership? Yes definiately influenced life in general I was very young when I was deployed. Makes you more respectful and thankful for what you have back home.
10. What is the largest group of military personnel you have led? 20-platoon...warrior leader course. Transition you from being lower enlisted to NCO, how to lead etc. Lead a section a squad 9 soldiers
11. Have you been in charge of males? Of females? Mixed units? 7 females and 2 males
12. What have been your positive experiences leading? Know when you have positively influenced another person, what you have done for them has helped them in some way, and they are thankful
13. What have been your negative experiences leading? Being held back I want to do more I want to go to air assault school I want to go to certain training, I want to be able to voice my opinions on things when I have unknowldegable ncos and they don't want to help me achieve my career goals

14. What if any do you find are the differences in leading women vs. men?

Training schedules a woman would be put together different. Women in the military is not fair as treatment.

Outlook as women can't lead as effectively as a man, if a woman says something it is not respected. I have to try twice as hard as a man. Man opinion holds more weight.

Men are more sternly women as less...however not as sternly as it use to be women have to try harder to lead to make it known that they are willing to go the extra mile in and outside of the military.

A man is taken seriously without question. Men in military know to use their power to imply that if you come with me and hang out with me at the bar I will do this for you.

Higher ranking men will offer things that appeal to younger or new ranking women. I think its getting better but still men talk and even if you didn't men will assume. A woman was just promoted to a higher rank she got a full time position and gave him what he wanted. I think its just the image that she didn't do anything she just is that good, she is a good step mom, a good NCO, a good wife, but men will blame it on sex that she got ahead.

Participant 10-A

1. What is your rank?
2. How long did it take you to reach your current rank? 6.5 years
3. How long have you been in (USA, USAF, USMC, US Coast Guard, USN)? Active National Guard 10 years
4. Do you have any specific reasons for joining the (USA, USAF, USMC, US Coast Guard, USN)? College incentive, didn't know what I wanted to do, so I thought it was the best option and a way to pay for college...it appealed to me.
5. Tell me about your experience as a woman in the (USA, USAF, USMC, US Coast Guard, USN)? Joined as a medic, graduate in January 05 and started working cr, deployed to Kuwait then went to Iraq. Women in combat came out I was interviewed about it. Not sure if women in combat impacts me all that much because I am not attached to a combat unit. Started to notice the change after I became a mother regarding the differences between men and women, when I was pregnant I was treat as incompetent. Not a lot of support. I have a great family support plan for my daughter, I feel like they look at it like a crutch, if a man has a kid its fine cuz he has a wife at home but with me but you have a baby what are you going to do. When men in the military have children its not looked at as baggage in the same way. My personal opinion.
6. How do you view yourself as a leader? I would say I am very compassionate...it's a double edge soldiers, I listen to my soldier where my peers won't, I'll ask the right questions. Figuring out wha the root causes are, however it can be difficult to be a disciplinary. I don't come down as hard as I could, but I don't scream at my soldiers cuz I don't think that accomplishes anything. I could yell all day but what would that accomplish. A way to speak to some soldiers and not to others. Everyone is different, how to appeal to them what motivates them. I find that saying I am disappointed is more effective than yelling for 10 min
7. Has anyone male or female challenged you as a leader? Yes, working as a training NCO and when I would make comments regarding range operations I would get push back, and the reaction was "well you are not combat arms so you don't get it."
8. What do you think makes a good someone leader in the military? Having a good sense of values, who they are and what they stand for. Being empathetic and understanding where others are coming from. Being able to be a mentor, tactically efficient at the same time. Just being the example, setting the example by your behavior. You need to walk the walk not just talk the talk to be effective.
9. Have you been deployed?
 - a. If yes, do you think it has helped you in terms of leadership? Yes Iraq and Kuwait
a. If yes, do you think it has helped you in terms of leadership? Yes absolutely, improved my resillance, your perspective changes so much, taught me how to pick my battles with peers, subordinates, seniors. When you are in a stressfull situation day in and day out you let the little things go. Deployment teaches you a lot about yourself and helps you see more of the qualities and values in others.
10. What is the largest group of military personnel you have led?
11. Have you been in charge of males? Of females? Mixed units? Always mixed units, typically half and half

12. What have been your positive experiences leading?

As a woman you come off as a bitch its difficult hard to create the happy medium, you have to ride the middle. So I have learned from it...how to motivate other people. Good experiences overall.

13. What have been your negative experiences leading?

For me, when a guy comes off as a hard personality he is considered strong. When I do the same I am considered a bitch. "I was pregnant and reprimanded a soldier and was called a bitch and that I was hormonal."

14. What if any do you find are the differences in leading women vs. men?

The junior soldiers fresh out of training, look to female nco's as mom figures and come to us more for comfort/understanding and the male leaders for direction.

Personalities are viewed differently based on gender. Likewise when you have a male leader that is compassionate he is seen as weaker, so it's the same for them but opposite.

Being in the military has been an awesome experience for me, I look back on difficult situations and how I handled conflict and diversity it has been a very positive experience for me.

Appendix II

Leadership Development Assessment (LDA) Survey

Assess your leadership skills on the following 10 statements using a 5-point scale.

1 = Not like you.....5 = Very much like you

1. I have a clear overall vision, or concept of my department's purpose, function, and responsibility (its contribution, mission, values, focus).
 2. I spot the critical issues and upcoming problems my department will need to deal with.
 3. I have the facilitation skills necessary to effectively lead a group to consensus.
 4. I teach and coach people skillfully to help them handle specific challenges and problems.
 5. I keep up-to-date on what's going on with my department.
 6. I keep an open mind when hearing others= opinions.
 7. I show genuine concern for employees as individuals
 8. I maintain good systems that help people work productively.
 9. I set a good example with my work habits.
 10. I foster a sense of teamwork and build enthusiasm for group projects and assignments.
-

Scoring - Add your scores up and then find your total below.

- 45-50 You lead with confidence and your followers knows where you are going.
- 40-44 You're well on your way to effective leadership keep focused and stay on the road.
- 35-39 Sometimes you get off track and your followers are left wondering what to do next.
- 30-34 With no clear path in mind your followers are left to their own devices.
- Less >30 Your followers are finding it difficult to follow your lead and may be looking
For a new leaders

Retrieved from: <http://www.pbsconsulting.com/samplelda.htm>

Appendix III

Institutional Review Board
Augsburg College
2211 Riverside Ave.
Minneapolis MN 55454

September 27, 2013

To: Nicole Lillis

I am pleased to inform you that the IRB has approved your application for: "ENLISTED WOMEN IN THE MILITARY"

Your IRB approval number that should be noted in your written project and in any major documents alluding to the research project is:

2013-53-3

Your IRB approval expires one year from the date above. The IRB would like to stress that subjects who go through the consent process are considered enrolled participants and are counted toward the total number of subjects, even if they have no further participation in the study. If you desire an increase in the number of approved subjects, you will need to make a formal request to the IRB.

As the principal investigator of this project, you are required to inform the IRB of any proposed changes in your research that will affect human subjects. Changes may not be initiated until written IRB approval is received. Unanticipated problems and adverse events should be reported to the IRB as they occur.

Please inform the IRB of any changes in your address or e-mail.

I wish you success with your project. If you have any questions, you may contact me at IRB@augsborg.edu.

Sincerely,

Dawn B. Ludwig

Dawn B. Ludwig, PhD, PA-C
Augsburg College IRB Chair
612-330-1331