AFFECTIVE CHANGE AT THE DEFENSE EQUAL
OPPORTUNITY MANAGEMENT INSTITUTE:
STUDIES OF ASSESSMENT AND OF SYMBOLIC RACISM

by

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Abstract

      Three studies of affective learning were performed at the
Defense Equal Opportunity Management Institute (DEOMI).  Study 1
investigated the manner in which DEOMI small-group trainers cate-
gorize the non-course-content training objectives of the organi-
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rater reliability in the peer ratings and a halo effect in which
a very large first factor emerged.  Two substantive factors--
leadership ability and racial prejudice--were also found.  Study
3 tested several hypotheses derived from symbolic racism theory.
DEOMI students expressed their stereotypes on six value dimen-
sions about themselves, Whites, and Blacks, and reported how they
felt the other racial group stereotyped their own group.  Results
indicated that Whites had overly negative ideas about how they
were perceived by Blacks, and that Blacks had more positive own-
group stereotypes than did Whites.  In the final section of the
report, the relationship of DEOMI to American society is discuss-
ed, and the establishment of a social science laboratory in the
organization is suggested.

# AFFECTIVE CHANGE AT THE DEFENSE EQUAL
## OPPORTUNITY MANAGEMENT INSTITUTE:
### STUDIES OF ASSESSMENT AND OF SYMBOLIC RACISM

The Defense Equal Opportunity Management Institute (DEOMI) prepares military personnel for assignment as equal opportunity advisors (EOAs). Its 16-week training program includes social science concepts involving racial and ethnic minorities, sex roles, interracial relations, and concrete information on procedures, policies, and behaviors of EOAs. Training generally follows an Instructional System Development (ISD) model with specific learning goals associated with well-delimited blocks of content material. Student progress is periodically assessed through objective tests.

The DEOMI training program diverges from the ISD model in several respects that set it apart from other military training schools and technical training in general. First, the content of the material taught and the explicit goals of the training are not technical. The material is essentially social scientific, thus imprecise and interpretable from multiple perspectives. Training goals are, explicitly, to produce EOAs who will be effective in a difficult, ambiguous, and politically charged environment.

Second, DEOMI is heir to an earlier organization, the Defense Race Relations Institute (DRRI), which was born of racial strife in the 1960s and 1970s (Day, 1983; Hope, 1979; Landis, Hope, & Day, 1984). DRRI was a comparatively activist organization that apparently took strong (its critics claimed radical) positions on race relations in the United States and produced activist students (Hope, 1979). Although few individuals from DRRI remain at DEOMI, an organizational culture has been transmitted that includes implicitly some of the goals and values of DRRI. These implicit goals include a desire to change the racial and sex-role attitudes of DEOMI students and to have a positive impact on racial and gender relations in the military and, indirectly, American society as a whole.

Third, much of students' time at DEOMI is spent in small-group interaction in which issues such as the content of didactic lectures and the students' intellectual and emotional responses to this material and to each other are discussed. These groups of about 14 students each are purposely mixed in race/ethnicity, sex, military Service, and rank. Interaction among group members is frequently emotionally charged and lasts for as much as 10 to 12 hours per day. The explicit goals of the training groups are to enhance students' understanding and awareness of interracial

and intersexual interactions and to make them aware of their own feelings, the ultimate goal of which is change in behavior towards others. Hope (1979) and others have commented that the group interaction portion of the training program is a nearly ideal atmosphere for developing positive intergroup attitudes based on the large literature on the "contact hypothesis" (e.g., Stephan, 1985). Hence, the groups also contribute to attainment of the implicit goals of the organization, which include change in attitudes.

These deviations on the part of the DEOMI 16-week training program from a basic ISD model have interesting and potentially important implications for assessment of student progress. At the simplest level, assessment of the content of social science concepts through objective testing is never wholly satisfactory since the complex and creative application of this material to novel and real-world contexts is often more important than memorization of terms and theories. This assessment dilemma is faced on a regular basis by academicians in the social and behavioral sciences and the humanities.

More problematically, many of the EOA skills or characteristics that graduates of the program must bring to the field fall outside of the social science material taught in lectures or assessed on tests and the EOA procedural information communicated during "Service specific" training. Some of the skills needed include interpersonal interaction skills, political adroitness, ability to work in a potentially socially isolated situation, writing and speaking ability, objectivity, and leadership skills. A successful EOA would also need characteristics or traits that are frequently viewed as "personality" by psychologists, such as patience, social sensitivity, tact, self-confidence, attitude-behavior consistency, warmth, extraversion, open-mindedness, and honesty. In addition to these skills and traits, it is assumed by many DEOMI staff members that belief in equal opportunity in the military and in the EOA program and active antidiscriminatory behavior are necessary for successful performance of the EOA assignment. Some of these skills and traits cannot reasonably be trained or changed within a 16-week span of time, although most can be assessed. However, assessment of behavioral skills and interpersonal traits is more complex and less precise than "cognitive" testing of course content material, and less easily gradable on a traditional A-B-C-D-F system. In contrast to skills and traits, equal opportunity attitudes and related racial and sexual attitudes can be expected to change in response to the powerful forces of the training program, particularly the small-group environment, but their measurement is particularly problematic. The prevailing social norms, pressures toward conformity, and considerable penalties for failure to complete the training program produce strong evaluation apprehension and demand characteristics that make self-report of attitudes and beliefs difficult to interpret.

In light of these characteristics of DEOMI training and the EOA assignment, a distinction is made within DEOMI between two domains of learning. Learning that includes knowledge of social science concepts and EOA procedures is termed "cognitive." "Affective learning" includes the universe of characteristics students are expected to acquire at DEOMI excluding the cognitive learning set. (Issues concerning the definition and content of "affective" learning are discussed in a later section.)

Cognitive learning is assessed through a testing program administered by the Directorate of Research and Evaluation using objective tests, and appears to be psychometrically satisfactory and accepted by the organization. However, staff members in DEOMI, especially its Directorate of Research and Evaluation, have recognized the disparity between its assessment procedures and the overall set of skills, traits, and attitudes that characterize an effective EOA. This disparity is mainly in the affective domain of learning, and may be an important issue since at least one study of DRRI found no relationship between cognitive learning test scores and subsequent field performance (see Fiman, 1978). A limited portion of the affective learning set is assessed through repeated small-group trainer ratings on a behaviorally anchored rating scale (BARS)-like instrument termed the Interpersonal Skills Development (ISD) form. The ISD was designed to tap three sets of affects: professionalism (military discipline, personal grooming, etc.), group interaction skills (active participation in small-group interaction), and intergroup behavior (exhibiting non- and antidiscriminatory behavior).

There are several problems with the ISD that limit its value as an affective measurement device. First, it taps a limited domain of the goals that the organization labels "affective." Second, it employs unreliable rating methods that are not sufficiently precise for grading on a traditional A-B-C system. Third, it is currently used more as a motivational device than a rating instrument. Trainers may assign artificially depressed ratings early in the training program in order to give steadily increasing ratings as progress is made through the program. Current rules require that a student who falls 2 or more points on the 7-point scale within any rating period must appear before a review board, placing additional pressure on raters to impose an artificial monotonically increasing function on the ratings.

A narrow portion of the affective learning set has been examined in previous evaluation studies of DEOMI and DRRI. Several studies have consistently found a reduction in racism among DEOMI and DRRI students over the course of the training programs using traditional face-valid instruments (Landis et al., 1984; see also Fiman, 1978; Hiett & Nordlie, 1978).

The potentially great breadth of the affective learning domain has prompted DEOMI to attempt to determine its content and delineate the extent to which various portions of the domain should be trained and/or assessed in the training program. A contract was let to Kinton, Inc., in the mid-1980s to perform a job/task analysis and training needs assessment of EOAs in the field in order to determine whether or not changes in the 16-week training program should be made to accommodate field conditions. One part of this job analysis included the affective domain. Lists of EOA competencies were compiled through interviews with EOAs and their commanders and questionnaires mailed to EOAs. Two sets of competencies were identified: skills and "sensitivities." The skills set included both cognitive and affective characteristics (see Table 1). Simple technical skills (e.g., use of audio-visual equipment) are represented, as well as complex interpersonal skills (e.g., counseling skills) and personality trait-like characteristics (e.g., intellectual versatility). The sensitivities inventory (occasionally termed "attitudes-opinions-beliefs") also was a heterogeneous set, including simple knowledge items, interpersonal skills, complex judgments, personality traits, and attitudes (see Table 2). The semantic ambiguity of the word "sensitivity" tends to cloud the interpretation of these items. A considerable overlap can be seen between the nontechnical content of the skills inventory and the items in the sensitivities inventory.

These two inventories represent "emic" data: they are based on what commanders and EOAs thought were important characteristics for performance of the EOA assignment. An "etic" analysis of these characteristics was not performed by Kinton. That is, the characteristics of the EOAs were not assessed and then compared to reliable job performance criteria. The absence of such an analysis represents a serious problem in training and assessment in the DEOMI training program.

Further analysis of the sensitivities, which have become synonymous with affective learning within DEOMI, was performed in-house by the Directorate of Curriculum. The Krathwohl hierarchy of affective learning was applied to the list to prioritize the items for training purposes. Table 3 includes the sensitivities as they have been clustered into larger sets by Kinton and by DEOMI. The Directorate of Curriculum's Krathwohl ratings are included; items with no ratings were judged irrelevant to DEOMI training. Also included in Table 3 are the mean importance ratings obtained in Kinton's job analysis. The values are indexes based on frequency of Army and Air Force respondent endorsement ratings compiled by Kinton but of unclear origin. In cases where several sensitivities have been combined, the average of the indexes is given. Since Kinton presented frequency data for only the top 20 sensitivities, some data are missing. Correlations calculated for this report between the Army and Air Force indexes revealed high agreement between the Services within the restricted range of the sensitivities for which data were

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Table 1.
Equal Opportunity Advisor Skills Inventory Compiled by Kinton, Inc.

| ID Number | Skill |
|---|---|
| 05 | Intellectual versatility (unbiased judgment abilities) |
| 06 | Relationship versatility (interpersonal adaptiveness) |
| 07 | Group process/feedback skills |
| 08 | Counseling skills |
| 11 | Negotiating skills |
| 12 | Objective preparation skills |
| 13 | Planning/organization skills |
| 14 | Leadership skills |
| 15 | Research skills |
| 16 | Questioning/Verifying skill |
| 17 | Records management/administration skills |
| 18 | Data reduction skills |
| 19 | Futuring (projecting) skills |
| 20 | Presentation skills |
| 21 | Writing skills |
| 22 | A/V skills |
| 23 | EO program promotion/marketing skills |
| 24 | Effective listening skills |
| 25 | Decision making/problem solving skills |
| 26 | Facilitating/advising skills |
| 27 | Resource management/budgeting skills |
| 29 | Coping/self-presentation/stress managment skills |
| 30 | Influencing/motivating/persuading skills |
| 37 | Interpreting/translating regulations/policites/needs into action plans |
| 46 | Skills in reviewing/analyzing/assessing local needs |
| 54 | Networking skills |
| 61 | Skills in assessing nonverbal communication |
| 65 | Assessing/advising clients on consequences of actions |

Table 2.
Equal Opportunity Advisor Sensitivity Inventory Compiled by Kinton, Inc.

| ID Number | Sensitivity |
|-----------|-------------|
| 01 | Sensitive to Role/function of EO Programs in the military/chain of command |
| 02 | Belief in/commitment to EO program |
| 03 | Belief in EO principles |
| 05 | Sensitive to balance of limitations and needs of program |
| 07 | Awareness that integrity of program must be maintained/monitored |
| 08 | Awareness of stereotypes of EO programs |
| 09 | Sensitive to role of budget in program success |
| 11 | Sensitive to need to maintain current data |
| 21 | Sensitive to mission of command/unit |
| 22 | Belief in military system/Chain of Command |
| 25 | Sensitive to military expectations/limitations |
| 26 | Sensitive to climate of command/unit |
| 27 | Sensitive to needs/preferences of commander |
| 28 | Sensitive to needs of unit personnel |
| 29 | Sensitive to commander's resistance to program |
| 30 | Sensitive to need for problem-solving at lowest level in chain of command |
| 32 | Sensitive to need to sell program |
| 33 | Belief in competency of other agencies |
| 35 | Awareness of EO assignment as enhancement to military career |
| 37 | Awareness of military and civilian attitudes |
| 44 | Awareness of impact of EOA's rank on program reception/support |
| 38 | Sensitive to need for command/Commander support for program success |
| 40 | Sensitive to role of key people in program success |
| 42 | Impact of complaints on command/Cdr |
| 4? | Sensitive to commander's style/personality |
| 46 | Sensitive to cultural/off-base influences (CONUS/OCONUS) |
| 47 | Sensitive to cultural differences overseas |
| 48 | Sensitive to US-KATUSA relationships (Korea) |
| 56 | Patience |
| 57 | Supportiveness |
| 58 | Concern, caring |
| 59 | Avoidance of personal agenda/ownership |
| 60 | Healthy skepticism (balance bleeding heart vs. cynicism) |
| 61 | Openness, honesty |
| 62 | Sensitive to need for timeliness of actions |
| 63/98 | Walk what you talk; Consistency of behavior and belief |
| 64 | Ability to assign responsibility |
| 65 | Adherence to regulation/ fact/ letter of the law |
| 66 | Sensitivity to others |
| 67 | Sensitive to cultural/ethnic/gender/age differences |
| 68 | Sensitive to needs of complainants |
| 69 | Sensitive to needs of families |
| 70 | Fair/neutral |
| 71 | Sensitive to remaining objective to both sides |
| 72 | Supportive of client as member of military |
| 73 | Sensitive to resistance of group members n classes |
| 74 | Awareness of client's past performance |
| 75 | Open-minded |

| | |
|---|---|
| 76 | P .itive self-image, self-confidence |
| 77 | Positive first impression, appearance |
| 78 | Courage |
| 79 | Assertive leadership |
| 80 | Integrity |
| 81 | Diplomacy/tact |
| 82/97 | Enthusiasm/ positive attitude |
| 83 | Empathy not sympathy |
| 85 | Flexibility |
| 86 | Common sense/maturity |
| 87 | Persuasion |
| 88 | Awareness of impact of actions/words |
| 89 | Willingness to grow/to take risks |
| 90 | Proactive vs. reactive |
| 91 | Creativity/innovativeness/versatility |
| 92 | Vision/awareness |
| 94 | Effective |
| 95 | Accurate/factual |
| 96 | Efficiency/persistency/reliability/follow-through |
| 98 | Consistency of behavior and belief |
| 99 | Sensitive to Importance of individual effort |
| 101 | Pride/quality control |
| 102 | Task-oriented |
| 104 | Accessible/approachable |
| 105 | Humility |

Table 3.

Kinton sensitivity data: Krathwohl ratings and results of field survey.

| ID Number | Krathwohl Level | Army | Air Force | Name |
|---|---|---|---|---|
| 01 | 2.3 | .29 | .34 | Role/function of EO Programs in the military/chain of command |
| 02/ 03 | 3.1 | .84 | .92 | Belief in EO principles/commitment to EO program |
| 05 | 2.2 | .43 | .49 | Balance of limitations and needs of program |
| 07/ 11 | 2.1 | - | - | Need for maintaining/monitoring integrity, current data/progress in program |
| 09 | 1.3 | - | - | Role of budget in program success |
| 22 | - | .42 | .53 | Belief in military system/Chain of Command |
| 25 | - | - | - | Military expectations/limitations |
| 21 | - | .88 | .70 · | Mission of command/unit |
| 26 | 2.2 | - | - | Climate of command/unit |
| 28 | 3.1 | - | - | Needs of unit personnel |
| 27/ 29/ 38 | 2.1 | .40 | .40 | Commanding Officer's style/ personality/ resistance; and need for CO's support for program success |
| 30 | 3.1 | - | - | Need for problem-solving at lowest level in chain of command |
| 33 | - | - | - | Belief in competency of other agencies |
| 35 | 2.1 | - | - | Awareness of EO assignment as enhancement to military career |
| 37/ 44 | 2.2 | - | - | Awareness of impact of EOA's rank on program reception/support |
| 40 | 3.1 | - | - | Role of key people in program success |
| 42 | - | - | - · | Impact of complaints on command/Cdr |
| 46 | 2.1 | - | - | Cultural/off-base influences (CONUS/OCONUS) |
| 47 | - | - | - | Cultural differences overseas |
| 48 | - | - | - | US-KATUSA relationships (Korea) |
| 56/57/58 | 3.1 | .30 | .30 | Supportiveness/concern, caring, patience |
| 60/83 | 2.3 | - | .30 | Healthy scepticism/empathy vs. sympathy |
| 62 | - | - | - | Need for timeliness of actions |
| 65 | - | - | .30 | Adherence to regulation/ fact/ letter of the law |
| 67 | 3.2 | .70 | - | Cultural/ethnic/gender/age differences |
| 68/66 | 3.2 | - | .40 | Needs of complainants/others, including women |
| 69 | 2.1 | - | - | Needs of families |
| 70/59/61/64/71/75 | 3.1 | .60 | .80 | Objectivity/fairness/ openness/ avoidance of personal agenda |
| 72 | - | - | - | Supportive of client as member of military |
| 73 | 2.1 | - | - | Sensitive to resistance of group members in classes |
| 74 | - | - | - | Awareness of client's past performance |
| 94/95/ 96/99 | 3.1 | .20 | .40 | Sense of pride in work/ efficiency/ effectiveness/ accuracy/ reliability |
| 76/77/100/103 | 2.3 | .40 | .40 | Positive self image, first impression/ professionalism |
| 78/ 79 | 2.3 | - | - | Assertive leadership |
| 80/63/98/105 | - | - | - | Integrity/ consistency of behavior & belief/"walk what you talk"/humility |
| 81/ 85 | 2.3 | .30 | .20 | Diplomacy/tact/flexibility |
| 82/ 97 | 2.3 | .80 | .70 | Enthusiasm/ positive attitude |
| 86 | - | - | - | Common sense/maturity |

| | | | | |
|---|---|---|---|---|
| 88 | 3.1 | - | - | Awareness of impact of actions/words |
| 90/ 87/ 89 | 3.1 | - | - | Proactive/persuasive/willing to grow, take risks |
| 91/ 92 | 2.2 | .20 | - | Creativity/versatility/vision |

available, $r(10)=.87$, etc. Moderate agreement was evidenced between the Directorate of Curriculum's Krathwohl ratings and the Kinton Army and Air Force indexes, $rs(10)=.49$ and $.46$. No progress on assessment of the sensitivities or of affective learning in general had been made up to summer 1988.

The present paper presents a series of studies that examine affective measurement at DEOMI and several theoretical issues concerning affective variables. In the first section I outline a procedure for the development of affective measures, and I report two studies that carry out part of this program. In the second part, I report a study (within the military context) of a cur-rently strongly debated issue in interracial relations: symbolic racism. A fourth project involving a pilot study of the struc-ture of the small training groups is not reported in this docu-ment.

## PART I. AFFECTIVE MEASUREMENT TECHNOLOGY

Analysis of the Kinton job analysis project and discussions with DEOMI staff members from several directorates indicated that affective measurement techniques cannot be developed until the constructs to be assessed are carefully delineated, preferably within a theoretical framework and in conjunction with empirical information. I propose a four-step process for developing affec-tive measures that begins with such an organization and ends with a criterion-based evaluation of the measurement devices' validi-ties. These steps include:

1. Determine the types of affects to be trained and assessed.
2. Determine the psychological structure (domains) of relevant affects.
3. Determine the time in DEOMI training when each affect should be measured.
4. Develop measures for each Type X Domain affect.
5. Perform validity and reliability analyses.

## Affective Types

As noted above, the term "affect" is used in common parlance within DEOMI to refer to noncognitive learning. Examination of the sensitivities list (Table 2) illustrates the breadth of this usage, and the word "sensitivities" contributes to the ambiguity of the meanings of the items in the list. This usage of affect differs from most psychological usage. Normally, affect includes four phenomena: evaluation, mood, emotion, and attitude (Spielman, Pratto, & Bargh, 1988). Evaluations are simple posi-tive or negative responses; attitudes are evaluations that are tied to cognitive structures usually of some duration; moods are general feeling states; and emotions are more focused and intense feeling states of shorter duration than moods. To the extent that the sensitivities list in Table 2 represents training goals

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of the organization, the use of "affect" to describe them is clearly misleading. The first step toward developing an affective measurement technology should be to clearly delineate the types of constructs being assessed.

Types of affects refers to the type of learning or the expected outcome for the affect. Some affects or sensitivities identified by Kinton are literally affective in the sense of attitude, evaluation, or emotion, while others involve the ability to make complex judgments, perform complex behaviors, or be characterized by a particular interpersonal personality trait. Types of affect differ in their preferred measurement method. Development of a typology of affects (used loosely) should be performed jointly by individuals in DEOMI who can represent the goals of the organization and social scientists or evaluation experts who can impose formal theoretical conceptions on the typology. In the present study, described below, consultation with resident staff and a formal questionnaire survey were performed to attempt to delineate the types of affective learning desired at DEOMI. From the outset, four types of "affect" were hypothesized: attitudes and values, complex behaviors, complex judgments, and personality. In addition, it was assumed that at least some of the sensitivities identified by Kinton fall into categories that are not considered affective within the organization: knowledge and simple behavior.

## Affective Domains

Psychological structure of affects refers to the factor structure of the identified affects. Kinton and DEOMI have combined some sensitivities into larger sets based on various criteria even though they appear to be unrelated, while other seemingly related sensitivities appear individually (see Table 3). Further, the sensitivities list of affects may well be incomplete. Prior to developing measurement instruments, an attempt should be made to use an empirical method to determine the dimensions of affects that are relevant to DEOMI training and the overall complexity of the affective domain.

## Timing of Assessment

In contrast to the Interpersonal Skills Development (ISD) evaluation procedure, single assessments should be performed for most affects in the interest of efficiency and possibly protecting the integrity of the measurement device. A retest procedure would have to be developed to accommodate students who fail affect tests. Classification of affects by type, domain, and time will yield a 3-way classification within which measurement devices can be developed.

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## Developing Measures

An example of some measurement strategies for various types of affect include:

**Attitude**. Use trainer ratings that have been validated with peer ratings. Consider development of a response-bias-adjusted self-report measure as a concurrent validity check on trainer ratings.

**Simple and complex behavior**. Use simulations with trainer ratings. Simulations should be designed with input from EOAs in the field.

**Knowledge and complex judgment**. Use paper-and-pencil scenarios with multiple choice answers. Each scenario could involve multiple choice points with corresponding questions to be answered by the student. Scenarios and accompanying questions should be designed with input from EOAs in the field.

**Personality**. Consider trait measures at screening level. With the possible exceptions of self-esteem, chronic mood (i.e., dysthymia), and interpersonal skills, personality may be outside the purview of DEOMI.

## Validation

The final step in the development of affective measurement techniques (or the middle step if the process is viewed properly as an iterative one) is to validate the measures against field performance criteria. The internal consistency reliabilities should be determined within Domain X Type categories. Interrater reliability must be determined, and test-retest reliability for affects that are assessed more than once should be examined.

### Study 1: Affect Typology

Study 1 used a questionnaire survey methodology to determine how DEOMI staff conceptualize each of the Kinton sensitivities. The sensitivities were used as the basis for the overall set of affective learning goals because of their prominence in the Directorate of Curriculum's (DC) work with an outside contractor in revising the training program. The Kinton sensitivities list is essentially driving all work with affective learning and measurement at this time. Consultation with DC and other staff members resulted in the following typology on which the questionnaire study was based:

**Simple behaviors**. Behaviors that are easy to perform correctly given sufficient willingness or motivation.

**Complex performance skills**. These are behaviors that can be difficult and complicated to perform, particularly for people who lack the required skills. Deciding that the

behavior should be performed may be easy, but the actual performance of it may be difficult.

Complex judgment and decision skills. Includes both knowledge and the way it is used to make decisions. May involve taking single or multiple sets of information into account, considering multiple points of view, and having a thorough understanding of the consequences of various actions in various situations. The emphasis here is not on the adequate performance of the behavior that results from the judgment, but rather on the adequate choice of the proper behavior to perform.

Attitudes, values. Attitudes are evaluations of things, including people, objects, or behaviors. Values are general, basic attitudes concerning ways of living.

Personality. Interpersonal traits and other individual difference variables, such as warmth, creativity, and intelligence.

## Method

In Study 1, small-group trainers were asked to report the extent to which the sensitivities implied four training goals: complex judgments, complex performance skills, simple behaviors, or knowledge. Eleven current and former trainers participated in the study. Each trainer was given a list of approximately one half of a set of 73 sensitivities, and was asked to decide for each sensitivity whether or not it implied any or all of each of the four training goals. A simple response scale was employed in which the participants indicated for each sensitivity-goal combination whether the goal applied to the sensitivity, might apply, or did not apply. "Don't know" responses were also allowed. Respondents could, if they wished, place particular sensitivities into all four categories or into none of the categories. In addition to rating each sensitivity on its training goal(s), participants were asked to indicate whether or not the sensitivity is observable among students while they are at DEOMI, if it is an important goal, and if it is currently or should be trained at DEOMI. Appendix A includes a complete questionnaire; each trainer received randomly two of the four pages of sensitivity lists.

## Results

Table 4 reports mean values for each sensitivity on each training goal variable, where "yes" was coded as a value of 2, "maybe" as 1, and "no" as 0. Because of the small sample size, inferential statistics were not calculated using respondents as the unit of analysis. Examination of Table 4 indicates that most sensitivities were viewed as meeting more than one training goal. Seventy-six percent of the sensitivities had means greater than

Table 4.

Trainer ratings of Kinton sensitivities on 7 scales.

| ID # | Training Goal | | | | Other Scales | | | |
|------|-----|-----|-----|-----|-----|-----|-----|---|
| | A | B | C | D | E | F | G | |
| 1 | 1.4 | 1.4 | 1.6 | 2.2 | 1.6 | 2.3 | 2.8 | Sensitive to Role/function of EO Programs in the military/chain of command |
| 2 | 1.8 | 1.8 | 2.0 | 2.4 | 2.0 | 2.4 | 2.8 | Belief in/commitment to EO program |
| 3 | 1.4 | 2.2 | 2.4 | 3.0 | 1.8 | 2.8 | 2.6 | Belief in EO principles |
| 5 | 1.6 | 2.0 | 2.3 | 3.0 | 1.8 | 2.0 | 2.0 | Sensitive to balance of limitations and needs of program |
| 7 | 1.6 | 2.0 | 2.0 | 2.3 | 2.0 | 2.8 | 2.0 | Awareness that integrity of program must be maintained/monitored |
| 8 | 1.6 | 1.4 | 2.3 | 3.0 | 2.0 | 2.8 | 2.8 | Awareness of stereotypes of EO programs |
| 9 | 1.5 | 2.0 | 2.4 | 1.8 | 1.4 | 2.4 | 2.4 | Sensitive to role of budget in program success |
| 11 | 1.8 | 1.8 | 2.8 | 2.2 | 1.8 | 2.4 | 3.0 | Sensitive to need to maintain current data |
| 21 | 1.4 | 1.4 | 2.3 | 3.0 | 1.8 | 2.6 | 2.6 | Sensitive to mission of command/unit |
| 22 | 1.6 | 1.6 | 1.8 | 3.0 | 1.8 | 2.8 | 2.8 | Belief in military system/Chain of Command |
| 25 | 1.4 | 1.4 | 2.4 | 2.8 | 2.0 | 2.6 | 2.5 | Sensitive to military expectations/limitations |
| 26 | 1.4 | 1.4 | 2.6 | 2.6 | 2.0 | 2.4 | 2.6 | Sensitive to climate of command/unit |
| 27 | 1.2 | 1.2 | 2.5 | 2.5 | 1.5 | 2.8 | 2.6 | Sensitive to needs/preferences of commander |
| 28 | 1.0 | 1.0 | 2.2 | 2.4 | 1.8 | 2.8 | 2.6 | Sensitive to needs of unit personnel |
| 29 | 1.4 | 1.4 | 2.0 | 2.2 | 1.6 | 2.4 | 2.8 | Sensitive to commander's resistance to program |
| 30 | 1.4 | 1.6 | 2.0 | 1.8 | 1.3 | 2.0 | 2.4 | Sensitive to need for problem-solving at lowest level in chain of command |
| 32 | 1.5 | 1.6 | 2.2 | 2.2 | 1.4 | 2.0 | 2.6 | Sensitive to need to sell program |
| 33 | 1.5 | 1.6 | 2 | 2.2 | 1.2 | 1.8 | 2.3 | Belief in competency of other agencies |
| 35 | 1.0 | 1.6 | 1.4 | 1.8 | 2.0 | 1.8 | 2.4 | Awareness of EO assignment as enhancement to military career |
| 37 | 1.0 | 1.6 | 1.4 | 2.0 | 2.3 | 3.0 | 2.8 | Awareness of military and civilian attitudes |
| 44 | 1.0 | 1.6 | 2.6 | 2.2 | 2.0 | 2.4 | 2.8 | Awareness of impact of EOA's rank on program reception/support |
| 38 | 1.2 | 1.8 | 2.2 | 2.2 | 2.2 | 2.8 | 2.8 | Sensitive to need for command/Commander support for program success |
| 40 | 1.0 | 1.8 | 2.2 | 2.0 | 2.3 | 2.2 | 2.4 | Sensitive to role of key people in program success |
| 42 | 1.0 | 2.0 | 2.2 | 1.8 | 2.0 | 2.6 | 2.6 | Impact of complaints on command/Cdr |
| 43 | 1.4 | 1.5 | 2.2 | 1.8 | 1.8 | 3.0 | 2.4 | Sensitive to commander's style/personality |

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| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 46 | 1.0 | 1.4 | 1.8 | 2.2 | 1.5 | 2.8 | 2.2 | Sensitive to cultural/off-base influences (CONUS/OCONUS) |
| 47 | 1.0 | 1.4 | 1.8 | 2.2 | 2.0 | 2.8 | 2.4 | Sensitive to cultural differences overseas |
| 48 | 1.0 | 1.4 | 1.8 | 2.2 | 1.0 | 2.2 | 1.3 | Sensitive to US-KATUSA relationships (Korea) |
| 56 | 1.4 | 2.0 | 1.8 | 2.2 | 2.4 | 2.8 | 1.5 | Patience |
| 57 | 1.4 | 1.4 | 1.8 | 2.6 | 2.4 | 2.8 | 1.5 | Supportiveness |
| 58 | 1.0 | 1.8 | 1.4 | 3.0 | 2.8 | 2.8 | 1.4 | Concern, caring |
| 59 | 1.0 | 1.0 | 1.5 | 2.5 | 3.0 | 3.0 | 2.5 | Avoidance of personal agenda/ownership |
| 60 | 1.0 | 2.2 | 1.4 | 2.6 | 2.2 | 2.2 | 1.7 | Healthy skepticism (balance bleeding heart vs. cynicism) |
| 61 | 1.5 | 2.0 | 1.8 | 2.6 | 2.8 | 2.8 | 2.4 | Openness, honesty |
| 62 | 1.8 | 1.5 | 2.0 | 1.8 | 2.6 | 2.8 | 2.6 | Sensitive to need for timeliness of actions |
| 63/98 | 1.5 | 2.5 | 2.2 | 2.6 | 2.8 | 2.8 | 2.8 | Walk what you talk; Consistency of behavior and belief |
| 64 | 1.5 | 1.9 | 2.4 | 1.9 | 2.1 | 2.8 | 1.6 | Ability to assign responsibility |
| 65 | 2.7 | 1.6 | 1.8 | 2.5 | 2.6 | 2.9 | 2.1 | Adherence to regulation/ fact/ letter of the law |
| 66 | 1.7 | 2.1 | 2.0 | 2.8 | 2.9 | 2.9 | 3.0 | Sensitivity to others |
| 67 | 1.7 | 2.3 | 2.2 | 2.7 | 2.9 | 2.9 | 3.0 | Sensitive to cultural/ ethnic/ gender/ age differences |
| 68 | 1.7 | 2.6 | 2.1 | 2.7 | 2.6 | 2.9 | 3.0 | Sensitive to needs of complainants |
| 69 | 1.9 | 2.0 | 2.4 | 2.7 | 2.2 | 2.6 | 2.0 | Sensitive to needs of families |
| 70 | 2.0 | 2.0 | 2.5 | 2.8 | 2.4 | 2.9 | 2.7 | Fair/neutral |
| 71 | 1.9 | 2.0 | 2.6 | 2.6 | 2.4 | 2.9 | 3.0 | Sensitive to remaining objective to both sides |
| 72 | 2.3 | 1.8 | 2.7 | 2.5 | 2.4 | 2.8 | 3.0 | Supportive of client as member of military |
| 73 | 1.6 | 1.7 | 2.1 | 2.4 | 2.8 | 2.6 | 3.0 | Sensitive to resistance of group members n classes |
| 74 | 1.4 | 1.7 | 2.1 | 2.7 | 1.6 | 2.3 | 1.6 | Awareness of client's past performance |
| 75 | 1.5 | 2.0 | 2.3 | 2.7 | 2.3 | 2.7 | 2.6 | Open-minded |
| 76 | 1.6 | 2.0 | 2.4 | 2.5 | 2.4 | 2.7 | 2.0 | Positive self-image, self-confidence |
| 77 | 2.3 | 2.1 | 2.3 | 2.6 | 2.9 | 2.7 | 2.6 | Positive first impression, appearance |
| 78 | 1.5 | 2.3 | 2.7 | 2.4 | 2.2 | 2.7 | 2.1 | Courage |
| 79 | 1.4 | 2.3 | 2.7 | 2.7 | 2.6 | 2.7 | 2.7 | Assertive leadership |
| 80 | 1.4 | 2.2 | 2.3 | 2.6 | 2.7 | 2.9 | 2.5 | Integrity |
| 81 | 1.7 | 2.1 | 1.9 | 2.5 | 2.8 | 2.9 | 2.3 | Diplomacy/tact |
| 82/97 | 1.8 | 1.8 | 2.0 | 2.8 | 2.7 | 2.7 | 2.2 | Enthusiasm/ positive attitude |
| 83 | 1.6 | 2.0 | 2.0 | 2.4 | 2.6 | 2.8 | 2.4 | Empathy not sympathy |
| 85 | 2.0 | 1.4 | 1.2 | 2.3 | 3.0 | 3.0 | 1.5 | Flexibility |
| 86 | 2.2 | 1.8 | 1.2 | 2.0 | 2.5 | 3.0 | 1.5 | Common sense/maturity |
| 87 | 1.2 | 2.8 | 2.4 | 1.3 | 2.8 | 2.8 | 2.5 | Persuasion |
| 88 | 1.4 | 2.2 | 2.0 | 2.2 | 2.8 | 2.6 | 2.6 | Awareness of impact of actions/words |
| 89 | 1.2 | 2.2 | 2.0 | 2.6 | 2.6 | 2.8 | 2.2 | Willingness to grow/to take risks |
| 90 | 1.4 | 1.8 | 2.6 | 1.8 | 2.2 | 2.4 | 2.4 | Proactive vs. reactive |
| 91 | 1.2 | 1.4 | 2.2 | 2.3 | 2.0 | 2.4 | 1.8 | Creativity/ innovativeness/ versatility |
| 92 | 1.6 | 1.8 | 2.0 | 2.8 | 1.8 | 1.8 | 2.0 | Vision/awareness |

| # | A | B | C | D | E | F | G | |
|---|---|---|---|---|---|---|---|---|
| 94 | 1.6 | 2.3 | 2.0 | 2.2 | 2.0 | 2.2 | 2.4 | Effective |
| 95 | 2.2 | 1.3 | 1.8 | 1.8 | 2.2 | 2.8 | 2.2 | Accurate/factual |
| 96 | 1.6 | 1.8 | 2.0 | 2.2 | 2.0 | 2.6 | 1.8 | Efficiency/persistency/ reliability/ follow-through |
| 98 | 1.4 | 2.2 | 2.0 | 2.2 | 2.4 | 2.8 | 2.4 | Consistency of behavior and belief |
| 99 | 2.2 | 2.0 | 1.8 | 2.4 | 2.8 | 2.8 | 2.4 | Sensitive to Importance of individual effort |
| 101 | 1.2 | 2.0 | 2.4 | 2.8 | 2.2 | 2.4 | 1.8 | Pride/quality control |
| 102 | 2.6 | 2.8 | 2.0 | 1.6 | 2.8 | 2.6 | 2.4 | Task-oriented |
| 104 | 2.8 | 2.2 | 1.8 | 2.3 | 2.4 | 2.4 | 2.4 | Accessible/approachable |
| 105 | 2.6 | 2.2 | 2 | 2.3 | 1.8 | 2.0 | 1.8 | Humility |
| Mean | 1.55 | 1.84 | 2.08 | 2.38 | 2.21 | 2.61 | 2.36 | |
| S.D. | .43 | .38 | .36 | .38 | .48 | .31 | .45 | |
| # | A | B | C | D | E | F | G | |

*Note.* Column labels:  A: Simple Behavior; B: Complex Behavioral Skill; C: Complex Judgments; D: Attitudes, Values; E: Observable at DEOMI; F: Importance; G: Should/do train at DEOMI. Values are means, where 3=yes, 2=maybe, 1=no.  Ns are 4 to 7.

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or equal to 2.0 on two or more categories. A one-way repeated measures analysis of variance (ANOVA) in which the 73 sensitivities were treated as cases and the four training goal rating categories as repeated measures supported this observation, $F(3, 216)=67.5$, $p<.001$. The attitudes/values rating was most strongly endorsed for most of the sensitivities (74 percent of the sensitivities were rated most highly, including ties, on the attitudes/values category.)

Examination of the individual sensitivities reveals that some items were rated in a counterintuitive manner. For example, Item 8 "Awareness of stereotypes of EO programs," was unanimously endorsed for the attitude/value category and Item 105, "Accessible/approachable," for the simple behavior category. Table 5, organized by goals, presents the sensitivities that tended to be categorized clearly into a particular training goal. In this table some of the anomalies of the rating results are clearly visible.

Tables 4 and 5 also include mean ratings for the three ancillary ratings: observability, importance, and should train at DEOMI. Correlational analyses among the seven ratings over the 73 items revealed positive correlations between complex behavioral skill and observability ($r=.43$), complex judgments and should train ($r=.40$), and importance and observability ($r=.60$). Sensitivities rated more highly as complex behavioral skills were also thought to be more observable, those rated as complex judgments were seen as things DEOMI should (or does) train, and important sensitivities were believed to be more observable.

## Discussion

These findings point to the overall ambiguity of the Kinton sensitivities. It appears that respondents in this study either accepted the organization's view of the sensitivities as affective entities or were influenced by their ambiguous wording, particularly the word "sensitivity." It is also possible that the descriptions of the training goal categories were inadequate or poorly understood.

At the basis of the ambiguity in the sensitivities is the lack of a model describing how each one develops and is related to performance. Straightforward questions often addressed in the Industrial Psychology literature, such as the relationship between attitudes and performance, need to be researched, and those findings should be used to develop affective training goals and assessments. For example, an interesting and recurring question is whether or not EOAs need be racially unbiased or believe in the goals of equal opportunity. On the one hand, consistent with military practices, some DEOMI staff believe that "true belief" is irrelevant, that a good soldier does what is expected of him or her. This idea is consistent with the current management emphasis in DEOMI training and the explicit DEOMI goal of chang-

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Table 5.

Trainer ratings of Kinton sensitivities organized by training goal preference.

| Item # | Training Goal | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G | |

### Simple Behavior

| | A | B | C | D | E | F | G | |
|---|---|---|---|---|---|---|---|---|
| 104 | 2.8 | 2.2 | 1.8 | 2.3 | 2.4 | 2.4 | 2.4 | Accessible/approachable |

### Complex behavioral skill

| | A | B | C | D | E | F | G | |
|---|---|---|---|---|---|---|---|---|
| 102 | 2.6 | 2.8 | 2.0 | 1.6 | 2.8 | 2.6 | 2.4 | Task-oriented |

### Complex Judgment

| | A | B | C | D | E | F | G | |
|---|---|---|---|---|---|---|---|---|
| 11 | 1.8 | 1.8 | 2.8 | 2.2 | 1.8 | 2.4 | 3 | Sensitive to need to maintain current data |
| 90 | 1.4 | 1.8 | 2.6 | 1.8 | 2.2 | 2.4 | 2.4 | Proactive vs. reactive |

### Affect/Value

| | A | B | C | D | E | F | G | |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | 1.4 | 1.6 | 2.2 | 1.6 | 2.3 | 2.8 | Sensitive to Role/function of EO Programs in the military/chain of command |
| 3 | 1.4 | 2.2 | 2.4 | 3.0 | 1.8 | 2.8 | 2.6 | Belief in EO principles |
| 5 | 1.6 | 2 | 2.3 | 3.0 | 1.8 | 2.0 | 2.0 | Sensitive to balance of limitations and needs of program |
| 8 | 1.6 | 1.4 | 2.3 | 3.0 | 2.0 | 2.8 | 2.8 | Awareness of stereotypes of EO programs |
| 21 | 1.4 | 1.4 | 2.3 | 3.0 | 1.8 | 2.6 | 2.6 | Sensitive to mission of command/unit |
| 22 | 1.6 | 1.6 | 1.8 | 3.0 | 1.8 | 2.8 | 2.8 | Belief in military system/Chain of Command |
| 25 | 1.4 | 1.4 | 2.4 | 2.8 | 2.0 | 2.6 | 2.5 | Sensitive to military expectations/limitations |
| 57 | 1.4 | 1.4 | 1.8 | 2.6 | 2.4 | 2.8 | 1.5 | Supportiveness |
| 58 | 1.0 | 1.8 | 1.4 | 3.0 | 2.8 | 2.8 | 1.4 | Concern, caring |
| 59 | 1.0 | 1.0 | 1.5 | 2.5 | 3.0 | 3.0 | 2.5 | Avoidance of personal agenda/ownership |
| 66 | 1.7 | 2.1 | 2.0 | 2.8 | 2.9 | 2.9 | 3.0 | Sensitivity to others |
| 74 | 1.4 | 1.7 | 2.1 | 2.7 | 1.6 | 2.3 | 1.6 | Awareness of client's past performance |
| 92 | 1.6 | 1.8 | 2.0 | 2.8 | 1.8 | 1.8 | 2.0 | Vision/awareness |
| # | A | B | C | D | E | F | G | |

*Note.* Column labels: A: Simple Behavior; B: Complex Behavioral Skill; C: Complex Judgments; D: Attitudes, Values; E: Observable at DEOMI; F: Importance; G: Should/do train at DEOMI. Values are means, where 3=yes, 2=maybe, 1=no. Ns range from 4 to 7.

ing students' behaviors. On the other hand, some DEOMI staff feel that good EOAs must believe in what they are doing and enjoy their work and that less prejudiced individuals will be more effective than more prejudiced individuals. This approach is consistent with the implicit goals of the organization discussed above.

Future research on the desired affective (again, used loosely) characteristics of EOAs should be model- or theory-driven rather than data driven. A model-driven approach would develop models of the relationships between various personal characteristics of EOAs and test them using performance criteria. This approach is explicitly "etic" in that it does not assume that EOAs themselves know what determines their performance. It also goes beyond purely empirical list-making, as was apparently employed in the development of the sensitivities.

## Study 2: Peer Evaluations

The second study served several purposes. It was primarily designed to carry out the second step in developing affective measurement techniques: determining the domain or factor structure of the sensitivities. Of three potential methods of obtaining sensitivity ratings of a sample of students--trainer ratings, self-ratings, and peer ratings--the latter was chosen. Secondary uses of these data were to investigate the reliability of the peer evaluation method and to obtain sensitivity ratings that could be employed in correlational analyses in Study 3 reported below.

Peer assessment shows reasonably high validity and reliability, particularly among military personnel (Kane & Lawler, 1978). Kane and Lawler (p. 556) note three conditions needed for adequate peer assessment:

1. The existence of peer groups whose members are afforded unique views of salient aspects of each other's behavior;

2. The existence of peer groups whose members are capable of accurately perceiving and interpreting the salient aspects of each other's behavior;

3. A perceived need to improve the effectiveness with which some characteristic or characteristics of peer group members are being assessed.

Within their small groups, DEOMI students can be expected to know their colleagues as well or better than they are known by the trainers, particularly since students have a wider range of behavioral information about other students than do the trainers. Informal reports from students indicated that they feel they know more about the "true feelings" of other students than the train-

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ers, suggesting that peer assessment may be more precise than trainer-based judgments. Hunter & Hunter (1984) note that peer ratings are the best predictors of supervisor's ratings, pointing to one type of evidence for the validity of the method. Brief (1980) suggested that under two conditions peer assessment should not be used: when group members do not trust each other, and when the group functions in a competitive reward system. Given the comments above about the nature of DEOMI training groups, neither of these conditions appears to predominate in them.

## Method

Participants. All students in the 88-2 (second class of 1988) 16-week training program were asked to complete question- naires for this study and Study 3 (reported below). The original class size was 96, of whom 93 remained at the time of the study. Usable questionnaires were received from 72 students, a 75% response rate.

Instrument. The peer rating exercise included 64 items: 42 sensitivity items, 9 items from the ISD, and 13 additional items. The 42 sensitivity items were chosen partly on the basis of trainer responses in Study 1. Trainer ratings on the Observ- ability, Importance, and Should Train variables were averaged, and items with average values of about 2.4 on the 1-3 scale were included if they appeared to be characteristics that students might be able to observe in each other. A few sensitivity items receiving average scores less than 2.4 were also included because they appeared useful to this study or Study 3.

ISD items from Parts 2 (group interaction; 5 items) and 3 (discrimination; 4 items) were included by rephrasing their descriptions in the ISD rating form. All students had been given a document that contained ISD descriptions and behavioral crite- ria for ratings entitled, "Student Guide to Interpersonal Skills Development," early in the course and were familiar with the ISD items.

Additional items included in the peer rating exercise included:
- A. Racially prejudiced
- B. Sexist
- C. Religiously biased
- D. Willing to accept EO assignment from military Service
- E. Adjusted well to DEOMI training school
- F. Did well in academics at DEOMI
- G. Good basketball player
- H. Good volleyball player
- I. I like this person at a personal level
- J. I have talked with this person quite a bit
- K. Hard-working
- L. Plans for the future
- M. Dependable

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Two forms of the questionnaire were generated in order to reduce the number of ratings each participant had to make. Form A included 37 items; Form B 36 items. Sensitivity, ISD, and the additional items were systematically assigned to forms in order to avoid a Form X Item-type bias. Several items were included in both forms in order to obtain more reliable ratings. The questionnaires used to collect data for Study 2 are included in Appendix B.

Procedure. Students were in the "Service specific" part of the training course when Studies 2, 3, and 4 were performed. This part of the course teaches EOA skills specific to the three participating Services. During Service-specific training, students meet in same-Service groups rather than their original core-course groups. Each Service-specific group usually includes members of each core-course group. The Service-specific part of the course is coordinated by Service Liaison Officers (SLOs), and these individuals were asked to arrange a time for students to be given the questionnaires and a method for their return.

Confidentiality is critical to obtaining accurate responses from military personnel. Since Study 2 was mainly concerned with how students were rated by their peers, identification of the raters was unnecessary. However, such identification was necessary for Studies 3 and 4. Each student was given two envelopes by his or her SLO or group leader. One envelope contained the peer rating instrument for Study 2 and indicated that names should not be placed on the questionnaire. Students were randomly given either a Form A or a Form B envelope. The other envelope contained questionnaires for Studies 3 and 4, and asked for students to write their names on the questionnaires. All questionnaires were returned in the original envelopes.

It can be seen in Appendix B that care was taken to assure that peer ratings of core-course groups were performed rather than Service-specific groups, and that students would perform ratings of each member of their core group. Names of core-group members were supplied and participants were asked to write these names onto the questionnaires prior to performing the ratings.

## Results

Three types of information were obtained from the peer rating data. First, the reliability of the ratings across raters was examined. Second, the domain or factor structure of the Sensitivities was examined. Third, mean values over raters on all items were generated for each student for use in Study 3.

Interrater reliability. The first question of interest in the peer ratings was the extent to which peers would agree on their ratings of group members. Correlations were calculated over items (37 or 36 depending on the form) between each pair of raters who rated a particular member. Approximately half of

these correlations were calculated for Form A ratings and half
for Form B ratings. Approximately 1800 correlations were
produced in this analysis. These correlations were transformed
to $z$-scores using Fisher's transformation. $Z$-scores beyond $\pm 3.8$
were not allowed. The $z$-scores were averaged over students,
raters, and forms. Table 6 contains correlations transformed
from $z$-scores. It can be seen in Table 6 that the correlations
varied widely over groups but were generally not very impressive,
averaging .34. This value is somewhat lower than the median
value of .45 found by Kane and Lawler (1978).

In an effort to further examine these poor reliabilities,
they were recalculated in a manner that might be expected to
produce better reliabilities. On the basis of the factor analy-
sis reported below, means were calculated for six factors on Form
A and on Form B for each rating of each student. Correlations
were calculated for each factor mean between each pair of raters
over the 13 or 14 members of each group. The correlations were
transformed to $z$-scores and averaged over raters within each form
to produce a single reliability estimate for each form in each
group. These interrater reliabilities were lower than those
produced by the method described above. For example, the relia-
bility for Group 1, Form A, using the previous method (correla-
tions calculated over 37 items) was .60; for the latter method
(correlations calculated over students) it was .25.

These interrater reliabilities must be interpreted with some
caution. Their small size may be due to a variety of factors.
First, the items referred in many cases to personal qualities or
behaviors that might not have been directly observable in the
DEOMI setting. Second, these qualities or behaviors may have
been differentially revealed by students to each other. Students
whose only interaction took place in small groups or other formal
activities would be expected to learn less about each other than
students who affiliated informally. Third, as results reported
below suggest, the quality of the peer rating data may have been
less than optimal because of the length of the instrument and the
forced nature of the data collection. Fourth, Kane and Lawler
(1978) and others suggest that peer evaluations may be biased by
friendships among peers. They also claim that such friendship
patterns in highly cohesive groups do in fact reflect the
performance of group members, that is, people who perform well
are liked. In the DEOMI training group setting the issue of
group cohesiveness is not clear. (Study 4, not reported in this
document, addressed this question.) Given the racial, sexual,
Service, and rank heterogeneity of the training groups, it should
be expected that "cliques" would develop. These cliques would
then produce differential friendship biases that would then in
turn lead to low interrater reliabilities across cliques. The
complex analyses integrating group structure information and
interrater reliability information that might shed some light on
this issue were not performed for this report.

Table 6.

Interrater reliabilities for Kinton sensitivity peer ratings.

| Group | Correlation |
|-------|-------------|
| 1 | .53 |
| 2 | .36 |
| 3 | .33 |
| 4 | .27 |
| 5 | .24 |
| 6 | .35 |
| 7 | .25 |
| Mean | .34 |

Factor structure. Factor analyses of the items included in the peer evaluation were performed on mean ratings for each student (i.e., averages over raters and forms). Examination of the raw peer rating data indicated that raters employed widely different strategies for performing the ratings. Raters varied in the mean rating given and in the amount of variability evidenced over ratings of group members. In order to remove the variability in rating strategies from the analysis, ratings were transformed to $z$-scores within each item or variable. That is, for each rating variable, the mean and standard deviation over the 13 or 14 students rated was calculated and $z$-scores were derived from these values within that variable. $Z$-scores beyond $\pm 3.8$ were not allowed. These $z$-scores were then averaged over raters and forms to produce averaged ratings for each student on each of the 73 items.

The initial factor analysis using a principal components extraction method and oblique rotation yielded 12 factors with eigenvalues greater than 1.0. Examination of the rotated pattern matrix revealed several factors on which only one or two items had high loadings. Ten of the interfactor correlations were greater than .30. A series of additional factor analyses were performed, indicating that a 6-factor solution was most interpretable.

Table 7 includes the pattern matrix loadings for the 6-factor solution. Loadings less than .40 have been deleted. Factors 1 and 3 appear to be global factors representing a variety of DEOMI-related skills. Factor 1 mainly represents Form A items, and Factor 3, Form B items, indicating some form-based covariation. The correlation between Factors 1 and 3 was -.42. Factor 2 includes items related to leadership style and leader-related qualities such as extraversion. Factor 4 appears to represent various forms of prejudice or discrimination.

Factor 5 is difficult to interpret. At one end of the dimension are proficiency at basketball and volleyball; at the other, several items involving what might be called political aspects of the EOA assignment: "Awareness of impact of EOA's rank on program reception/support" and "Sensitive to impact of complaints on command/commander." "Plans for future" and "Willing to accept EOA assignment" were also at this end of the dimension. The implication of this structure is that individuals perceived as being athletically skilled are also seen as being less interested in the EOA assignment and less apt to perform the required political behaviors appropriately.

Factor 6 included one item with a high loading, "Avoids personal agenda/ownership," and two others with loadings greater than .40, "Did well at academics at DEOMI" and "Sensitive to military expectations/limitations on the EO program." The meaning of this factor is not clear.

Table 7.

Factor analysis of peer sensitivity ratings.

|  | Sensitivity Number | Factor | | | | | | Item Wording in Questionnaire |
|---|---|---|---|---|---|---|---|---|
|  |  | 1 | 2 | 3 | 4 | 5 | 6 |  |
| Z1 | 2 | 0.39 |  | -0.42 |  |  |  | Believes in and is committed to the EO program |
| Z2 | 3 | 0.35 |  | -0.40 |  |  |  | Believes in EO/affirmative action principles |
| Z40 | 8 |  |  | -0.75 |  |  |  | Aware of stereotypes of EO programs |
| Z3 | 22 | 0.56 |  |  |  |  |  | Believes in military system/Chain of Command |
| Z41 | 25 |  |  |  |  |  | 0.45 | Sensitive to military expectations/limitations on the EO program |
| Z4 | 37 | 0.54 |  |  |  |  |  | Aware of military and civilian attitudes toward EO |
| Z5 | 38 | 0.72 |  |  |  |  |  | Sensitive to need for command/Commander support for program success |
| Z43 | 42 |  |  |  |  | -0.57 |  | Sensitive to impact of complaints on command/Cdr |
| Z42 | 44 |  |  |  |  | -0.60 |  | Aware of impact of EOA's rank on program reception/support |
| Z6 | 56 | 0.66 |  |  |  |  |  | Patient |
| Z44 | 57 |  |  | -0.60 |  |  |  | Supportive |
| Z7 | 58 | 0.67 |  |  |  |  |  | Concerned, caring |
| Z45 | 59 |  |  |  |  |  | 0.75 | Avoids personal agenda/ownership |
| Z8 | 60 | 0.78 |  |  |  |  |  | Exhibits healthy skepticism (balance bleeding heart vs. cynicism) |
| Z46 | 61 |  |  | -0.56 |  |  |  | Open, honest |
| Z9 | 62 | 0.59 |  |  |  |  |  | Sensitive to need for timeliness of actions |
| Z47 | 63 |  |  | -0.64 |  |  |  | Walks what he/she talks; Consistent behavior and belief |
| Z10 | 64 |  | 0.75 |  |  |  |  | Has ability to assign responsibility |
| Z11 | 65 | 0.48 |  |  |  |  |  | Adheres to regulation/ fact/ letter of the law |
| Z48 | 66 |  |  | -0.66 |  |  |  | Sensitive to others |
| Z12 | 67 | 0.62 |  |  |  |  |  | Sensitive to cultural/ethnic/gender/age differences |
| Z49 | 68 |  |  | -0.81 |  |  |  | Would be sensitive to needs of complainants |
| Z13 | 70 | 0.72 |  |  |  |  |  | Fair/neutral |
| Z50 | 71 |  |  | -0.71 |  |  |  | Would remain objective to both sides |

| | | | | | | | | Description |
|---|---|---|---|---|---|---|---|---|
| Z14 | 72 | 0.64 | | | | | | Would be supportive of client as member of military |
| Z51 | 75 | | | -0.72 | | | | Open-minded |
| Z15 | 76 | | 0.76 | | | | | Positive self-image, self-confidence |
| Z52 | 77 | | | | | | | Makes positive first impression, appearance |
| Z16 | 79 | | 0.81 | | | | | Exhibits assertive leadership |
| Z53 | 80 | | | -0.55 | | | | Shows integrity |
| Z17 | 81 | 0.74 | | | | | | Shows diplomacy/tact |
| Z54 | 82 | | 0.43 | | | | | Shows enthusiasm/ positive attitude |
| Z18 | 83 | 0.68 | | | | | | Shows empathy not sympathy |
| Z55 | 85 | | | -0.47 | | | | Shows flexibility |
| Z19 | 86 | 0.69 | | | | | | Has common sense/maturity |
| Z56 | 87 | | 0.65 | -0.38 | | | | Persuasive |
| Z20 | 88 | 0.59 | | | | | | Aware of impact of actions/words |
| Z57 | 89 | | 0.41 | -0.41 | | | | Willing to grow/to take risks |
| Z21 | 96 | 0.47 | 0.39 | | | | | Efficient/ persist/reliable/ follows through |
| Z58 | 99 | | 0.37 | -0.50 | | | | Sensitive to importance of individual effort |
| Z22 | 102 | 0.41 | | | | | | Task-oriented |
| Z59 | 104 | | | -0.54 | | | | Accessible/approachable |
| Z23 | A | | | | -0.55 | | | Racially prejudiced |
| Z61 | B | | 0.41 | 0.53 | | | | Sexist |
| Z24 | C | -0.41 | | | | | | Religiously biased |
| Z25 | D | | | | | -0.52 | | Willing to accept EO assignment from military Service |
| Z63 | E | | 0.35 | | | | | Adjusted well to DEOMI training school |
| Z26 | F | | | | | | 0.42 | Did well in academics at DEOMI |
| Z27 | G | | 0.40 | | | 0.51 | | Good Basketball player |
| Z64 | H | | | | | 0.67 | | Good Volleyball player |
| Z28 | I | 0.49 | | -0.5 | | | | I like this person at a personal level |
| Z29 | J | | | -0.4 | | | | I have talked with this person quite a bit |
| Z30 | K | | | -0.4 | | | 0.38 | Hard-working |
| Z31 | L | | | | | -0.61 | | Plans for the future |
| Z32 | M | 0.35 | | | | | | Dependable |
| Z33 | ISD 2A | | 0.74 | | | | | Demonstrates active participation in all instructional settings (groups, lectures, leadership lab) |
| Z70 | ISD 2B | | 0.47 | | | 0.40 | | Performs task functions in group activities (initiating, exchanging information, clarifying, etc.) |
| Z34 | ISD 2C | | 0.47 | | | 0.48 | | Performs maintenance functions in group activities |

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| Z | ISD | 45.8 | 7.2 | 4.5 | 4.0 | 3.6 | 3.1 | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | (gate-keeping, encouraging, harmonizing, compromising, standard setting, diagnosing) |
| Z71 | ISD 2D | | | | 0.35 | | | Gives, solicits, and receives individual feedback in groups. |
| Z35 | ISD 2E | | 0.39 | | 0.37 | | | Displays effective communication skills in groups (empathic verbal expression, effective listening and questioning) |
| Z72 | ISD 3A | | | | 0.82 | | | Exhibits non-discriminatory and anti-discriminatory behavior based on race or ethnicity |
| Z36 | ISD 3B | 0.44 | | | 0.67 | | | Exhibits non-discriminatory and anti-discriminatory behavior based on gender |
| Z73 | ISD 3C | | | | 0.82 | | | Exhibits non-discriminatory and anti-discriminatory behavior based on religion |
| Z37 | ISD 3D | 0.55 | | | 0.46 | | | Exhibits cross-cultural adaptability (Willingness to understand ideas, norms, attitudes and behaviors of members of other cultures. Conveys interest, warmth, patience...) |
| Percent of Var.: | | 45.8 | 7.2 | 4.5 | 4.0 | 3.6 | 3.1 | |

*Note.* Factor extraction method was Principal Components with Oblimin rotation. N=96.

Table 7 also includes the percent of variance accounted for by each factor. It is clear that Factor 1 accounts for a disproportionate share of the variance (46%), suggesting that the set of items included in the peer assessment constitute a single, global factor. This large first factor also suggests a "halo effect" in which raters failed to discriminate among items in rating their fellow group members (Cooper, 1981). Such a halo effect might indicate that insufficient effort was put into the rating exercise for the reasons discussed previously.

The factor structure also indicates that, outside of the global evaluation factor, raters can discriminate among their peers on two sets of qualities: leadership and prejudice. These two qualities are highly salient in the DEOMI training program and constitute important parts of the ISD. Given this focus on leadership and prejudice (formally termed "discriminatory behavior," in contrast to "non- and antidiscriminatory behavior") in the students' daily activities and their formal evaluations, it is not surprising that these two constructs are important in students' perceptions of each other.

Additional factor analyses were performed exclusively on the 42 items that represented the Kinton sensitivities. These analyses revealed factor structures similar to the 6-factor solution reported above, including a large first factor.

## General Discussion

Study 2 was designed to examine the domain or factor structure of the Kinton sensitivities. The low interrater reliabilities cast some doubt on the use of peer assessment to obtain estimates for the items included in the analyses. Further, the large first factor found in these analyses suggests either that students perceive each other in a global manner or that raters did not put sufficient effort into the ratings to discriminate among sets of qualities their group members shared. Kane and Lawler (1978) suggest that in small groups there is an upward bias in peer evaluations which may have led to a leveling off of ratings at the high end of the scale and may have contributed to a halo effect.

As noted above, the items themselves may have been difficult to use in making evaluative judgments in the DEOMI training setting. Students were asked in some cases to make inferences about how a peer would behave and think in a setting in which the person had never been seen. A better peer evaluation method would obtain ratings in the field among EOAs who work together on a regular basis.

The emergence of distinct leadership and prejudice factors suggests that these two qualities stand out as domains of "affect" and may be individually measured using appropriate instrumentation. Future research with a field sample of an

appropriate size (e.g., about 400 respondents) might discriminate among additional factors that may have been combined in the large first factor in this study.

The poor interrater reliability evidenced by the peer evaluation should not be viewed as the primary reason for not using this technique in performing affective measurement in the DEOMI training program. Rather, it is probably inappropriate as an ongoing affective measurement technique because of the problems it would pose for the small-group processes that appear important to the training objectives. However, peer evaluation may well be used as a research tool from which other evaluation techniques may be validated.

## PART II. SYMBOLIC RACISM

An active debate has developed within social psychology concerning the changing nature of White racism, particularly whether or not it should best be conceptualized as a symbolic, value-based construct rather than a belief in White superiority accompanied by overt racial hostility. "Symbolic racism" is usually defined as a blend of (a) deeply socialized anti-Black affect and (b) strong adherence to the individualistic Protestant work ethic accompanied by a belief that Blacks do not hold these values (Kinder, 1986; McConahay & Hough, 1976; Sears & Allen, 1984). This approach suggests that differences between the races are, in a sense, no longer racial. From a cross-cultural psychology perspective, we would say the the differences reflect culture rather than race. Proponents of symbolic racism theory claim that "old-fashioned racism" has both lessened and gone underground because of reduced social support for its open acceptance. They also claim that racially related political behavior, such as voting to support or not support desegregation, affirmative action, and other issues related to the well-being of Blacks, is determined by symbolic racism rather than by real, material self interest.

The symbolic racism idea shares some features with Gaertner's (1976) "aversive racist" concept. The aversive racist has ambivalent racial attitudes and values, including both ideas of White superiority and guilt about these feelings. He or she does not behave overtly in a bigoted manner, and is often a political liberal. However, the underlying racism of the aversive racist can apparently be identified through indirect behavioral measures.

Symbolic racism research performed by proponents of the theory has found correlations between symbolic racism measures and voting patterns, but not between material self-interest and voting patterns. Opponents of the theory have challenged it on theoretical, methodological, and "metatheoretical" grounds (Bobo, 1983; Sniderman & Tetlock, 1986; Weigel, 1985). Theoretically, they point out that self-interest is defined too narrowly, and

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should be broadened to include the entire membership group (e.g., Whites as a group rather than individual voters). Methodologically, they have shown that measurement of symbolic racism has been poor on the one hand, and that such measures evidence fairly strong correlations with measures of old-fashioned racism on the other. Some opponents have also charged that the general idea of symbolic racism is value-biased: it lessens the responsibility of the White middle class for the racial problems of their society, and attributes negative dispositions to political conservatives that may be inaccurate. (For example, it could be shown that political liberals are actually "symbolic communists.")

## Value Congruity

The old "race vs. values" issue in interracial attitudes and social distance has resurfaced as part of the debate on symbolic racism (Turner & Guiles, 1981). If anti-Black behavior such as opposition to desegregation is a function of Blacks' values rather than race, a sort of "color-blind racism" has emerged. Or, as has been argued by some Black sociologists, the race issue has become a social class issue. In either case, interpersonal and intergroup behavior may be affected when values and race are actually, or are perceived to be, confounded, and value attributions may facilitate or impair the development of positive interracial attitudes.

It appears than none of the symbolic racism research has directly assessed value attributions or measured their relationship to attitudes or behavior, which seems to be a serious flaw in the research program. In the DEOMI situation, value discrepancies might be seen as a limiting factor for facilitating harmonious interracial interpersonal relationships. From an EO perspective, value discrepancies might be expected to be a basic underlying problem, particularly when they involve the work ethic. For example, the symbolic racism thesis suggests that EOAs will have to work with Whites' stereotypes about Blacks' work values in handling complaints.

Study 3 looked at the value and trait attributions of students in the 16-week DEOMI training program. Students were asked to estimate the extent to which Protestant work ethic, racial prejudice, group orientation, and several other types of traits or values applied to themselves, to White military personnel, and to Black military personnel. Bond's (1987) "reflected stereotype" method was also used. Students indicated how they thought their group was viewed by the other group. Support for the symbolic racism thesis would be found if Whites' self-attributions of work ethic values were negatively related to attitudes towards Blacks, and to a lesser extent if Whites' work ethic stereotypes about Blacks were positively related to attitudes towards Blacks.

Study 3 was also designed to investigate the extent to which there are value-discrepancies between racial groups in the military. The symbolic racism theory claims that White Americans believe in the work ethic and think that Black Americans in general do not believe in it. The use of the reflected stereotype method in Study 3 made it possible to examine the extent to which Blacks and Whites misperceive each other's stereotyping by comparing actual reported stereotypes to reflected stereotypes.

## Perceived Group Conflict

Although the symbolic racism theory claims that material interests do not affect voting behavior, this idea seems implausible and is compromised by the narrow operationalizations of group conflict that have been used (Bobo, 1983). The military may be a microcosm, psychologically and materially, for the types of material conflict that may occur in the society at large. Blacks in the military may perceive that they are the objects of institutional discrimination, and Whites may perceive that Black gains are accomplished at their own expense. Blacks may favor EO programs for material reasons, and Whites may oppose them for the same reasons. Further, the perceptions of these groups may be correct, indicating a real, not just perceived, material conflict. Looking at the psychological side of this question, it may be that Whites feel threatened by EO, and this feeling may affect their attitudes towards it and towards minorities and influence interpersonal and intergroup behavior. Symbolic racism research has inferred perceived material group conflict from apparently real threats to individuals (e.g., comparing voters in areas about to be desegregated to voters in other areas), but does not seem to have directly measured the perception of threat. It seems that the psychological or perceived threat would mediate real threat and voting behavior. Such a subjective approach to threat was proposed two decades ago by Blalock (1967) in his theorizing on the relationship between labor market competition and prejudice.

Study 3 assessed perceived group conflict (perceived threat) in order to determine if it is related to attitudes concerning EO issues, racism, and interpersonal interaction difficulties. A weak test of the symbolic racism theory can be performed by comparing perceived group conflict with racial attitudes. (A strong test would compare perceived group conflict with certain kinds of political behavior such as voting.) The logic of the weak test is that if negative affect and work ethic values are related to voting behavior and realistic group conflict is not related to voting behavior, then negative affect and work ethic values should not be related to perceived group conflict. Thus the theory would not be supported if perceived group conflict were negatively related to racial attitudes.

## Method

Participants. Data for Study 3 were collected at the same time as the Study 2 data, using the same students and administration procedure. Seventy students returned usable questionnaires for this study, but only 40 questionnaires included no missing data.

Instrument. The instrument used in Study 3 was organized in two parts. Part 1 asked for several kinds of ratings of 26 trait adjectives. Part 2 was a 7-item questionnaire designed to assess perceived group conflict.

Part 1 of the questionnaire included four ratings of each of the following adjectives or adjectival phrases: Accommodating, Ambitious, Cooperative, Courteous, Dependable, Energetic, Flexible, Insulting, Intelligent, Jovial, Lazy, Lets others in unit or group carry the load, Loyal to unit or group, Materialistic, Meticulous, Neat, Open-minded, Plans for the future, Pleasant, Polite, Practical, Racially prejudiced, Sacrifices in the present for future gain, Talkative, Take orders willingly, Uncompromising.

For each phrase, participants were asked to make four ratings on a 10-point scale where 1 represented "not at all/never" and 10 represented "completely/always." These ratings included themselves (self-concept rating), White military personnel, Black military personnel, and "How another group sees your group." Instructions on the questionnaire indicated which group was the "other" group. For Whites it was Blacks; for Blacks it was Whites; for all others it was Whites. For a White participant, these ratings are labeled as follows: ratings of Whites are autostereotypes; ratings of Blacks are heterostereotypes; ratings of how Blacks see Whites are reflected stereotypes. For Black participants the terms are reversed. Participants who were neither White nor Black were not used in most of the analyses reported below.

Part 2 of the questionnaire was an ad-hoc measure of perceived group conflict. The items were designed to tap the extent to which affirmative action in the military was perceived to exist in the context of a zero-sum game in which preferential treatment of one race signified losses for another. Seven items were included in this part of the instrument:

1. Equal opportunity in the military advances the careers of all groups, both Whites and minorities.

2. Looking objectively at behaviors, it seems that minority officers perform somewhat more poorly than White officers in some situations.

3. As the military manpower level decreases, prestigious and desirable positions will have to be allocated to Whites or minorities on the basis of some kind of quota.

4. White and minority officers are competing for a limited number of positions, and as one group obtains better positions, the other does not.

5. Affirmative action generally reduces opportunities for Whites while enhancing opportunities for minorities.

6. My position in the military could be affected positively by affirmative action policies.

7. When honors or awards are given, the officers deciding the award tend to favor either minorities or Whites, but rarely both groups.

Responses were on a 5-point Likert scale of "definitely agree, somewhat agree, neutral, somewhat disagree, definitely disagree."

The highly evaluative "fishbowl" situation DEOMI students find themselves in produces strong demand characteristics and evaluation apprehension. In order to obtain less biased responses in this study, both parts of the questionnaire were worded in the past tense. Students were asked to report how they felt before they came to DEOMI rather than how they currently feel. It was hoped that these instructions would reduce evaluation apprehension by allowing students to make a distinction between their current career-dependent feelings and those they had prior to their educational experience. It was assumed that their responses under these instructions would reflect some combination of their current and previous feelings. As can be seen in Appendix C, the idea that the questionnaire referred to pre-DEOMI attitudes and beliefs was emphasized throughout the questionnaire.

Procedure. The procedure for administration of the Study 3 questionnaire was identical to that of the Study 2 questionnaire described above. Since it was necessary to associate the symbolic racism data with the peer evaluation data, the Study 2 questionnaire asked students for their names.

Results

Data preparation. The stereotype items were grouped into six sets on the basis of factor analyses and interpretation of the item meanings. These sets included:

Work Motivation: Ambitious, Dependable, Energetic, Lazy, Lets others in unit or group carry the load.

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Future Orientation:  Plans for the future, Sacrifices in the present for future gain.

Group Orientation:  Accommodating, Cooperative, Loyal to unit or group, Take orders willingly, Uncompromising.

Sociability:  Courteous, Flexible, Insulting, Jovial, Neat, Open-minded, Pleasant, Polite, Practical.

Prejudice:  Racially prejudiced.

Intelligence:  Intelligent.

Underlined items were reversed.  Several items were not used in the analysis because examination of their correlations with other items indicated they were ambiguous in their evaluative implications.  Most of the analyses reported below also employed a seventh variable, work ethic, which was the average of Work Motivation and Future Orientation.

A mean perceived group conflict value was obtained by averaging the seven items after reversing Items 1 and 6.

Additional information about the respondents was available from the peer rating data.  The peer ratings provide an independent assessment of participant's racial attitudes aggregated over all of the members who returned questionnaires from each group. The peer assessment values used in the analyses reported below were the mean ratings (averaged over raters and forms) used in the sensitivity analyses reported above.

Symbolic racism and perceived group conflict.  Correlations were computed for White respondents among self-concept, hetero-stereotype, and perceived group conflict variables to test the predictions outlined above (See Table 8).  The correlations between three measures of Protestant work ethic values, Work Motivation, Future Orientation, and the average of these two variables, and four measures of attitudes towards Blacks' hetero-stereotypes of Sociability, Group Orientation, Intelligence, and Prejudice were all positive, and 9 of the 12 correlations were statistically significant at $p < .05$ or better.  Participants reporting stronger work ethic values reported more positive attitudes towards Blacks.  However, although self-reported prejudice and peer reports of prejudice were correlated in the appropriate direction, lending support to the validity of each, no relationship between attitudes and values was found.  The direction of the significant value-attitude correlations was opposite to what the symbolic racism theory would predict.

Table 8 also includes correlations between work ethic heterostereotypes and the four types of heterostereotypes used as measures of attitudes towards Blacks.  All 12 correlations are

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Table 8.

Correlations among self-concept, heterostereotype, and psychological group conflict variables.

|  | Self-Concept | | | | Heterostereotypes | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1. SC: Work Ethic |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. SC: Future Orient. | .51** |  |  |  |  |  |  |  |  |  |  |  |
| 3. SC: Work + Future | .92** | .78** |  |  |  |  |  |  |  |  |  |  |
| 4. SC: Prejudice | .17 | .01 | .13 |  |  |  |  |  |  |  |  |  |
| Heterostereotypes: |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Work Ethic | .50** | .53** | .58** | .17 |  |  |  |  |  |  |  |  |
| 6. Future Orientation | .04 | .46** | .23 | -.11 | .55** |  |  |  |  |  |  |  |
| 7. Work + Future | .38* | .57** | .51** | .07 | .94** | .80** |  |  |  |  |  |  |
| 8. Sociability | .09 | .32* | .20 | .11 | .70** | .74** | .81** |  |  |  |  |  |
| 9. Prejudice | .09 | .06 | .09 | .48** | .39* | .30 | .39* | .44** |  |  |  |  |
| 10. Intelligence | .32* | .50** | .45** | .30* | .65** | .63** | .72** | .71** | .25 |  |  |  |
| 11. Group Orient. | .33* | .24 | .34* | .40** | .75** | .49** | .74** | .75** | .58** | .62** |  |  |
| 12. Conflict | .02 | .00 | .01 | -.08 | -.08 | -.27* | -.17 | -.14 | -.09 | .04 | -.12 |  |
| 13. Peer Prejudice | -.01 | .19 | .07 | -.32* | -.01 | -.22 | -.04 | -.16 | -.24 | .03 | -.19 | .19 |

*Note.* High values on all variables except Conflict and Peer Prejudice indicate more positive attitudes or more strongly held values. "Conflict" refers to psychological group conflict; high values indicate greater perceived conflict. "Peer Prejudice" refers to mean peer rating of racial prejudice; high values indicate greater prejudice. "Work+Future" is the average of Work Ethic and Future Orientation. N=41 for most correlations. **p<.01 *p<.05, two-tailed.

positive and significant. These correlations are in the direction predicted by the symbolic racism thesis.

Finally, the correlations between perceived group conflict and the four measures of attitudes toward Blacks can be found in Table 8. Although most of these correlations are in the direction that would argue against the symbolic racism hypothesis (i.e., greater perceived conflict is associated with more negative attitudes), none approached significance. A negative correlation between conflict and Future Orientation did emerge, indicating that White participants who perceived a material conflict with minorities felt that Blacks were lacking comparatively in one part of the work ethic.

Stereotype misperceptions. A second, less theoretical purpose of this study was to look at the amount of congruence between Whites' and Blacks' stereotypes of each other and their attributions of what stereotypes the other group holds towards them. Mixed-design analyses of variance in which race (White, Black) was the between-subjects variable and type of stereotype (auto-, hetero-, attributed) was the repeated variable were computed for the Work Motivation, Future Orientation, overall work ethic, Group Orientation, Sociability, Intelligence, and Prejudice variables.

These analyses revealed a main effect of race for Sociability, $F(1,45)=5.79$, $p<.05$. Black respondents assigned greater values for all three types of stereotypes than did White respondents.

Significant main effects of type of stereotype emerged for all dependent variables except Prejudice, $Fs>3.66$, $ps<.05$ ($dfs$ ranged from 2,86 to 2,92 due to missing values for some dependent variables). As can be seen in Table 9, autostereotypes were more positive than heterostereotypes and attributed stereotypes on all of these variables. This general finding is consistent with other studies using this method of measuring stereotypes (e.g., Bond, 1987).

Examination of the type effect within each race reveals a tendency for this effect to be stronger for Blacks than for Whites. However, the only stereotype for which this interaction was significant was Sociability, $F(2,90)=3.60$, $p<.05$. Blacks reported more positive stereotypes about their own group than about Whites, while Whites did not evidence a difference between auto- and heterostereotypes. Simple $t$-tests of the Race effect for autostereotypes, however, revealed significantly greater Black than White autostereotypes on Work Motivation, Sociability, Future Orientation, Intelligence, and overall work ethic. This pattern of high Black autostereotypes has been found in other research on Black self-esteem, and is viewed by some as a reflection of enhanced cultural awareness among Blacks beginning in the late 1960s.

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Table 9.

<u>Auto- Hetero- and Attributed Stereotype Means by Race.</u>

| Race | Type of Stereotype | | |
|------|-------|--------|------------|
|      | Auto- | Hetero- | Attributed |
| Work Motivation | | | |
| White | 6.99 | 6.98 | 6.70 |
| Black | 7.91 | 7.23 | 6.90 |
| Future Orientation | | | |
| White | 6.35 | 6.29 | 6.09 |
| Black | 7.63 | 7.25 | 6.70 |
| Total Work Ethic | | | |
| White | 6.81 | 6.78 | 6.55 |
| Black | 7.82 | 7.20 | 6.87 |
| Sociability | | | |
| White | 6.50 | 6.48 | 5.83 |
| Black | 7.75 | 7.16 | 7.02 |
| Group Orientation | | | |
| White | 6.57 | 6.44 | 6.00 |
| Black | 7.03 | 6.40 | 5.58 |
| Prejudice | | | |
| White | 5.00 | 5.12 | 4.34 |
| Black | 4.93 | 5.08 | 4.70 |
| Intelligence | | | |
| White | 7.05 | 6.76 | 6.86 |
| Black | 8.20 | 7.92 | 7.09 |

In order to directly assess the degree of misperception in stereotyping, t-tests were computed between White heterostereotypes and Black attributed stereotypes, and between Black heterostereotypes and White attributed stereotypes. No differences were found for the six dependent variables between White heterostereotypes and Black attributed stereotypes, indicating that Blacks accurately perceived Whites' stereotypes about them. Evidence for White misperceptions did emerge, however. Blacks reported more positive stereotypes about Whites than Whites expected on the Sociability ($\underline{M}s=7.06$ and $5.83$, $\underline{t}(46)=2.73$, $\underline{p}<.01$) and Intelligence ($\underline{M}s=7.92$ and $6.86$, $\underline{t}(45)=2.09$, $\underline{p}<.05$) variables.

Discussion

Taken at face value, the findings of the symbolic racism analyses of Study 3 provide mixed support for the theory. Supporting the theory was the positive relationship between Whites' heterostereotypes about Black work ethic values and their attitudes towards Blacks. Sears and others claim that symbolic racism is a combination of negative work ethic value attributions and negative attitudes towards Blacks, consistent with the correlational findings for these two variables in this study. Evidence inconsistent with the theory was found in the positive correlations between Whites' work ethic self-concepts and their attitudes towards Blacks. Although the theory does not explicitly claim that people who hold work ethic values to a great extent will believe that Blacks do not hold these values, this assumption appears to be implicit in the literature. The findings involving perceived group conflict neither supported nor contradicted the theory since the correlations between the conflict measure and measures of attitudes towards Blacks were essentially zero.

These already cloudy results may be compromised further by the possibility that a positivity bias occurred in participants use of the scale. It can be seen in Table 8 that the correlations among the stereotype variables obtained in Part 1 of the symbolic racism questionnaire were preponderantly positive, suggesting that participants responded to the scale in a consistently highly positive or less positive fashion, producing positive correlations over participants among most scales. The negative and low correlations between the conflict scale and the stereotype scales argues against this bias, but these scales differed in both structure and content.

Unknown factors in interpreting these data are the extent to which participants really did attempt to report their pre-DEOMI training program stereotypes and beliefs and the extent to which they felt free to express themselves honestly. Although elaborate measures were taken to assure participants of the confidentiality of their responses, it is unclear how open participants felt they could be. Two observations argue against an evaluation apprehension problem in this study. First, the

response rate was about 75%, indicating that the students felt free to not return the questionnaires even though they received some pressure from their SLOs and group leaders to do so. This response rate also suggests that students who felt particularly anxious about expressing their attitudes could have chosen not to participate. Second, several questionnaires, including those with names, contained hand-written criticisms of some aspect of the research, mainly the amount of time it took to complete the set of questionnaires. These responses, inappropriate in a military setting, also suggest that students felt free to express themselves.

The findings concerning misperceptions and racial differences in autostereotypes might also be explained by a positivity bias, but the explanation would be more complex. It may be that Whites do not misperceive Blacks' stereotypes about them, but that Blacks' stereotype ratings were positively biased. Such a bias would also serve as an alternate explanation of the difference observed between Black and White autostereotypes. Some research has demonstrated that Blacks tend to use scales in a more polarized manner than Whites, more often choosing response categories at the positive and negative extremes (Dansby, personal communication). Since more positively worded items than negatively worded items were used in this study, such a polarization bias would produce a positivity bias in the mean values of the variables derived from the original set of adjectives. Examination of the standard deviations of the Black and White means was not consistent with this idea.

An analysis was performed to examine further this possibility by generating "balanced" stereotype measures. A mean of all positively worded items and a mean of all negatively worded items were calculated for each type of stereotype, and these means were averaged to produce presumably unbiased or balanced global measures of stereotypes. The misperception analyses reported above were performed on these new variables. These analyses revealed a weakened but marginally significant autostereotype difference in which Blacks reported higher autostereotypes than Whites ($\underline{M}$s=6.97 and 6.36, $\underline{t}$(53)=1.87, $\underline{p}$=.067). The White misperception effect reported above remained in this analysis, but was weaker. Blacks reported more positive stereotypes about Whites than Whites expected they would ($\underline{M}$s=6.05 and 5.93, $\underline{t}$(47)=1.80, $\underline{p}$=.078). This weaker value may represent either a weakening of the effect due to elimination of the polarization bias, or it may be due to the combination of dependent variables that evidenced varied degrees of misperception in the original analysis.

One possibility for this apparent White misperception effect is the strong emphasis in the DEOMI training program on White male injustices against minorities and women and the place of White males in the formal and informal power structures of American society. White students may come to the conclusion that they are seen more negatively by Blacks than they really are because

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of the injustices their group has perpetrated, and these negative stereotypes may actually not be shared by Blacks. Research directed specifically at this issue would be needed to draw firm conclusions on this interesting possibility.

Although the findings of this study are too speculative to have strong implications for training, two interesting possibilities may be suggested. First, the Black-White difference in autostereotypes might be capitalized on to work with Black students in boosting their sense of efficacy in relation to the White power structure in the military. Beginning with these positive, group-based self-conceptions, a sense of control or personal/political efficacy can be built that may in turn serve the students to maintain behavioral effort when they have come up against a racial barrier.

Second, the misperception findings suggest that DEOMI training is incomplete. Whereas White students may well need to feel a strong dose of guilt and personal or group responsibility for the racial situation in America, it does not serve them well to be left in this "condition." Proactive behaviors (such as those needed in the EOA assignment) need to be taught in such a way that leaves White students feeling good about themselves as individuals within the racial milieu of the military. The negative consequences of "unresolved" guilt on White students' part are difficult to predict, although psychoanalytic approaches might suggest that this guilt could be turned in either prosocial or antisocial directions both attitudinally and behaviorally.

Future research on perceived group conflict needs to be conducted within the military. Far from being abstract theoretical debates, the symbolic racism issue may have important implications for the progress of Blacks. It may be that "old fashioned racism" is indeed absent for the U. S. military as well as American society at large, but the symbolic racism that may have replaced it may prove more difficult to eradicate. "Old fashioned racism" is clearly at odds with other American values of equality and fair play, but the Protestant work ethic is deeply embedded in American society. If Blacks as a group are perceived by Whites to be lacking in the work ethic, the behavioral disconfirmation process necessary to change this view is difficult and slow (Rothbart & Park, 1986).

PART III:    CONCLUSIONS

The Defense Equal Opportunity Management Institute is one of the more interesting phenomena in the history of American race relations and of the American military establishment.  In the realm of race relations it may well be unique in American society.  The author knows of no comparable institution in the public or private sector that works to reduce prejudice and discrimination in such an ambitious manner.  In a sense DEOMI does for the military what the rest of American society has failed to do for itself.  How much impact DEOMI or any institution of its kind can be expected to have on American society as a whole depends upon one's theory of the source and function of racism in America.  Theories of racism that focus on individuals, either Whites or minorities, or social relations would suggest that DEOMI would have a positive impact (e.g., Allport, 1958; Adorno, Frenkel-Brunswik, Levinson, & Sanford, 1950; Warren, 1970).  However, theories focusing on cultural values (e.g., Myrdal, 1962) would suggest a less optimistic viewpoint, and those based on considerations of political economy (Willhelm, 1971) clearly indicate that DEOMI can have no effect on racism within or without the military with the exception of localized short-term changes in interpersonal or institutional practices.  Whereas the focus in DEOMI's own training is on individual change, a satisfactory theory of racism would have to encompass both individual and societal factors.  "In our view, theories that fail to focus on the interrelated and systemic roots of racism contribute to our public ignorance and to continuing injustice and exploitation of minority people" (Chesler, 1976, p. 58).  In such a multi-level theory there would be room for a DEOMI-like intervention that would produce some degree of positive change.

The origins and continued existence of race relations training in the military can probably be traced more to material considerations than to an effort on the part of the military to resolve the American Dilemma.  DRRI was established in response to severe racial conflicts that were reducing the effectiveness of the armed forces, and this functional rationale remains the basis for its support.  Hope (1979) and others have noted the American military's ambivalence about DRRI and DEOMI, stemming at least in part from the functional necessity of such an organization and its association with liberal or progressive ideology or "social work" types of activities.  However, a second material basis for DEOMI may lie in labor market realities.  During most segments of the business cycle the all-volunteer military must compete in the American labor market against private industry that has implemented some affirmative action and protective policies.  Black Americans are overrepresented in the U. S. Army by a factor of approximately two, indicating the importance of minorities in filling military manpower needs.  An atmosphere of racial openness and equal opportunity is an important factor in

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competing in the minority labor market. Hence, looking at DEOMI from a labor market point of view it may be that even the more pessimistic political economy approaches to racism have some room for optimism.

As a research laboratory, DEOMI is a near-ideal setting for a social scientist. Although it is a training school, not a lab, its participation in social research would be a great benefit for social science since few other settings of this kind exist with the possible exception of primary and secondary school class-rooms. An ongoing research effort at DEOMI would be a consider-able asset for social science and would contribute to the applied work of the organization. The continued presence of social scientists at DEOMI might enhance the scientific atmosphere of the organization in a way that would be useful in its instruc-tional efforts and stimulating to its staff. Although the Summer Faculty program is a step in this direction, an ongoing labora-tory-like research effort similar to those at some of the labora-tories operated by the Army, Navy, and Air Force would be partic-ularly useful.

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## Author's Notes

Appendix A

Sensitivity Rating Questionnaire

Study 1

## Sensitivity Rating

**Purpose:** As a first step in developing methods for measuring affective learning among students in the 16-week training program, I would like to get an idea of how trainers and other staff members see the "sensitivities" developed by Kinton. Specifically, I would like to know what you think the training goals should be for each of the sensitivities. I would like to divide the training goals into four types: (1) simple behaviors; (2) complex performance skills, (3) complex judgments or decision making, and (4) attitude or value change. These terms are defined below.

I would also like to know how important it is that students have or acquire the sensitivities by the time they leave DEOMI, if you feel that the sensitivities are currently being taught at DEOMI or should be, and the extent to which the sensitivities can be observed by trainers.

**Definitions:**

*Simple behaviors.* Behaviors that are easy to perform correctly given sufficient willingness or motivation.
Examples: Getting to work on time; mowing the lawn; wearing a uniform correctly.

*Complex performance skills.* These are behaviors that can be difficult and complicated to perform, particularly for people who lack the required skills. Deciding that the behavior should be performed may be easy, but the actual performance of it may be difficult.
Examples: Most sports; social skills; teaching; psychotherapy; surgery; many arts; eating with chopsticks.

*Complex judgment and decision skills.* Includes both knowledge and the way it is used to make decisions. May involve taking single or multiple sets of information into account, considering multiple points of view, and having a thorough understanding of the consequences of various actions in various situations. The emphasis here is not on the adequate performance of the behavior that results from the judgment, but rather on the adequate choice of the proper behavior to perform.
Examples: Buying a house; choosing a career; picking out a gift; working within a bureaucracy; making a medical or psychological diagnosis, "playing politics", interpreting the hidden agenda of a conversation, social sensitivity.

*Attitudes, values.* *Attitudes* are evaluations of things, including people, objects, or behaviors. *Values* are general, basic attitudes concerning ways of living. *Opinions* can be viewed as attitudes for this purpose.
Examples: Racial prejudice; believing in hard work as a good way to live; liking ice cream; love; hate.

**Instructions:** For each sensitivity, please answer each question using the response key in the box below. Some sensitivities may involve more than one type of learning or change.

Thank you for your help!

```
┌─────────────────────────────────┐
│   ☞   Response Key               │
│                                  │
│   ✔  = YES                       │
│                                  │
│   0  = MAYBE/PROBABLY            │
│                                  │
│   ✗  = NO                        │
│                                  │
│   ?  = Cannot Say, Don't Know    │
└─────────────────────────────────┘
```

| | Type(s) of Learning/Change | | | | Observeable at DEOMI? | Important? | Should/do Train at DEOMI? | |
|---|---|---|---|---|---|---|---|---|
| | Simple Behavior | Complex Beh. Skill | Complex Judgments | Attitudes, Values | | | | |
| 01 | | | | | | | | Sensitive to Role/function of EO Programs in the military/chain of command |
| 02 | | | | | | | | Belief in/commitment to EO program |
| 03 | | | | | | | | Belief in EO principles |
| 05 | | | | | | | | Sensitive to balance of limitations and needs of program |
| 07 | | | | | | | | Awareness that integrity of program must be maintained/monitored |
| 08 | | | | | | | | Awareness of stereotypes of EO programs |
| 09 | | | | | | | | Sensitive to role of budget in program success |
| 11 | | | | | | | | Sensitive to need to maintain current data |
| 21 | | | | | | | | Sensitive to mission of command/unit |
| 22 | | | | | | | | Belief in military system/Chain of Command |
| 25 | | | | | | | | Sensitive to military expectations/limitations |
| 26 | | | | | | | | Sensitive to climate of command/unit |
| 27 | | | | | | | | Sensitive to needs/preferences of commander |
| 28 | | | | | | | | Sensitive to needs of unit personnel |
| 29 | | | | | | | | Sensitive to commander's resistance to program |
| 30 | | | | | | | | Sensitive to need for problem-solving at lowest level in chain of command |
| 32 | | | | | | | | Sensitive to need to sell program |
| 33 | | | | | | | | Belief in competency of other agencies |

> ☞ **Response Key**
>
> ✔ = YES
>
> 0 = MAYBE/PROBABLY
>
> ✗ = NO
>
> ? = Cannot Say, Don't Know

| Type(s) of Learning/Change | | | | Observeable at DEOMI? | Important? | Should/do Train at DEOMI? |
|---|---|---|---|---|---|---|
| Simple Behavior | Complex Beh. Skill | Complex Judgments | Attitudes, Values | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 35 | | | | | | | | Awareness of EO assignment as enhancement to military career |
| 37 | | | | | | | | Awareness of military and civilian attitudes |
| 44 | | | | | | | | Awareness of impact of EOA's rank on program reception/support |
| 38 | | | | | | | | Sensitive to need for command/Commander support for program success |
| 40 | | | | | | | | Sensitive to role of key people in program success |
| 42 | | | | | | | | Impact of complaints on command/Cdr |
| 43 | | | | | | | | Sensitive to commander's style/personality |
| 46 | | | | | | | | Sensitive to cultural/off-base influences (CONUS/OCONUS) |
| 47 | | | | | | | | Sensitive to cultural differences overseas |
| 48 | | | | | | | | Sensitive to US-KATUSA relationships (Korea) |
| 56 | | | | | | | | Patience |
| 57 | | | | | | | | Supportiveness |
| 58 | | | | | | | | Concern, caring |
| 59 | | | | | | | | Avoidance of personal agenda/ownership |
| 60 | | | | | | | | Healthy skepticism (balance bleeding heart vs. cynicism) |
| 61 | | | | | | | | Openness, honesty |
| 62 | | | | | | | | Sensitive to need for timeliness of actions |
| 63/98 | | | | | | | | Walk what you talk; Consistency of behavior and belief |
| 64 | | | | | | | | Ability to assign responsibility |

Response Key

✔ = YES

0 = MAYBE/PROBABLY
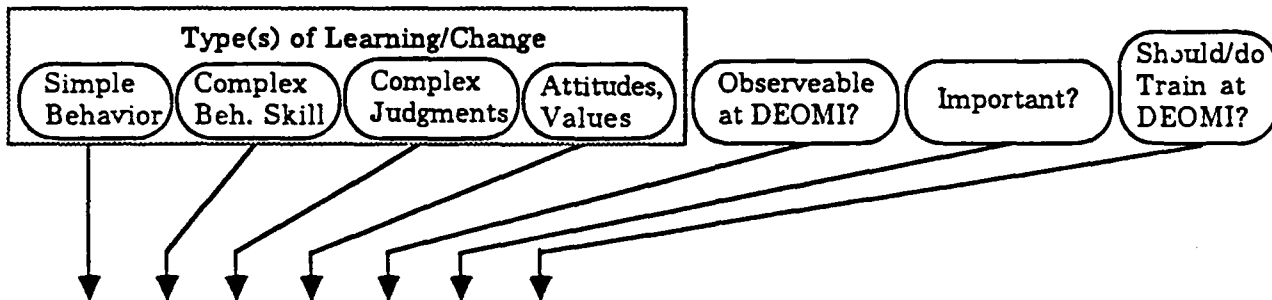
✗ = NO

? = Cannot Say, Don't Know

**Type(s) of Learning/Change**

Simple Behavior | Complex Beh. Skill | Complex Judgments | Attitudes, Values | Observeable at DEOMI? | Important? | Should/do Train at DEOMI?

| | Simple Behavior | Complex Beh. Skill | Complex Judgments | Attitudes, Values | Observeable at DEOMI? | Important? | Should/do Train at DEOMI? | |
|---|---|---|---|---|---|---|---|---|
| 65 | | | | | | | | Adherence to regulation/ fact/ letter of the law |
| 66 | | | | | | | | Sensitivity to others |
| 67 | | | | | | | | Sensitive to cultural/ethnic/gender/age differences |
| 68 | | | | | | | | Sensitive to needs of complainants |
| 69 | | | | | | | | Sensitive to needs of families |
| 70 | | | | | | | | Fair/neutral |
| 71 | | | | | | | | Sensitive to remaining objective to both sides |
| 72 | | | | | | | | Supportive of client as member of military |
| 73 | | | | | | | | Sensitive to resistance of group members n classes |
| 74 | | | | | | | | Awareness of client's past performance |
| 75 | | | | | | | | Open-minded |
| 76 | | | | | | | | Positive self-image, self-confidence |
| 77 | | | | | | | | Positive first impression, appearance |
| 78 | | | | | | | | Courage |
| 79 | | | | | | | | Assertive leadership |
| 80 | | | | | | | | Integrity |
| 81 | | | | | | | | Diplomacy/tact |
| 82/97 | | | | | | | | Enthusiasm/ positive attitude |

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**Response Key**

✔ = YES

0 = MAYBE/PROBABLY

✗ = NO

? = Cannot Say, Don't Know

**Type(s) of Learning/Change**

Simple Behavior | Complex Beh. Skill | Complex Judgments | Attitudes, Values | Observeable at DEOMI? | Important? | Should/do Train at DEOMI?

| # | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|
| 83 | | | | | | | | Empathy not sympathy |
| 85 | | | | | | | | Flexibility |
| 86 | | | | | | | | Common sense/maturity |
| 87 | | | | | | | | Persuasion |
| 88 | | | | | | | | Awareness of impact of actions/words |
| 89 | | | | | | | | Willingness to grow/to take risks |
| 90 | | | | | | | | Proactive vs. reactive |
| 91 | | | | | | | | Creativity/innovativeness/versatility |
| 92 | | | | | | | | Vision/awareness |
| 94 | | | | | | | | Effective |
| 95 | | | | | | | | Accurate/factual |
| 96 | | | | | | | | Efficiency/persistency/reliability/follow-through |
| 98 | | | | | | | | Consistency of behavior and belief |
| 99 | | | | | | | | Sensitive to Importance of individual effort |
| 101 | | | | | | | | Pride/quality control |
| 102 | | | | | | | | Task-oriented |
| 104 | | | | | | | | Accessible/approachable |
| 105 | | | | | | | | Humility |

## Other Affective Qualities

Are there additional affective qualities that you feel students should have prior to leaving DEOMI? By "affective quality" I mean anything that can characterize a student outside of the course content material that is currently tested by DE. These qualities can be similar to the sensitivities, or they can include other issues such as personality or values. If you can think of any, please write them in the boxes below and rate them as you rated the sensitivities.
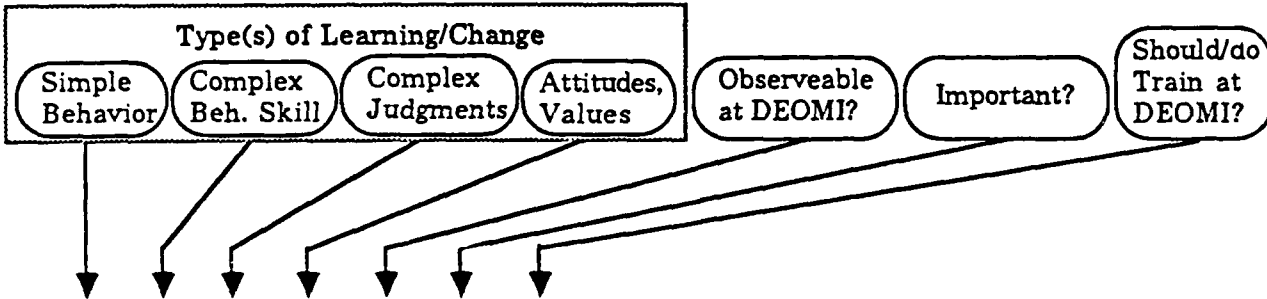
| | Simple Behavior | Complex Beh. Skill | Complex Judgments | Attitudes, Values | Observeable at DEOMI? | Important? | Should/do Train at DEOMI? | |
|---|---|---|---|---|---|---|---|---|
| a | | | | | | | | |
| b | | | | | | | | |
| c | | | | | | | | |
| d | | | | | | | | |
| e | | | | | | | | |
| f | | | | | | | | |
| g | | | | | | | | |
| h | | | | | | | | |
| i | | | | | | | | |

Type(s) of Learning/Change

Appendix B

Peer Rating Form

Study 2

(Instructions for Form B are not repeated.)

## Group Rating Form

**Instructions:** This questionnaire concerns your thoughts about the other members of the small groups you were in prior to service-specific training. Please rate each member of your group, including yourself, on each of the qualities, characteristics, or types of behaviors listed. Some of these items are from the Interpersonal Skills Development evaluation form, whereas others have been developed by outside consultants. To reduce some of the time it will take to complete this questionnaire two forms of it are being distributed (A and B), each containing about half of the items.

Please use the following scale in making your ratings:

**5** **Definitely** has this characteristic or quality, or almost always exhibits this behavior in appropriate situations

**4** **Probably** has this characteristic or quality, or frequently exhibits this behavior in appropriate situations

**3** Neutral

**2** **Probably does not have** this characteristic or quality, or usually does not exhibit this behavior in appropriate situations

**1** **Definitely does not have** this characteristic or quality, or almost never exhibits this behavior in appropriate situations

**?** Use a question mark if you have **absolutely no idea** whether or not this group member has the characteristic, or exhibits the behavior. Please use as few question marks as possible.

You should make a rating from this scale in each of the boxes below.

**This questionnaire is anonymous:** This questionnaire cannot be used to identify you in any way. In order to avoid interfering with the group processes fostered by the training program, we will not be able to give you feedback about your ratings by other members of your group, even after they have been averaged. To maintain anonymity, please seal this questionnaire in the attached envelope when you are finished.

**Who will get the ratings?** The ratings will be "sanitized" once I put them in the computer, and I will not allow anyone outside of the Summer Research Faculty have access to the original paper copies. The overall ratings of each member will not be revealed to other group members or to anyone outside the Summer Research Faculty.

**When you are finished:** Seal this questionnaire inside the attached envelope and return it to the designated person.

Before you start, find your group from the following list and write the names of each group member into the vertical slots (see example). Rate each member in the column below his or her name.

| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 | Group 7 |
|---------|---------|---------|---------|---------|---------|---------|
| Baggs | Alderman | Archer | Baker | Aquinoduval | Amoroso | Allen |
| Barney | Arnold | Blankenship | Burke | Chretian | Brown | Combs |
| Braswell | Davis | Brown | Cox | Cruz | Gillis | John |
| Brown | Dean | Dailey | Groh | Jenkins | Holman | Knudson |
| Eaton | Gorin | Dean | Hall | Jennings | Jones | Lingeman |
| Higdon | Icban | Johnson | Horsley | Karath | Jorge | Mabry |
| Laboy | Johnson | McKinney | Kornegay | Lambourne | Kerr | Pittman |
| Mack | Jones | Merritt | Marin | Lewis | Krightlinger | Thackrey |
| Moore | Karnes | Parton | Perkal | Mauldin | Marrero-Rodrigues | Towle |
| Morris | Morris | Prickett | Shaffer | Morrow | McGroarty | Trimble |
| North | Porter | Tapia | Sudnik | Mowry | Reid | Weatherspoon |
| Swearington | Radank | Webster | Troy | Pickens | Ringwood | Wright, C. |
| Swope | Reed | Youngblood | Villanueva | Redfield | Sellner | Wright, G. |
| Widener | Scott | | Wilson | Williams | Smith | |

Example:

| Kawalski | Wang | Rubinoff | Washington | Kim | Müller | Rothbart | Bouchet | Yamamoto | Diaz | Marchinsek | Pandey | Sukarno | Ali | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | Names in each slot |
| 3 | 4 | 3 | 4 | 1 | 2 | 1 | 2 | 3 | 4 | 4 | 5 | 1 | 5 | Numbers in each box — Drives carefully |

Form: A

<u>Write in names of members of your group:</u>

| 02 | | | | | | | | | | | | | Believes in and is committed to the EO program |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 03 | | | | | | | | | | | | | Believes in EO/affirmative action principles |
| 22 | | | | | | | | | | | | | Believes in military system/Chain of Command |
| 37 | | | | | | | | | | | | | Aware of military and civilian attitudes toward EO |
| 38 | | | | | | | | | | | | | Sensitive to need for command/Commander support for program success |
| 56 | | | | | | | | | | | | | Patient |
| 58 | | | | | | | | | | | | | Concerned, caring |
| 60 | | | | | | | | | | | | | Exhibits healthy skepticism (balance bleeding heart vs. cynicism) |
| 62 | | | | | | | | | | | | | Sensitive to need for timeliness of actions |
| 64 | | | | | | | | | | | | | Has ability to assign responsibility |
| 65 | | | | | | | | | | | | | Adheres to regulation/ fact/ letter of the law |
| 67 | | | | | | | | | | | | | Sensitive to cultural/ethnic/gender/age differences |
| 70 | | | | | | | | | | | | | Fair/neutral |
| 72 | | | | | | | | | | | | | Would be supportive of client as member of military |
| 76 | | | | | | | | | | | | | Positive self-image, self-confidence |
| 79 | | | | | | | | | | | | | Exhibits assertive leadership |
| 81 | | | | | | | | | | | | | Shows diplomacy/tact |
| 83 | | | | | | | | | | | | | Shows empathy not sympathy |
| 86 | | | | | | | | | | | | | Has common sense/maturity |
| 88 | | | | | | | | | | | | | Aware of impact of actions/words |
| 96 | | | | | | | | | | | | | Efficient/persist/reliable/follows through |
| 102 | | | | | | | | | | | | | Task-oriented |
| A | | | | | | | | | | | | | Racially prejudiced |
| C | | | | | | | | | | | | | Religiously biased |
| D | | | | | | | | | | | | | Willing to accept EO assignment from military Service |
| F | | | | | | | | | | | | | Did well in academics at DEOMI |
| G | | | | | | | | | | | | | Good Basketball player |
| I | | | | | | | | | | | | | I like this person at a personal level |
| J | | | | | | | | | | | | | I have talked with this person quite a bit |
| K | | | | | | | | | | | | | Hard-working |
| L | | | | | | | | | | | | | Plans for the future |
| M | | | | | | | | | | | | | Dependable |
| ISD 2A | | | | | | | | | | | | | Demonstrates active participation in all instructional settings (groups, lectures, leadership lab) |
| ISD 2C | | | | | | | | | | | | | Performs maintenance functions in group activities (gate-keeping, encouraging, harmonizing, compromising, standard setting, diagnosing) |

| ISD 2E | | | | | | | | | | | | | | Displays effective communication skills in groups (empathic verbal expression, effective listening and questioning) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ISD 3B | | | | | | | | | | | | | | Exhibits non-discriminatory and anti-discriminatory behavior based on gender |
| ISD 3D | | | | | | | | | | | | | | Exhibits cross-cultural adaptability (Willingness to understand ideas, norms, attitudes and behaviors of members of other cultures. Conveys interest, warmth, patience...) |

Form: B

**Write in names of members of your group:**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 02 | | | | | | | | | | | | | Believes in and is committed to the EO program |
| 03 | | | | | | | | | | | | | Believes in EO/affirmative action principles |
| 08 | | | | | | | | | | | | | Aware of stereotypes of EO programs |
| 25 | | | | | | | | | | | | | Sensitive to military expectations/limitations on the EO program |
| 44 | | | | | | | | | | | | | Aware of impact of EOA's rank on program reception/support |
| 42 | | | | | | | | | | | | | Sensitive to impact of complaints on command/Cdr |
| 57 | | | | | | | | | | | | | Supportive |
| 59 | | | | | | | | | | | | | Avoids personal agenda/ownership |
| 61 | | | | | | | | | | | | | Open, honest |
| 63/98 | | | | | | | | | | | | | Walks what he/she talks; Consistent behavior and belief |
| 66 | | | | | | | | | | | | | Sensitive to others |
| 68 | | | | | | | | | | | | | Would be sensitive to needs of complainants |
| 71 | | | | | | | | | | | | | Would remain objective to both sides |
| 75 | | | | | | | | | | | | | Open-minded |
| 77 | | | | | | | | | | | | | Makes positive first impression, appearance |
| 80 | | | | | | | | | | | | | Shows integrity |
| 82/97 | | | | | | | | | | | | | Shows enthusiasm/ positive attitude |
| 85 | | | | | | | | | | | | | Shows flexibility |
| 87 | | | | | | | | | | | | | Persuasive |
| 89 | | | | | | | | | | | | | Willing to grow/to take risks |
| 99 | | | | | | | | | | | | | Sensitive to importance of individual effort |
| 104 | | | | | | | | | | | | | Accessible/approachable |
| A | | | | | | | | | | | | | Racially prejudiced |
| B | | | | | | | | | | | | | Sexist |
| D | | | | | | | | | | | | | Willing to accept EO assignment from military Service |
| E | | | | | | | | | | | | | Adjusted well to DEOMI training school |
| H | | | | | | | | | | | | | Good Volleyball player |
| I | | | | | | | | | | | | | I like this person at a personal level |
| J | | | | | | | | | | | | | I have talked with this person quite a bit |
| K | | | | | | | | | | | | | Hard-working |
| L | | | | | | | | | | | | | Plans for the future |
| M | | | | | | | | | | | | | Dependable |
| ISD 2B | | | | | | | | | | | | | Performs task functions in group activities (initiating, exchanging information, clarifying, etc.) |
| ISD 2D | | | | | | | | | | | | | Gives, solicits, and receives individual feedback in groups. |

| ISD 3A | | | | | | | | | | | | | Exhibits non-discriminatory and anti-discriminatory behavior based on race or ethnicity |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ISD 3C | | | | | | | | | | | | | Exhibits non-discriminatory and anti-discriminatory behavior based on religion |

Appendix C

Symbolic Racism Questionnaire

Study 3

## Pre-DEOMI Values and Opinions

This one is *not* anonymous: For the purposes of our research, we need to be able to relate this information to other information collected by the Summer Research Faculty. This information will be held confidential, and "sanitized" before it leaves our office. Please be as honest as possible.

To ensure that no one else sees your answers, please seal this questionnaire in the attached envelope before returning it.

Your name _____

Your racial or ethnic group _____

### Part I: Values

Instructions: On this questionnaire we would like to get an idea of how you viewed yourself and others *before you came to DEOMI.* In this particular questionnaire we aren't interested in learning about your current feelings.

We would like to know how you viewed:

1. Yourself, individually.
2. White American Military Personnel in general
3. Black American Military Personnel in general
4. How *you thought another racial/ethnic group viewed your group.* The way you answer this question depends on your own racial or ethnic identity:
   If you are White: how do you think Black American Military Personnel view White American Military Personnel?
   If you are Black: how do you think White American Military Personnel view Black American Military Personnel?
   If you are neither Black nor White: how do you think White American Military Personnel view your particular ethnic group in the Military?

In all cases we are referring to people in the U.S. military (your Service), not the United States population as a whole.

Please use a 10-point scale, where **1=not at all /never** and **10=completely /always** for these characteristics or behaviors. Any number from 1 through 10 can be used.

Place a number from 1 to 10 in each box indicating how you felt *before coming to DEOMI.*

1=not at all /never
10=completely /always
(use any number from 1 through 10)

| Characteristic/Behavior | 1<br>You,<br>Personally | 2<br>White<br>American<br>Military<br>Personnel | 3<br>Black<br>American<br>Military<br>Personnel | 4<br>How<br>*another* Group<br>Sees<br>*Your* Group* | *see #4<br>above for<br>explanation |
|---|---|---|---|---|---|
| Accommodating | | | | | |
| Ambitious | | | | | |
| Cooperative | | | | | |
| Courteous | | | | | |
| Dependable | | | | | |
| Energetic | | | | | |
| Enjoyable to talk with | | | | | |
| Flexible | | | | | |
| Insulting | | | | | |
| Intelligent | | | | | |
| Lazy | | | | | |
| Lets others in unit or group carry the load | | | | | |
| Loyal to unit or group | | | | | |
| Materialistic | | | | | |
| Meticulous | | | | | |
| Neat | | | | | |
| Open-minded | | | | | |
| Plans for the future | | | | | |
| Pleasant | | | | | |
| Polite | | | | | |
| Practical | | | | | |
| Racially prejudiced | | | | | |
| Sacrifices in the present for future gain | | | | | |
| Take orders willingly | | | | | |
| Uncompromising | | | | | |

## Part II: Opinions

**Instructions:** Finally, we would like to know what your feelings about certain affirmative action issues were *before you came to DEOMI.* This is a standard opinion rating scale. Please answer each question on the following scale:

5 **Definitely** agreed (before coming to DEOMI)
4 **Somewhat agreed** (before coming to DEOMI)
3 **Neutral** (before coming to DEOMI)
2 **Somewhat disagreed** (before coming to DEOMI)
1 **Definitely disagreed** (before coming to DEOMI)

1. _____ Equal opportunity in the military advances the careers of all groups, both whites and minorities.

2. _____ Looking objectively at behaviors, it seems that minority enlisted officers perform somewhat more poorly than white officers in some situations.

3. _____ As the military manpower level decreases, prestigious and desirable positions will have to be allocated to whites or minorities on the basis of some kind of quota.

4. _____ White and minority officers are competing for a limited number of positions, and as one group obtains better positions, the other does not.

5. _____ Affirmative action generally reduces opportunities for whites while enhancing opportunities for minorities.

6. _____ My position in the military could be affected positively by affirmative action policies.

7. _____ When honors or awards are given, the officers deciding the award tend to favor either minorities or whites, but rarely both groups.

Appendix D

Group Structure Questionnaire

Study 4

## Interpersonal Behavior Rating Form

**Instructions:** We would like to know how close you are to other members of your original small group so that we can analyze the "social dynamics" of each group. Please rate each member of your group, except for yourself, on each of the "interaction types" listed. Use the following scale in which "definitely," "probably," etc. refer to attitudes such as liking and "always," "often," etc. refer to behaviors such as talking.

5 Definitely true; almost always occurs
4 Probably true; often occurs
3 Neutral
2 Probably not true; occurs occasionally
1 Definitely not true; never occurs

This one is **not** anonymous: This questionnaire can't be done anonymously, for obvious reasons. However, as with the other questionnaires, only the Summer Research Faculty will see the results. Please be as honest as possible.

Your name _____

Before you start, find your group from the following list and write the names of each group member into the vertical slots (see example). Rate each member in the column below his or her name.

| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 | Group 7 |
|---------|---------|---------|---------|---------|---------|---------|
| Baggs | Alderman | Archer | Baker | Aquinoduval | Amoroso | Allen |
| Barney | Arnold | Blankenship | Burke | Chretian | Brown | Combs |
| Braswell | Davis | Brown | Cox | Cruz | Gillis | John |
| Brown | Dean | Dailey | Groh | Jenkins | Holman | Knudson |
| Eaton | Gorin | Dean | Hall | Jennings | Jones | Lingeman |
| Higdon | Icban | Johnson | Horsley | Karath | Jorge | Mabry |
| Laboy | Johnson | McKinney | Kornegay | Lambourne | Kerr | Pittman |
| Mack | Jones | Merritt | Marin | Lewis | Krightlinger | Thackrey |
| Moore | Karnes | Parton | Perkal | Mauldin | Marrero-Rodrigues | Towle |
| Morris | Morris | Prickett | Shaffer | Morrow | McGroarty | Trimble |
| North | Porter | Tapia | Sudnik | Mowry | Reid | Weatherspoon |
| Swearington | Radank | Webster | Troy | Pickens | Ringwood | Wright, C. |
| Swope | Reed | Youngblood | Villanueva | Redfield | Sellner | Wright, G. |
| Widener | Scott | | Wilson | Williams | Smith | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Kawalski | Wang | Rubinoff | Washington | Kim | Müller | Rothbart | Bouchét | Yamamoto | Diaz | Marchinsek | Pandey | Sukarno | Ali | *Names in each slot* |
| 3 | 4 | 3 | 4 | 1 | 2 | 1 | 2 | 3 | 4 | 4 | 5 | 1 | 5 | *Numbers in each box* — Drives carefully |

## Names of members of your group

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | I talked to this person when we were in small group |
| | | | | | | | | | | | | | | I currently sit with this person during meals |
| | | | | | | | | | | | | | | I currently interact with this person "after hours" or on weekends |
| | | | | | | | | | | | | | | I like this person |
| | | | | | | | | | | | | | | I feel I know this person well |